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OF HIGHER EDUCATION

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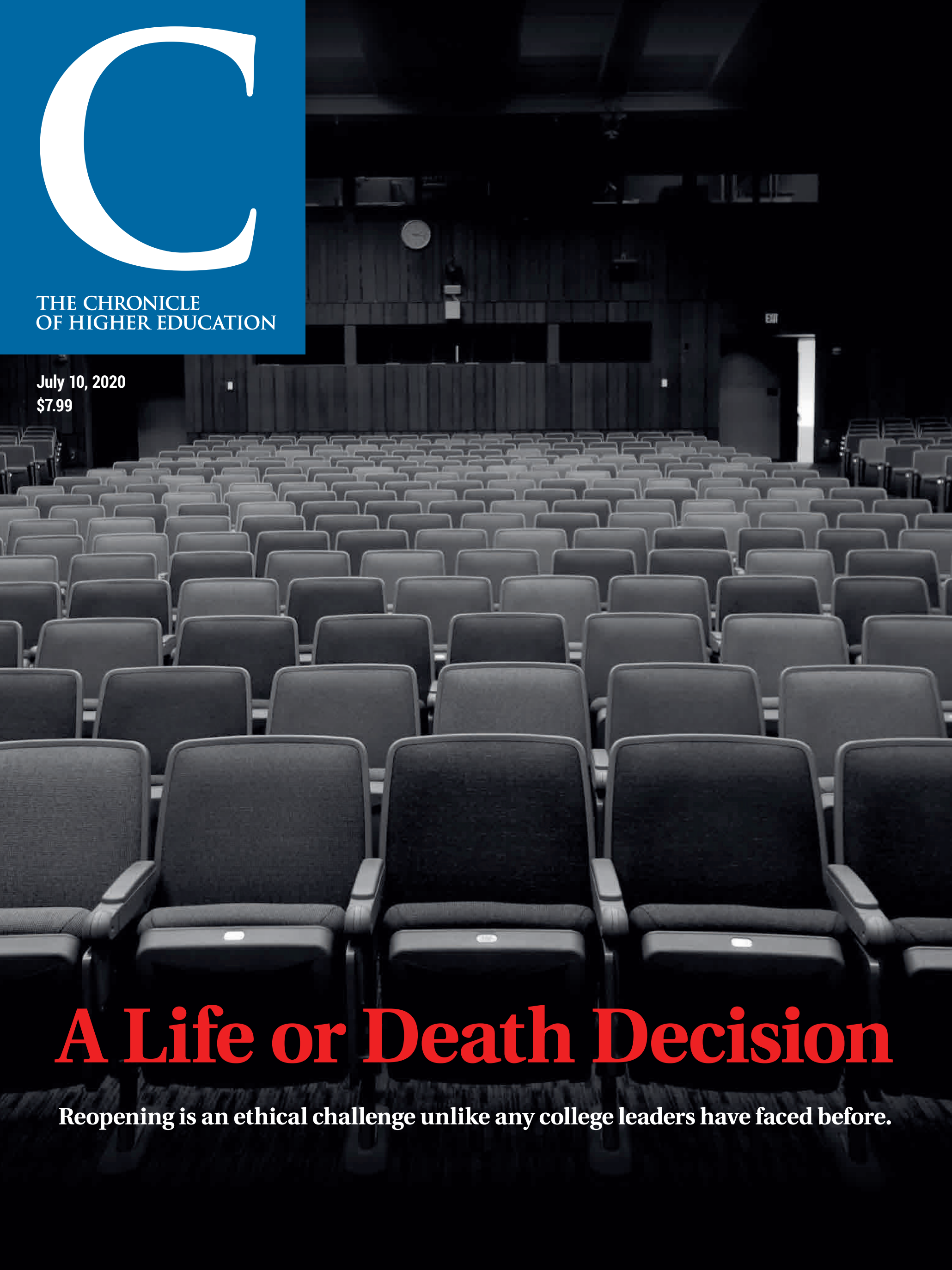


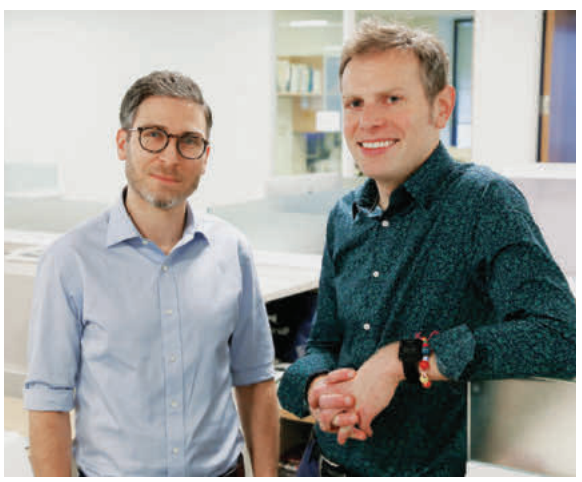
A Life or Death Decision

Reopening is an ethical challenge unlike any college leaders have faced before.

Decision Time

AS WE SENT this issue of *The Chronicle* to the printer, the United States reported more than 48,000 new Covid-19 cases in one day, with eight states announcing single-day highs. Entire regions of the country were struggling to corral potentially explosive rates of infection. Anthony S. Fauci appeared before Congress to warn that if the current outbreaks weren't better contained, even states with declining Covid-19 caseloads risked a resurgence.

That reality is already playing out on campuses. At the University of Washington, 38 students residing in 10 fraternity houses tested positive last week. At Kansas State, football practices were halted after at least 14 players were infected. At the University of South Carolina at Columbia, a spike in cases among students — an increase of 79 in eight days — was blamed on bars and other off-campus gathering spots. As our colleague Lindsay Ellis wrote, "Such an outbreak underscores a harsh reality for colleges as they plan for the fall semester: They can do only so much to control student behavior, especially when students leave the campus."



CHRONICLE PHOTO BY JULIA SCHMALZ

That won't stop some colleges from trying. Duke University announced that all students would be expected to stay in the Durham, N.C., area throughout the fall semester. No word on how the university planned to enforce the policy.

From the moment colleges shuttered their campuses and shifted operations online, in March, we've all been gripped by the same question: What will happen in the fall? The answer, according to *The Chronicle*'s tracker of more than 1,000 colleges, is that a majority intend to resume some form of in-person instruction. But their announcements have done little to quell the concerns of those who regard such plans as reckless.

Rarely, if ever, have the decisions of college administrators so clearly carried life-or-death consequences. To get a sense of how the higher-education community in its broadest sense — presidents and department secretaries, incoming freshmen and the owner of a college-town bagel shop — thinks about the logistical, moral, and legal questions raised by running a campus amid a pandemic, we asked them what colleges should do in the fall. You'll find their answers starting on Page 8.

The decisions will become only more complex, more weighty. *The Chronicle* will cover them closely in print and online, with an eye on the people who make them and the people who feel their impact. Your support makes that possible. Thank you.

—EVAN GOLDSTEIN AND BROCK READ, MANAGING EDITORS

THE CHRONICLE OF HIGHER EDUCATION

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On the cover: an auditorium at the U. of California at Berkeley by Jeff Chiu, AP Images

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FIRST READS

Virus protection | Enrollment goals | Auditing injustice | Racial parity

Virus protection

In Sickness or in Health

UNTIL LAST MONTH, Jason Helms was confident that he would be able to teach remotely this fall. He's a tenured associate professor of English at Texas Christian University, and his 2-year-old daughter has a congenital heart defect, so he had planned to do his job virtually so as not to bring the coronavirus home, he told *The Chronicle* in May.

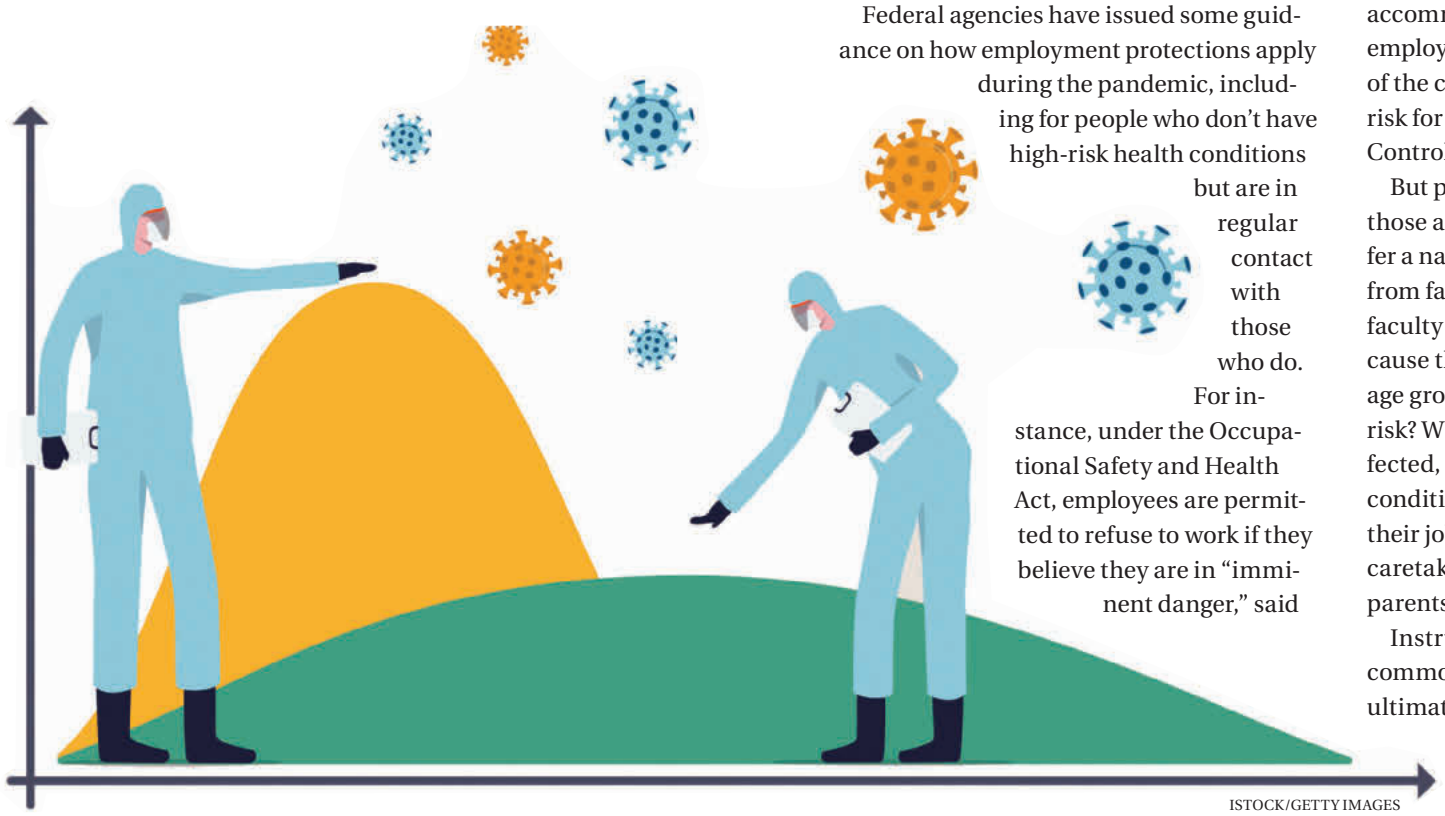
But in June, Helms was informed by TCU's human-resources department that his request for an accommodation under the Americans with Disabilities Act was denied because he did not meet the criteria.

Helms was confused and frustrated. He tweeted about the ADA denial, which went viral. After getting a call from the head of human resources, Helms said he learned that he should have requested something called intermittent leave through the Family Medical Leave Act. He clarified the tweet but was left with unanswered questions.

In a statement, Yohna J. Chambers, chief human-resources officer, said that TCU has a comprehensive plan to address health and safety, including accommodating faculty members who are high risk and not able to return to campus, as well as protecting the jobs of those who are caring for high-risk family members. After this article was published online, Helms tweeted that the university's provost had announced via email that all instructors would be able to choose whether they will teach online or not.

But that may not be the case everywhere. Early promises made by administrators to listen to faculty input are now making way for actual rulings on faculty requests. And like everything else during the coronavirus pandemic, the process is complicated and the results vary from institution to institution.

Federal agencies have issued some guidance on how employment protections apply during the pandemic, including for people who don't have high-risk health conditions but are in regular contact with those who do. For instance, under the Occupational Safety and Health Act, employees are permitted to refuse to work if they believe they are in "imminent danger," said Mark H. Moore, a partner with the law firm Reavis Page Jump. That's a tough standard to meet, he said. Moore noted that a university is typically a more "collegial" workplace than, say, a meat-packing plant. It may be more difficult to tell a professor with tenure or with union protections that they have to return to work than it would be in other industries, he said.



ISTOCK/GETTY IMAGES

That hasn't kept some prominent college leaders from making the ask.

At the University of Iowa, Steve Goddard, dean of the College of Liberal Arts and Sciences, addressed a faculty member who had submitted a question saying that she's a woman of color with an autoimmune condition and felt "tremendous anxiety" about re-entering the classroom. During a virtual town hall, Goddard urged the woman to start with "mental-health counseling" and also said, "I'd also encourage you to think about trying to manage that because — as an underrepresented minority, a woman of color — you have a tremendous impact to students if you can overcome some of that anxiety and fear," *The Gazette* reported.

At the University of Notre Dame, more than 140 faculty members signed a petition, arguing that they "should be allowed to make their own prudential judgments about whether to teach in-person classes." Faculty members there can fill out an accommodation-request form, which asks employees to disclose if they fall into one of the categories identified as being high risk for Covid-19 by the Centers for Disease Control and Prevention.

But professors have complained that those accommodation-request forms offer a narrow interpretation of who is at risk from face-to-face instruction. What about faculty members who have concerns because they are older but not yet 65 — the age group specified by the CDC as high risk? What about those who fear getting infected, regardless of their own underlying conditions, and who feel they can perform their jobs remotely? Or those who aren't caretakers but regularly interact with aging parents?

Instructors waiting to hear if their accommodation requests are approved may ultimately face difficult choices. Even before he heard from the provost, Helms, at Texas Christian, was resolved not to teach in person this fall. It's simply not worth the risk, he said. Coronavirus hospitalizations in Texas have recently hit record highs. Texas Christian's own general counsel, Larry Leroy (Lee) Tyner Jr., told a U.S. Senate committee that when colleges reopen, there will be no way to assure that no one will bring the virus onto campus. "Spread is foreseeable," he told the committee in May, "perhaps inevitable."

— EMMA PETTIT

Enrollment goals

The Sky Is Not (Yet) Falling

THE THREAT OF THE CORONAVIRUS and uncertainty about how campuses will operate in the fall threatened to drive prospective college students to reconsider their options for the coming semester, at least.

But enrollment managers at several small private and public regional colleges have told *The Chronicle* that they are close to meeting their goals for new first-year students, while maintaining strong retention of current students. In addition, news reports on both public and private colleges suggest that the fall headcount looks more promising than it did earlier in the spring — meaning that many colleges are not facing a full-scale disaster after all.

That said, institutions that responded to *The Chronicle*'s questions showed a striking range of forecasts, with some colleges badly lagging behind their targets and others coming out ahead.

Administrators credit good results to added flexibility in the admissions process, including extending the traditional deposit deadline of May 1 to June 1 or later. Many colleges have also made it easier for students to request more financial aid, and have created new, virtual ways to engage families, promote their campus, and answer the myriad questions about safety.

"Families were hungry for communication," said Kevin Kropf, executive vice president for enrollment management at Drury University, a small private college in Springfield, Mo., "and students wanted there to be something close to normal for the fall."

There are still several months until classes start, though, and enrollment teams at many institutions plan to work through the summer to try to ensure that students' commitments don't melt away. And many more issues remain well outside the ability and efforts of college officials to control, including the possibility that the pandemic that shut down classes in the spring will intensify just as students return to campus, in August and September.

For this article, *The Chronicle* contacted seven less-selective private and 12 public regional colleges that had moved their decision day beyond the traditional May 1 deadline. Eleven responded.

Admissions officials realized early in the crisis that their previous experience would not be a good predictor for the current enrollment cycle. "We threw all the models out the window," said Todd Rinehart, vice chancellor for enrollment at the University of Denver.

The trend in March was about the same as for last March, said Kropf at Drury, although the number of students committing in April was 67 fewer than in the previous year — a big decline for a college that aims to enroll just 320 first-year students. But by the end of May, the number of students who had made deposits was nearly the same as for that month in 2019, he said.

Drury is still 6 percent below its goal, but it continues to reach out to accepted students, Kropf said, and the percentage of current students who plan to return to the university is less than 1 percent less than it was a year ago.

Retention is also strong at the University of Illinois at Chicago, for example — 3 percent higher than in the previous year — even as the number of new students committing for the fall is 5 percent below the institution's goal, said Kevin Browne, vice provost for academic and enrollment services at the urban research university. Students also registered for 30 percent more credits in summer courses this year than in 2019, Browne said.

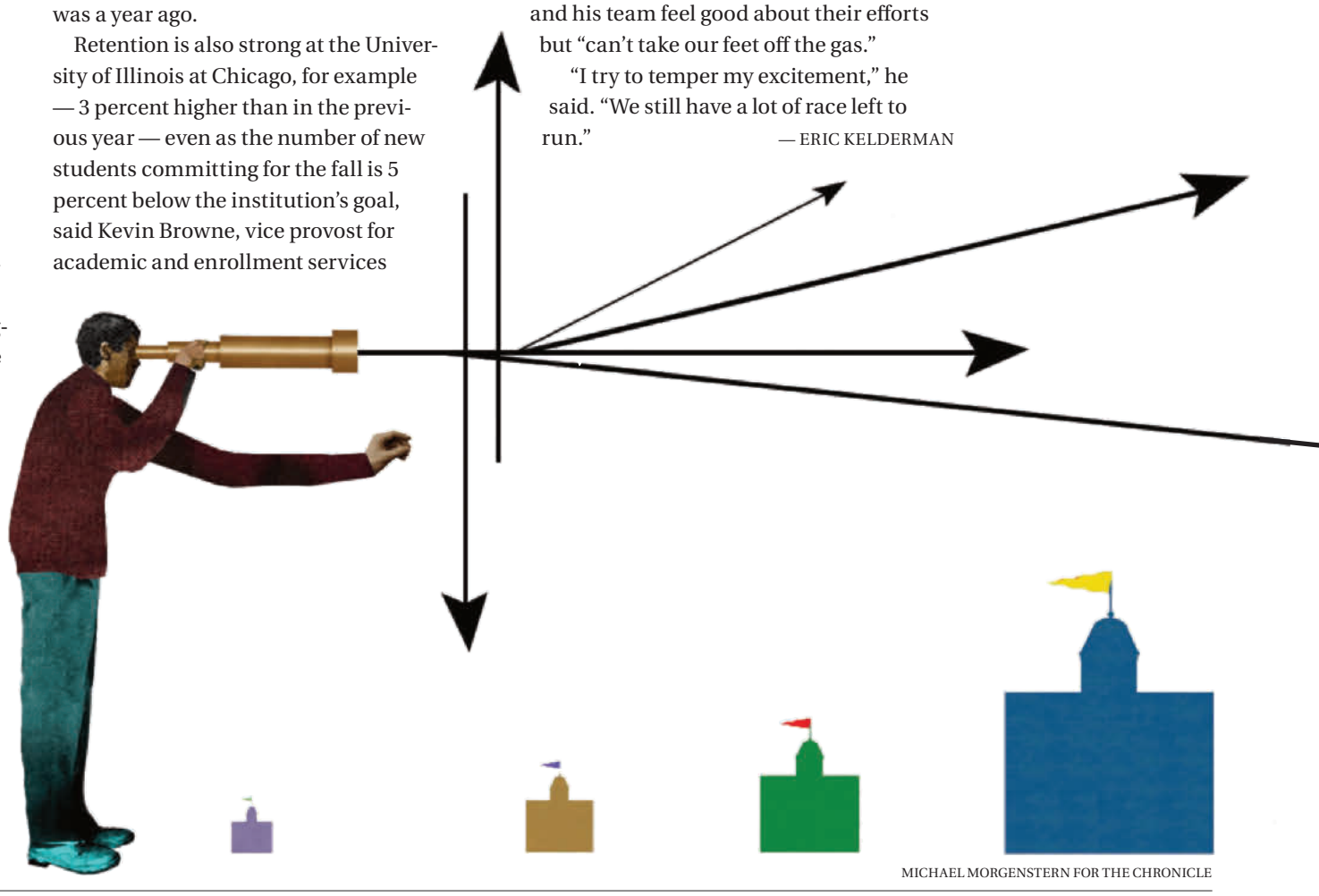
At Susquehanna University, the percentage of freshmen and sophomores returning in the fall is more than 90 percent — far higher than in previous years, said DJ Menifee, vice president for enrollment services at the private college in Pennsylvania. That means 57 more students enrolled this year than last, he said, and makes up for a shortfall in new deposits, which are 35 below the goal of 619, he said.

"We're still engaging those who haven't committed," he said, "but we are not necessarily needing to get to 619."

At Lamar University, a public regional institution in Texas, the news is mixed. The institution is still 14 percent short of its fall-enrollment goal, but it is ahead of last year's pace, said Tony Sarda, director of undergraduate and graduate enrollment. He and his team feel good about their efforts but "can't take our feet off the gas."

"I try to temper my excitement," he said. "We still have a lot of race left to run."

— ERIC KELDERMAN



MICHAEL MORGENSTERN FOR THE CHRONICLE

Auditing injustice

Banding Together to Fight Racism

MORE THAN HALF of the 115 presidents in the California community-college system have formed a new partnership with the University of Southern California's Race and Equity Center, pledging action and financial commitments to diversity on their campuses.

As the nation grapples with widespread outrage over the killing in police custody of George Floyd, colleges have scrambled to respond in a way that feels genuine in an emotionally charged moment. Often their statements have been criticized as vague and empty.

NATALYA BALNOVA FOR THE CHRONICLE

Shaun Harper, a professor of education and business at USC and executive director of the race-and-equity center, was flooded with requests for help: Can you facilitate conversations with my students and employees about racism? Where do I go from here?

So last weekend, he emailed California's community-college leaders — he already had relationships with many of them — and asked them to join the California Community College Equity Leadership Alliance. They had to put up a financial commitment of $25,000 and promise to act on racial disparities on their campuses. The center, in turn, is providing a 12-month curriculum led by racial-equity experts; an online resource library of rubrics, readings, and case studies; guidance on designing action plans; and climate surveys for students and faculty and staff members.

It's tough for colleges to make such investments during the pandemic, which has upended higher-education finances. California's public colleges have been asked to plan for a cut in state funds.

"It's an amount of money that I had to really think about," said Kathryn E. Jeffery, president of Santa Monica College. "But then I also had to think about what it would cost to miss this opportunity to use the momentum of the moment."

Administrators will have to reallocate money from other places to carry out the surveys and other changes, said Francisco C. Rodriguez, chancellor of the nine-campus Los Angeles Community College District: "Ultimately your budget is a statement of your priorities."

In California, two-year colleges can apply for funding from a state equity program, and Harper said he's seen campuses put up $10,000 of that money to bring a single speaker to campus. He wants to help institutions spend that money more effectively.

Community-college presidents can lead the charge within higher education to stop racial injustice, Rodriguez said. "The students most impacted by police violence are the students that we serve."

Black and Latina/o students disproportionately enroll at community colleges compared with white and Asian students, and they represent close to 40 percent of two-year-college enrollment nationwide. In California, community colleges also educate 80 percent of the state's first responders, including police officers, he said.

On his campuses, the percentage of Black faculty members is "abysmally low," Rodriguez said, and the proportion of students who are Black has slipped two or three percentage points in the last few years, he said. Across the state, 73 percent of community-college students identify as people of color, but 61 percent of tenured professors and 59 percent of senior leaders are white.

Through the USC partnership, Rodriguez hopes to focus on identifying and removing barriers to academic success for Black and Hispanic students and barriers to hiring and promotion for Black and Latina/o employees.

With the help of USC's climate surveys, Jeffery said, she'll make assessment her biggest priority. She doesn't want her college to just talk the talk. Did a particular policy change actually result in students' feeling more welcome on campus? Did revised hiring guidelines raise the number of Black and Latina/o faculty and staff members in subject areas where they're traditionally underrepresented, like science and mathematics?

Jeffery wants to get as many faculty and staff members participating in the 12-month USC curriculum as possible — and not just professors and administrators. She's bringing in her grounds and facilities managers, because a large number of their employees are men of color. And she's inviting someone who handles construction contracts, to make sure they're spending that money equitably. She wants students and the Board of Trustees participating, too.

"Some folks have said, we've worked on this for a long time, and we need more support from the president's office," Jeffery said. "And I agree."

— SARAH BROWN

Racial parity

Matching Enrollment to the Population

THE PRESIDENT of the University of South Carolina at Columbia, as part of a commitment to a recently approved strategic plan, pledged to increase the number of African American students enrolled at the flagship institution.

What's the goal? For the share of Black students at the university to be "approaching" the share of Black residents in the state — about 27 percent — by 2025, said Robert L. Caslen, during a virtual town hall for students and families early this week. Black students make up 9.5 percent of undergraduate enrollment at South Carolina now.

Black students are "hugely underrepresented," said Caslen during the town hall, where improving the institution's low numbers of African American faculty was also discussed as part of diversity and inclusion efforts underway. "That has to be looked at, and that has to be addressed."

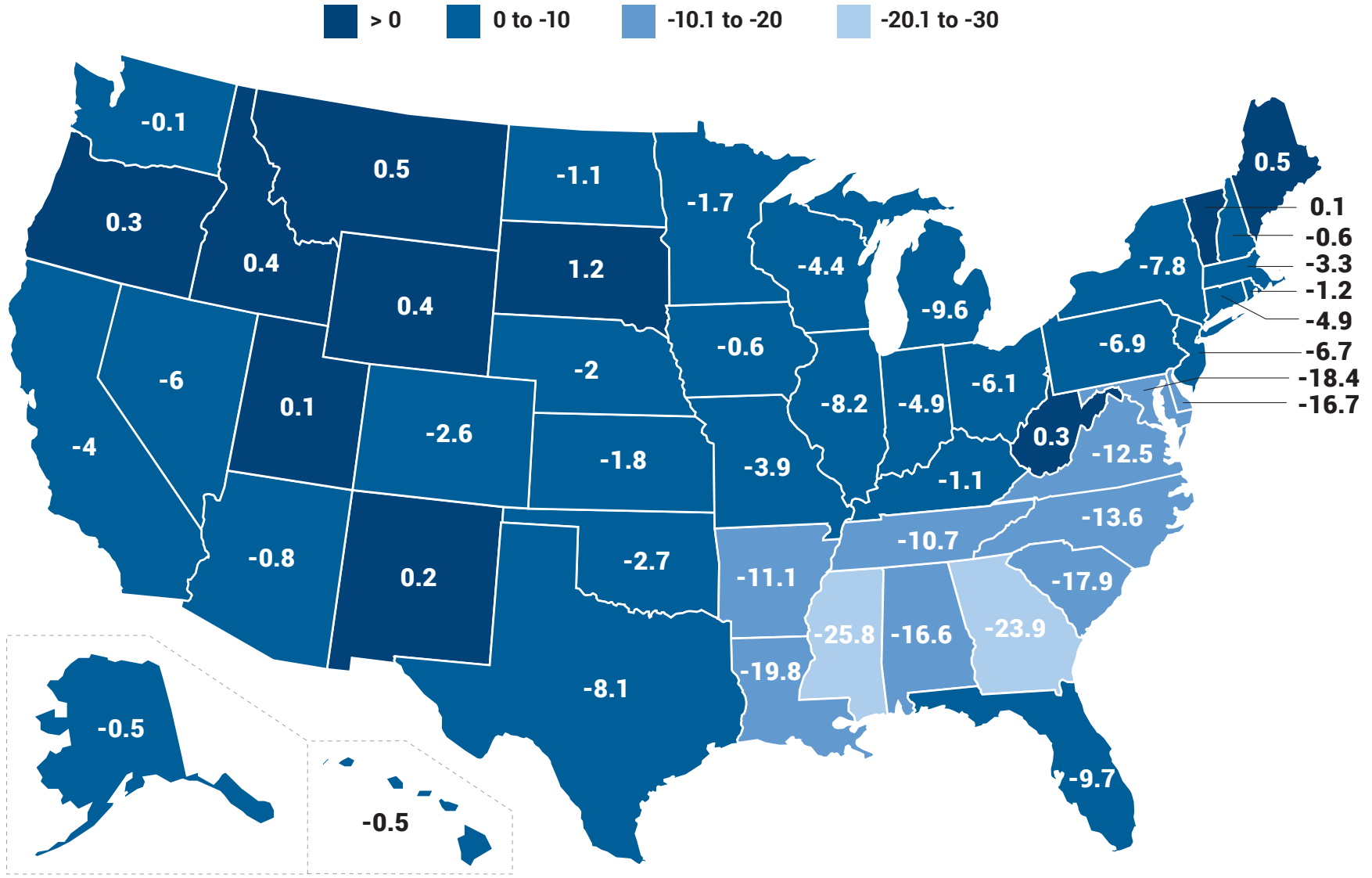
The institution's plans to help it recruit more Black students include developing and expanding pipeline programs that help elementary- and secondary-school students get on the path to attend the university, and increasing scholarship and fellowship money for underrepresented minorities, Caslen said. The intermediate goal is for Black students to make up 15 percent of the undergraduate student body by 2022.

Federal data shows that at most flagships, particularly in Southern states, the gap between the share of Black students and the share of Black people in the state is a wide one. The map below shows just how widespread — and extensive — that lack of parity is.

— AUDREY WILLIAMS JUNE

Gaps Across the Country

The colors on the map reflect the percentage-point difference between the share of Black undergraduates attending a state's flagship and the share of Black people in its population. Lighter shades denote larger differences.



Note: Data reflects undergraduate enrollment in 2018

Source: U.S. Census Bureau's 2018 American Community Survey, U.S. Department of Education

A Life

or Death Decision

Reopening is a challenge unlike any college leaders have faced before.

SHOULD COLLEGES OPEN in-person in the fall? It's the question dividing higher education.

Of the more than 1,000 colleges whose plans *The Chronicle* is tracking, a majority plan to reopen their campuses. "Colleges and universities are up to the challenge," Christina Paxson, Brown University's president, confidently declared in *The New York Times* in April. Yet other universities, including the California State University system, have announced that they will start the semester online.

THE CHRONICLE REVIEW

As fall nears, resistance to reopening has grown more vociferous. "I have a hard time imagining a more efficient way to ruin a community than by forcing it to reopen in the middle of a global pandemic," wrote Stan Yoshinobu, a mathematician at California Polytechnic State University at San Luis Obispo, in *The Chronicle*.

With coronavirus cases rising nationally, including several outbreaks at universities, we asked professors, presidents, administrators, graduate students, and a rising freshman: What should happen in the fall? Here's what they told us.

WILLIAM WIDMER, THE NEW YORK TIMES, REDUX)

Both Options Are Bad

It is impossible to predict the rate of infection at the end of the summer.

CINZIA ARRUZZA

SHOULD COLLEGES OPEN in person in the fall? For several weeks this question has left me somewhat paralyzed. Not because the two available options seemed equally attractive, but because they both struck me as equally bad. Still, as a general rule, I believe the morally prudent course of action would be to go online.

Three distinct lines of crisis are converging here — a public-health crisis, an economic crisis, and the looming crisis of higher education — and there is simply no generic, one-size-fits-all response that can respond to the complexity of each institution's particular circumstances. What we need is careful examination on a case-by-case basis, taking into account a multiplicity of factors: the location of the college; the rate of infection in that location; the college's capacity to test all incoming students and, subsequently, of running recurrent survey tests; the college's capacity to isolate infected people and provide them with a safe place to quarantine; its ability to put social-distancing measures in place, to sanitize facilities, to enforce use of face masks and other PPE. All of these measures will be costly, and carrying them out will deeply transform the campus experience — and no college can responsibly reopen without doing so. Anything short of this could be "justified" only if one explicitly endorses the logic of expendability by which some lives are considered worth sacrificing in the name of either "the economy" or "the noble mission of higher education."

Yet, irresponsible political decisions have made this course of action mostly unattainable. Federal mismanagement and haphazard, contradictory state lockdown policies, rushed reopenings of states where the rates of infection are still skyrocketing, the grave inadequacy of the U.S. health-care system, the continuing ambiguity about the actual availability of testing: All of this makes it virtually impossible to predict today, with any degree of accuracy, what the rate of infection and mortality will be at the end of the summer.

According to *The Chronicle*'s survey of more than 800 colleges, most are planning to open in person in the fall. On what basis have they reached this decision? In a situation that's been overdetermined by poor political choices making it very hard to predict the pattern of the pandemic, where are administrators getting their certainty from? The only responsible stance would be to move all or most courses online. But going online will have serious consequences for higher education, too: A number of small colleges will go bankrupt, thousands of jobs will be lost, and the quality of education will suffer. It is even possible that a kind of shock therapy will permanently restructure the higher-education sector.

This is the corner we've been forced into; these are the bad options we've been left with. But it didn't have to be this way, and that should enrage us. When circumstances make good decisions impossible, we must question the circumstances themselves, how they came about as a result of the not-inevitable sicknesses in our political, higher-ed, and health-care systems. And we must ensure that we never end up in a situation like this again. If a disease like Covid-19 could push higher education to the brink of collapse, perhaps something is rotten in the system. This is what we should be addressing.

Cinzia Arruzza is an associate professor of philosophy at the New School for Social Research.

Colleges should reopen so that many wealthy white students might learn to appreciate their unsafety.

A Modest Proposal

Getting an education is a dangerous thing.

GERALD EARLY

RESIDENTIAL COLLEGES, justified by the dubious proposition that the experience they offer is a profoundly meaningful passage to adulthood, cannot financially or philosophically withstand an entirely remote academic year. Instead of students missing them, students will probably feel liberated from the presumptions of the residential-college model. That model, some will argue, is expensive, inefficient, and hypocritical in wanting the largess of the market while being exempted from it. It also caters largely to the whims of the wealthy and the social aspirations of insecure middle-class parvenus.

Students will learn that there are other ways to obtain certain sorts of credentials and, more important, more emotionally fulfilling ways to enter adulthood. If residential colleges do not wish to be entirely upended, or to have students and their parents see through the flimsiness of colleges' clichéd claims, they would be well advised to open in the fall.

Another point: Every African American is struck by the need of whites to be safe. Their quest for safety is both an obsession and an entitlement. African Americans understand that the criminalization and exotification they have endured is predicated upon whites' need for safety and social distance. The racial disparities in the Covid-19 rates of infection and death have only made this social and psychological arrangement starker.

Black people have created a community and humane ethos built on the proposition that no one is safe: the tough optimism that life comes with costs. Colleges should reopen in the fall so that many wealthy white students might learn to appreciate their unsafety in the same way. Through that, they might learn a small measure of how many people in this world are forced to live — without refuge. The safety that colleges are so preoccupied with flies in the face of what an old Black barber told me when I was a kid: "Getting an education is a dangerous thing," as enslaved people knew. I do not modestly propose such a return as a trial of retribution, but as an exercise in empathy.

Gerald Early is the chair of the department of African and African American studies at Washington University in St. Louis.

When College Is the Safest Space

For our students, there are fewer risks on campus than off.

ROSLYN CLARK ARTIS

BENEDICT COLLEGE WILL OPEN in the fall. We are a private HBCU with an 82-percent Pell-dependent student body. Seventy-four percent of our students are first generation. Twelve percent do not have access to broadband in their homes. They must walk to local libraries and other public facilities and sit in parking lots for hours to access a Wi-Fi network. A significant proportion of students experience homelessness, food insecurity, and other threats to their physical and emotional well-being.

Simply stated, the students we serve are "at risk." Covid-19 has exacerbated these risks and forced us to consider the best interests of our students through the lens of their physical, mental, and emotional safety. These students face substantial risks if they do not return to campus.

Given the well-documented disparate impact of Covid-19 on Black communities, we study data on underlying health conditions and the extent to which they may exacerbate the impact of Covid-19. We also track positive cases among current students and their immediate family members. Many of the communities our students reside in are "hot spots" for transmission. Many live in families where the primary earner is an "essential" front-line employee who risks exposure daily. Some students are applying for emergency aid to deal with hunger; others are dealing with emotional disorders that have been exacerbated by the pandemic. Some will withdraw if on-campus learning and housing opportunities are unavailable. That would come with its own dangers: College dropouts have few opportunities for gainful employment in an economy decimated by the pandemic.

Our students are safer on Benedict's campus, even with the risk of Covid-19, than they are out jogging in their own neighborhoods; walking down the streets wearing a hoodie; sitting in a car; or eating a bowl of ice cream in their own homes. George Floyd and countless others are evidence of this reality.

I am not blind to the risks of Covid-19. Our decision to reopen is made with a full appreciation of the inherent risks — the risks of opening, as well as the risks of not opening. Our choice was clear: Benedict College is a safe space, and it will be open.

Roslyn Clark Artis is president of Benedict College.

Our students are safer on campus than they are out jogging in their own neighborhood.

SARS Moriendi

We are frail and mortal. Life rarely offers happy choices.

CHRISTIAN SMITH

THIS PANDEMIC is forcing to the surface some truths that we mostly prefer to suppress. One is that we are less in control of what happens in our lives than we like to think. Another is that modern social systems are vulnerable to breakdown and collapse under certain circumstances. This century is unlikely to see the growing prosperity, stability, and freedom that we had come to expect since the 1950s.

Another truth: Science can contribute vital facts to moral decision-making but can never settle such decisions without the directives of shared values and substantive ethical commitments, which we lack. Another truth we tenaciously deny: We are frail and mortal.

We are all going to die relatively soon of one thing or another. Finally, life rarely offers us happy choices between clear good and bad, but usually instead between varieties of incommensurate, relatively bad alternatives.

In short, this nasty virus confronts us with realities that we are loath to accept, and that modern culture is badly equipped to help us handle. The sacred values of modernity are human control and freedom. The spirit of modernity is humanity taking its destiny into its own hands. Covid-19 mocks this modern project. No wonder we are tied in knots about opening our campuses. This is not ultimately a technical or scientific or risk-management problem, but one that forces a host of disturbing questions on us moderns.

Prudence counsels opening with caution. I am impressed by the careful and thorough consideration of the problem by leaders at the University of Notre Dame. We plan to open campus in the fall but are fully aware of our limited control and well prepared with contingency plans. If I fall ill or even die in the course of teaching my fantastic students, it will have been for something I most love and value in life.

Let's all be smart and careful. But let's also learn to accept life's hard truths, and ready ourselves to embrace their consequences with as much dignity and joy as we can muster.

Christian Smith is a professor of sociology at the University of Notre Dame.

Beyond Enlightened Prudence and Reckless Abandon

A few questions before we cede the moral high ground to those in favor of an online-only fall.

WALTER SCHEIDEL

IT IS TEMPTING to cast the argument between campus closers and reopeners as one between enlightened prudence and reckless abandon — between those who properly value human life and those who rush to sacrifice it on the altar of the almighty dollar. But before we cede the moral high ground to the closers, let's ask them to clarify five points.

First, reveal the source of your implied prescience. How can you be so sure that there will be life after Covid, and not just with Covid, anytime soon, or indeed ever? That all it takes is to muddle through one more semester, one more academic year, before every campus will be safe again? Because if you aren't, what exactly are you waiting for?

Second, tell us how you know that students — judged mature enough to drive, vote, and go to war (not to mention hold down several jobs to pay their way through college) — will blithely flout campus safety protocols. Do you really hold them in such low esteem? If you are ready to extrapolate from spring-break beach parties to the conduct of 16 million undergraduates, this might be a good time to review your prejudices.

Third, come clean to those you expect to fork over tuition payments — parents remortgaging their homes and students racking up crushing debt — about who it is that campus closures and online instruction will primarily benefit. (Is it the students or the aging faculty and administrators who pocket most of their tuition?) I estimate that only about 0.05 percent of all Covid-19 deaths recorded by the CDC occurred among people ages 18 to 22 (who make up the majority of full-time undergraduates). Yet close to 40 percent of tenure-track faculty are over 55, and the fatality risk from Covid-19 for 55- to 74-year-olds appears to be roughly 160 times that for the average 20-year-old undergraduate.

Fourth, help your clients understand why the switch to online or hybrid forms of teaching has generally failed to trigger refunds (beyond room and board) and will most likely fail to result in substantial discounts for the coming academic year. Is there no substantive difference between face-to-face and remote instruction? If there is, prices ought to be adjusted accordingly, and if there isn't, what are campuses for?

Finally, explain why the maximization of personal safety overrules any and all competing concerns and justifies upholding the trade-offs — and the campus closures — this crisis has already imposed on society. Look at what has been accomplished so far. Remote instruction has widened the gap between the digitally well-connected and those struggling to keep up; between the affluent and the precarious, the suburban and the rural; and between young (put on a diet of undiscounted Zoom classes) and old (those of us teaching from the safe distance of home).

Maybe such trade-offs really do pale in comparison to the risks of reopening campuses this fall. If you think so, tell us why, and make sure that those who foot the bill have their say.

Walter Scheidel is a professor of classics and history at Stanford University.

Why does the maximization of personal safety overrule all competing concerns?

Universities Are Dangerous During a Pandemic

The illness will spread from gown to town.

GREGG GONSALVES

DORMS ARE LIKE CRUISE SHIPS on land or prisons without bars: people living in proximity, in frequent contact, over extended periods of time. For many infectious pathogens, such settings are a boon for disease transmission. As leaders in higher education start to make decisions about reopening their campuses this fall, they start with this working against them.

In reopening campuses to residential life, we may very well be seeding new outbreaks across the nation. Colleges are perfect incubators for viral spread and propagation. And while the prospect of a CNN chyron proclaiming an outbreak of SARS-CoV2 on their campus, and the reaction of parents and donors, may make university administrators break out in a cold sweat, the potential for spread to the surrounding community is far more worrisome. This is because unlike ships out at sea, college campuses are not isolated. They will very likely become institutional amplifiers of local epidemics. Presidents and trustees are making epidemiological decisions not just for their students and staff but also for the cities and towns they call home.

I've been spending a lot of my time during this pandemic writing affidavits arguing for the release of those incarcerated in jails, prisons, and Immigration and Customs Enforcement detention facilities. Why? Because it's very difficult to do infection control and social distancing in congregate facilities, and once a virus takes hold, the potential for rapid spread is high. This is why prisons, meat-packing plants, and nursing homes have become sites of superspreading events.

Perhaps institutions with deep pockets like Yale, where I work, can test all students, faculty, and staff week after week to detect outbreaks early on, and contain them by isolating all affected individuals. But Yale has over 13,000 students, more than 4,800 faculty members, and more than 10,000 staff members. The logistical challenge is acute even for a place with a $30-billion endowment. Now imagine colleges and universities struggling to do this on a more meager budget. Universities are dangerous places to be during a pandemic.

Gregg Gonsalves is an assistant professor of epidemiology at Yale and co-director of the university's Global Health Justice Partnership.

Your Livelihood, or Your Life

I'm being asked to choose between dying from the virus or losing my health insurance and home.

ANONYMOUS

I'M A SECRETARY at a prestigious research institution in the Midwest with a $1-billion line of credit and a $12 billion+ endowment. We have a large student body from all over the world. As of May 27, we haven't announced whether we'll have a hybrid fall term or be 100 percent online.

Secretaries have a lot of face-to-face contact with students, faculty, parents, the public, and each other, often in cramped cubicle farms. Most of us cannot sit at our desks, use the kitchen or copier, or walk to the parking structure while practicing social distancing. We make your coffee, set up your lunches, hand you your copies, and lock and unlock your offices. We have no contracts, unions, or job security. We have to ask permission to take a sick day from someone who can easily fire and replace us — we don't take a lot of sick days.

I have the great privilege right now of working from home. Many of us were offered voluntary, paid furloughs of two to four months' duration, a better option than layoffs, for which I'm grateful. But no one I know feels safe accepting one, given the lack of legal protections from job loss. Some administrative assistants may be able to continue working remotely in fall, but many others will not have that option.

I can't imagine a world where higher ed weathers this crisis safely and we're allowed to keep our jobs. I also can't imagine an in-person fall term unless the virus mutates into something much safer very soon.

Weighing the financial risks against the health risks is a false choice. Covid-19's disproportionate impact should have taught everyone by now that financial risks are health risks and health risks are financial risks.

I feel like I'm being asked to choose between dying from the virus or dying from losing my health insurance and my home.

"Your livelihood, or your life" is the option that employers like Amazon, Uber, and Kroger are offering. Can't our universities do better? My institution has more money and capital than many small countries. What if we lived up to our values of diversity, equity, and inclusion? What if we invited everyone, including the staff, into the decision-making process for fall term? What if we spent down some of our vast savings? It would be difficult to dip into the endowment, but it was also difficult to move our entire academic enterprise online with four days' notice, and we managed that. What if we announced we would make the preservation of lives and livelihoods our highest priorities?

Anonymous is a secretary at a large research university in the Midwest. Given the professional repercussions she could face for speaking out, the Chronicle *has elected to protect her identity.*

Mission Possible

Statements of purpose are there for a reason.

BARRY GLASSNER

I'LL GET TO "SHOULD" IN A MINUTE. First, a prediction about what will happen.

A person or a small group will determine whether the college opens, often on idiosyncratic grounds. Typically, the board chair or a subset of trustees holds that power. In other places, it's the president. In some, particular professors have enough clout, whether by virtue of election, connection, or being top grant-getters. At some institutions, the decision will be the state governor's.

These decision makers will be guided in part by questions of safety and feasibility, but their fears and self-interest will play a role as well. Presidents want to keep their job or leave a legacy. Faculty members want to keep their labs open or ensure that teaching loads don't increase.

Those in power may or may not take seriously what emergency task forces on campus recommend, but they'll listen closely to people they depend on. Governors will pay heed to aides and pollsters, board chairs and presidents to big donors, faculty to prominent colleagues.

Personal experiences over the last few months will influence them as well. Someone who has been quarantined with a prickly adolescent may be particularly amenable to getting students back on campus.

How *should* these decisions be made? I suggest they be based on two documents. The first, Anthony Fauci's interview with *The Chronicle,* provides general parameters to follow regardless of campus sentiment or political pressures. For some colleges, those guidelines alone can resolve the question. Financially strapped universities that lack resources to open safely need to stay closed. So do wealthier colleges located in communities with high infection rates.

Everywhere else requires additional guidelines.

As luck would have it, not only do those guidelines exist, but no constituency can rightfully object to them, and they're conveniently located in a document posted on the college website: the mission statement.

I sampled several dozen from disparate institutions across the country. Most included at least a couple of these directives: Ensure student success; enroll students from all backgrounds; engage beyond the classroom; innovate; provide knowledge to meet societal needs; and enable students to lead principled lives.

How great it would be if decision makers relied on their mission statements for direction. A college committed to enrolling students from diverse backgrounds might canvass first-generation students and delay reopening if many can't return for financial or family reasons.

Conversely, a college might open if its mission emphasizes student engagement beyond the classroom in activities the institution can't effectively move online.

A college whose mission statement stresses innovation would ask whether it's better prepared to come up with groundbreaking ways to operate that allow it to open, or with pioneering approaches to online education.

If ever there's a time to be mission-driven, it is amid fear and uncertainty.

Barry Glassner is a former president of Lewis & Clark College and the author of The Culture of Fear.

The Bias Against Online Teaching

It's nothing to be afraid of — and it's the moral choice.

SHALON VAN TINE

SINCE COLLEGES are places where thousands of people work in close proximity to one another, and since our aim should be to deter preventable death and illness, universities should remain closed in the fall.

A major concern, however, is how classes will continue. The answer is that most of them can — and should — be moved online. Among my colleagues who had to move their courses online in the spring, I have seen emotions ranging from pure panic to smug disdain. As someone who has taught online for seven years, I can attest to the fact that it's nothing to be afraid of — but it does require approaching teaching in a different way.

Despite the fact that most Americans (over 90 percent) use the internet for work and play, there is still a stigma about using it for education. Online education is often considered to be of lower quality. A lot of this bias stems from the early 2000s, when for-profit colleges sold their programs to working adults who needed flexibility and online accessibility to make postsecondary education a possibility. Unfortunately — even though it enabled working-class people, parents without day care, military personnel overseas, and people with disabilities to access higher education in a way that was rarely available to them in the past — the stigma of online education endures. While there is no doubt that for-profit colleges are exploitative, we cannot conflate their practices with the value of the *technology* of online education.

I have taken good in-person classes and bad in-person classes, and I have taken good online classes and bad online classes. What determines their quality has little to do with the format itself and everything to do with the teacher's pedagogy, their grasp of the technology, and their ability to design a course around that. That is to say, those who teach good classes in person harness the affordances of their teaching environment and make concerted efforts to construct an engaging pedagogical atmosphere for their students; those who teach good online courses do the same.

Much of the apprehension seems to stem from instructors' unfamiliarity with these tools. But the current crisis offers as immediate an opportunity as any for professors to not only learn how to use these new educational tools to complement their existing pedagogical practices, but also to integrate them from the start into a more flexible and accessible pedagogy. When used properly, an instructor can effectively recreate a live class with all the discussions and interactions that make learning such a rewarding experience. Some may even be surprised at how the online environment allows introverted students to shine. Add to this the fact that we are dealing with a life-or-death situation, and the only conclusion one can come to is that it would be absurd for universities to insist on returning to campus in the fall when they have technology that will allow classes to continue at a safe distance.

Shalon van Tine is an adjunct instructor who teaches history and humanities courses online with University of Maryland Global Campus. She also teaches at Thomas Nelson Community College.

A Broader Range of Voices

What about service staff? What about the most vulnerable students?

MICERE KEELS

I AM NOT CONVINCED that there is a correct return-to-campus decision. There are too many unknowns. As a parent of a college junior, I want remote learning to be the norm until Covid-19 testing is routine and an effective vaccine or treatment has been developed. But as an academic who cares deeply about educational inequality, I also need to think about other people's children.

As unequal as the residential-campus experience is for students with different financial resources, remote learning creates disparities and exacerbates inequalities that make it impossible to hold all students to the same standards. How can I possibly expect the same quality of work from a student with a shared computer, unreliable internet that keeps dropping the connection to the Zoom class, and overcrowded housing, as I do from a student with high-speed internet, a dedicated computer, and a comfortable home environment?

Many institutions are toying with the idea of having a subset of students return for on-campus learning and the remainder continue with another semester, possibly another year, of remote learning. If that decision is made, the most economically vulnerable students should be prioritized for on-campus learning. Otherwise, this coming academic year will only widen educational inequality.

And what about service staff? Like many universities, mine is an anchor institution surrounded by mostly Black, mostly low-income neighborhoods, and it provides low-wage jobs that many residents depend on. These are the jobs that won't return until students return to campus. These are also the members of our campus community who can least afford to contract Covid-19. They have the least access to medical care and are less likely to live in spacious homes that allow for quarantining from family members if they get sick.

Presidents, provosts, and deans should look around at who has been sitting at the discussion table. Have you invited and listened only to the privileged members of your campus community? Who else will be impacted by your decisions? Do they get a say?

Learn from the chaos that was created when administrators made the decision that all students should return home, assuming that home looked the same for everyone. At my university, it was students who first organized among themselves to support their peers who were panicked because returning home was not safe, or required much more than a text to Mom and Dad to make it happen.

The decisions that economically vulnerable families have to make about sending their children off to college were already difficult; that difficulty is now compounded by questions about who will move them back if campus is closed, who will pay the medical bills if they get sick, and whether room and board will be refunded if they have to find someplace off campus to live.

Unless administrators prioritize reaching out to students from economically vulnerable families to communicate that their educational interests will be protected, they will increasingly push them toward deferring or not returning at all.

Micere Keels is an associate professor of comparative human development at the University of Chicago.

Daunted

As a business owner, I need students to return. As a caretaker, I need them to stay home.

SUZANNE AQUILA

I ADMIRE INDIANA UNIVERSITY for forming a Restart Committee complete with experts who could help determine the best path forward to reopening in the fall. But the committee was missing at least one thing: A community expert, someone who's lived here long enough to know quite a lot about the migratory and behavioral patterns of 48,000 young people. As a local business owner who's been part of this community for over 20 years, I am horrified at the prospect of students' returning. On campus, the university will plan and prepare for physical-distancing, testing, and tracing. Off campus, there's no way to control for these things — the bars may stay closed, but the parties will continue.

I am the owner of the Bloomington Bagel Company. Many of our customers are university students moving about, traveling in packs, greeting each other with bro hugs, and not nearly enough of them are wearing masks. And it is not just the students. Many of their parents helping them move have not worn masks or practiced physical distancing, and seem to frown on those of us who do.

When it comes to navigating a deadly pandemic, there is no "town" and "gown" divide: The university must protect the whole community — and the community must protect the university. We need expert academic advice on how to hire students, serve students, house students, and protect the safety of everyone. I hope universities invite local business owners to participate in testing, contact-tracing, and education. We will only survive and thrive together. As our fight song reminds all Hoosiers, we are "never daunted."

As the owner of four retail bagel stores, a catering business, and a commissary, I need the students to return to campus for my business to survive. As a wife, mother, and caretaker of a 90-year-old, I need the students not to return for us to survive. I am afraid to bring home a virus that kills my mother-in-law.

Importing students from all over the world is going to require our best thinkers and our best organizers on and off campus to minimize potential health risks and deaths. Not importing the students would require an equally concerted effort to minimize economic damage. If I could choose, I would choose the economic disaster. But it is not my choice. Consider me daunted.

Suzanne Aquila is the owner of the Bloomington Bagel Company.

When it comes to navigating a deadly pandemic, there is no "town" and "gown" divide.

With a Little Luck

We'll reopen — but it won't be business as usual.

MORTON SCHAPIRO

PROSPEROUS TIMES on college campuses, like happy families for Tolstoy, all seem alike. It is the challenging ones that differ in their own way.

I was a college president in 2001, when 9/11 fundamentally changed our campuses and our nation, and in 2008-9, when the Great Recession tested our faith in the future.

Now we face a global pandemic, throwing all of our carefully laid plans into disarray.

Not a day goes by when I don't hear some version of these two questions: What are the chances Northwestern will be open for in-person classes in the fall? When will you let us know for sure?

The answers depend not just on government directives, but also on our ability to test, to social-distance, to contact-trace and to quarantine. We are planning to repopulate our dorms, our classrooms, our laboratories, and our playing fields as originally scheduled. Will it be business as usual? Highly unlikely. Double rooms might become singles, campus traditions and events might be reimagined, and football fans might be spread out, but our best guess is that we will be back in person come fall.

Why take the chance given all of the medical uncertainties? Skeptics might think it is about the money. Sure, our revenues plummeted by $90 million this year, as we rebated room and board, saw popular executive-education programs disappear, lost the money we would have received from March Madness, etc. We have already announced hiring and salary freezes, furloughs, and a suspension of university contributions to retirement accounts. Tough actions, but unavoidable, and we hope temporary.

It is tempting to decide on an in-person reopening based on financial reasons, but the safety of our community is our No. 1 consideration. Though we must always live with some level of risk, we are working tirelessly to put the necessary conditions in place to reduce it to what we believe is a manageable threshold. And only when we can do that will it be time to restore the transformative in-person teaching and research that make us justifiably proud.

As of now, most fall classes will begin on September 16 (six days earlier than originally planned), and face-to-face, on-campus classes will end on November 24. We are relying on the best medical advice available, while remaining as nimble as possible.

No one is ever fully prepared to deal with catastrophe, regardless of how many years you have been on the job, but with sage advice, good instincts and a little bit of luck, you and your community should prosper.

Morton Schapiro has been a professor of economics and president of Northwestern University since 2009. He previously served as professor and president of Williams College.

We Have Always Been Open

We're biding our time as the university ceases to be a public good.

CARLOS M. AMADOR

I CAN SEE ONE REASON — and one reason only — to consider reimplementing face-to-face learning at universities in the fall: Well-equipped and reasonably run universities are roughly analogous to small cities with the localized capacity to administer testing, to enforce (with some degree of rigor) contact-tracing and isolation, and to disseminate information coherently and accurately. Given our government's deadly parody of national pandemic preparedness, campuses could potentially be among the few places with the opportunity, community, and infrastructure to attend to our essential needs in the emergent, grinding reality of the Covid-19 hell-world. But that's pretty cold comfort for those of us who actually work at universities.

No amount of health-risk-mitigating acrobatics can eliminate — or justify — the moral hazard of reopening campuses. In a way, we should probably be grateful to the grim cheerleaders of reopening, like President Mitch Daniels of Purdue, for making it clear that this "debate" is not about morals at all, let alone protecting the high-minded mission of higher education. This is about money, plain and simple.

Covid-19, Daniels has repeatedly argued, "poses a near-zero risk to young people." (What he means is that student-age people almost certainly won't die from the virus, even if they can still contract, suffer from, and pass it on to others.) Thus, universities have a fiduciary responsibility to make sure that students, their main cash cows, return to their rightful place as paying consumers of education. In true capitalist fashion, then, the risks are shifted squarely onto the backs of the workers who produce that education product, the staff (teaching, administrative, dining hall, maintenance, etc.) who will be at risk daily of contracting Covid-19 and who — fun fact — are generally not as young and immuno-invincible as the students Daniels is talking about. But, hey, with soaring unemployment and millions desperate for jobs, including many faculty members around the country, we're the definition of replaceable.

"Should campuses reopen?" is a meaningless question, I'm afraid, if university workers lack the strong representation needed to make and enforce protective decisions at the highest levels in times like these. And the problem goes beyond the university itself: No worker in our nation is safe from Covid-19-related immiseration, and decisions about what to do about it are only ever being made over our heads. Open or close, it makes little difference without an inclusive, multigenerational, multiracial, and multigendered workers' movement that can challenge the basic makeup of an economy that will always be willing to sacrifice lives to the bottom line.

Carlos Amador is an associate professor of Spanish and culture studies at Michigan Technological University.

What Happens When Unions Are Excluded

University leaders have avoided consulting their workers. That's alarming.

DONNA MURCH

THERE'S AN OLD SAYING: If you want to know where a stranger is going, ask her where she has been. Contained within this proverb is a lesson for how universities should proceed with crafting risk-mitigation plans for the fall. The way forward must be informed by our experience this spring. One clear lesson is the importance of shared governance and democratic decision-making. Students, faculty, and staff, along with the unions that represent them, must have a place at the table to ensure health and safety for all.

Two months ago, there was a protracted struggle between President Robert Barchi of Rutgers University and the institution's faculty union, AAUP-AFT, which provides a real-life parable about the public-health stakes of the decisions universities make, and about the danger of top-down, corporate governance. The sprawling State University of New Jersey system consists of over 50,000 undergraduate students, 20,000 graduate students, and 20,000 unionized workers across three urban campuses (Newark, New Brunswick, and Camden). Significantly, all three campuses are located in dense metropolitan areas with large numbers of residents of color who are disproportionately vulnerable to the worst outcomes from Covid-19.

Remarkably, given these realities, Rutgers's upper-level administration excluded all of the unions from its Covid-19 planning committee, relying instead on a unilateral process. On Thursday, March 12, Rutgers suspended all in-person classes and arranged for online instruction after spring break. Despite protests from librarians that their workplaces should also be made remote, Barchi insisted on keeping the libraries open because they provided students with essential access to computers and books. But speculation soon arose that the leadership's real concern was that closing the libraries would buttress claims against the university for tuition refunds.

AAUP-AFT President Todd Wolfson and Vice President Rebecca Givan argued that keeping the libraries open posed "an imminent danger to the health and safety" of workers, students, and the surrounding communities. They demanded that Barchi immediately shut down the libraries on all three Rutgers campuses. When he refused, Wolfson and Givan reached out to national union leadership, and together they approached the governor of New Jersey, Phil Murphy. On March 20, the state ordered the mandatory closure of all of New Jersey's libraries.

It is crucial that Covid-19 planning committees include union, student, and community representation to make sure that this sort of crisis mismanagement doesn't happen again. Sadly, it seems that precisely the opposite is happening. Many universities, including Rutgers, have actually doubled down on their unilateral, corporate vision of governance by not only excluding organized labor from Covid-19 planning but also using the pandemic as a pretext to bust unions. One of the most egregious examples can be observed at Saint Xavier University, Chicago's oldest higher-ed institution, where the Board of Trustees declared on May 28 that it would no longer recognize the faculty union. In a similarly worrisome vein, Rutgers has retained the notorious union-busting law firm Jackson Lewis, spending $1.6 million on their services between 2018 and March 2020. Responsible crisis management is not only a matter of protecting financial interests, but also of protecting life itself — all of us have a stake in this, and all of us should have a say.

Donna Murch is an associate professor of history at Rutgers University.

This Decision Must Be Collective

If universities want to reopen, they need to ask us what we need.

RITHIKA RAMAMURTHY

THE QUESTION of whether or not universities should reopen in the fall has not sparked productive conversation. If you answer "yes," you either support the upper-administrative goal of revenue over people, or you want to save the university system. If you answer "no," you either endorse the ed-tech imperative to pivot to MOOCs, or you want to save lives. These are wires crossed on a ticking time bomb: a three-month countdown to a potentially immense public-health disaster.

This question is so polarizing because very few people are asked to participate in coming up with an answer. In fact, this forum is the first time anyone has asked me for my opinion on reopening, even though the president of my university was the first to push for it and has testified before the U.S. Senate. By being forced into "conjuring continuity in a pandemic," as Anna Kornbluh puts it, "we find ourselves at a precipice that clarifies how much we have overworked to weather the structural adjustment of higher ed" without any say in how to navigate the storm. There is an imbalance between leaders and labor in universities' decision-making about reopening. If this decision is not collectively made, any choice will be the wrong one.

If universities want to reopen, they should be asking all of us — faculty, graduate students, and staff — what we would need to make it happen. Convening collectively could produce imaginative plans. Lab workers know best what kind of personal protective equipment they require; English professors know best how to choose a seminar size optimal for both learning and social distancing; epidemiologists know best how to engineer testing and tracing for a college community. Instead, boards of trustees and upper-level administration everywhere are advancing austerity budgets based on projected financial strain while ignoring pleas for investment in the very resources and infrastructure they will need. This top-down strategy will not do.

Reopening would require resisting spending cuts and instating their opposite: more hires, smaller classes, increased benefits, and better wages. It would mean altering university governance so that democratic decision-making persists beyond the pandemic. It would require universities to provide child-care solutions to academic workers and to reject police enforcement of campus safety. Some have already called for these progressive measures, and others are organizing toward them. The only way we can navigate the moral, financial, and logistical complications of opening college campuses is if we draw upon the collective efforts and expertise of the entire community that makes a university work. Academic labor already needed things to change for the better before the crisis hit. Now is the time to demand it — or else, to refuse to return.

Rithika Ramamurthy is a graduate student in the English department at Brown University.

Decisions to reopen campuses in the fall reek of a hasty and unrealistic desire to return to normalcy.

Incoming

I worked my whole life to get into college. I can't not go.

COLLINS AGYEMAN

I BELIEVE that I speak on behalf of many incoming college freshmen when I say that pride is chief among our many emotions in this confusing time. How can we not be proud of ourselves? For myself, as a first-generation student, getting into college is not just my achievement, but my parents' as well.

Now, our achievement has been frustrated not by some despot or warring nation but by an invisible disease that does not care about our opinions. But if there is one thing this pandemic has granted us, it is the gift of reflection. After two months at home, we have been given more than ample time to think back on the before-times, with our friends, jobs, dreams, and ambitions ... before everything changed. We've been given the cruel gift of time to meditate on what is most important.

In my household, there have been heated discussions about whether or not colleges reopening in the fall is a good idea. At the center of all of these discussions, of course, is personal safety. But it's also more ... complicated. I hail from an African household, and my Ghanaian parents never left any doubt in our minds that education was the No. 1 priority for achieving the lives they wanted for us. To even bring up the topic of deferring admission for a year will be met with much criticism. There has been one dissenting voice, however: my older brother, an undergrad at Johns Hopkins. As he put it, "What sense does it make to pay tens of thousands of dollars when classes are being held online and the facilities of colleges are not being fully used?"

"Your generation has no patience," a wise old mentor once told me. "You want things instantly, without waiting for them in their time."

Over all, I disagree with the substance of his claim, but in this instance I think it applies. Despite all of the risks (and there are a lot of them), many rising college freshmen have no compunction about attending college. I include myself in that category.

I will say, however, that universities' decisions to reopen campuses in the fall reeks of our society's hasty and unrealistic desire to return to normalcy. And there will be consequences. When students return to their respective campuses, crowds will gather: move-ins, orientations, watching parties for football games. All of these will expose people to the virus. For that reason, I think that students' having the option to stay home and have online classes will not only help those who are tight on money as a result of limited employment opportunities because of the pandemic, but will also save lives. And saving lives should be the foremost concern for those we are entrusting to make these decisions, the ramifications of which will be felt for years to come.

Collins Agyeman lives in Houston and is a rising freshman at Vanderbilt University.

The Diversity Conversation Colleges Aren't Having

Kwame Gayle, a graduate student at Worcester State University who came to the U.S. from Jamaica, said he cringes to remember how poorly he understood racial identity in the U.S.

ANDRÉ CHUNG FOR THE CHRONICLE

For some international students, coming to the United States is the first time they are identified as Black.

BY KARIN FISCHER

WHEN Kwame Gayle first came to Macalester College from Jamaica, he didn't understand why some of his American classmates of color were angry.

The Americans challenged college policies they felt didn't meet the needs of minority students. During Black History Month, they pushed to invite activists and advocates to speak. Gayle, one of the organizers, wanted to feature Black performers instead. "I cringe now," said Gayle, thinking of himself at 18. "I can see how ignorant it was."

Now in graduate school at Worcester State University, Gayle said it took studying in South Africa his junior year for him to see more clearly the parallels between apartheid and the systemic nature of racism in the United States. "It was literally my moment of being woke."

Many students from overseas have an incomplete or inaccurate understanding of race and racial identity in America. Their perspectives can be shaped by stereotypes of African Americans and other minorities in popular culture or reflect very different perspectives on race and ethnicity in their home countries. For some, coming to the United States is the first time they are told they are "Black" or "brown" or "Asian."

Yet, few colleges pay specific attention to the gaps in international students' awareness of race or to the culture shock they can experience at suddenly being viewed through a racial lens. Of more than a dozen international students or graduates who spoke to *The Chronicle*, none could recall having substantive discussions of race as part of their international orientation. Though their institutions may have offered diversity education broadly, that did not take into account the differences in foreign students' backgrounds or experience. Instead, students said, they were left to figure things out on their own.

This could be a critical blind spot for colleges as Black Lives Matter protests bring new attention, nationally and globally, to America's

struggles with racism. International students make up about 6 percent of the American college population — and at some institutions their share is much larger. If they are left out of the diversity conversation, they may hesitate to speak up about race for fear of being misunderstood. And, since education isn't solely about what happens in classrooms, they may be denied an important learning opportunity.

Shontay Delalue, who is now vice president for institutional equity and diversity at Brown University, studied the experience of African and Caribbean students at American colleges for her dissertation. Many struggled with being racialized in the United States. "They saw themselves as being African, or they had a tribal identity — and all of a sudden,\\\\\\\\" they find, \\\\\\\\"'I'm Black in America,'" Delalue said.

Abigail Smith, who is from Jamaica, said that when she was the only Black student in some classes at Randolph College, in Virginia, other students would turn to her for the African American perspective. Being asked to weigh in on an experience that wasn't her own sometimes made her uncomfortable. "That's not my culture," she told them.

In countries that are racially homogenous, race is not an identity marker or a social distinction. For that reason, adjusting to the new reality in the United States can be dislocating, something the Nigerian author Chimamanda Ngozi Adichie writes about in her novel *Americanah*. While Delalue's work looks at students from Africa and the African diaspora, students from East Asian countries, like China and South Korea, can go through a similar adjustment, she said.

Other countries may simply have a different approach to talking about race. In France, the constitution bars differential treatment based on "origin, race, or religion," and people don't publicly discuss racism or racial identity, said Ilyssa Yahmi, a doctoral student in comparative politics at Temple University who grew up there. That doesn't mean discrimination doesn't exist. "In France," said Yahmi, who was born in Algeria, "people look at your name and your ZIP code."

She sees the ability to embrace compound identities — to identify as African American or Asian American — as a strength of the United States, whereas in France, citizens are expected to adopt a single national identity.

But other students can view Americans' racial lens as oppressive and confining. Delalue said many students she spoke with found it "overwhelming. They said you talk about race too much."

The experience of international students who are Black can be affected by their exposure to American popular culture. In the movies and television shows that are projected around the world, African Americans are frequently portrayed as drug dealers, criminals, and welfare mothers. That can affect how international students see their classmates — and how they themselves wish to be seen.

Smith, who earned a graduate degree at the University of Connecticut and now works in residence life at Pace University, sometimes second-guesses her decision to assert that she is Jamaican. She wonders if by making such distinctions, she sent the message that she wanted to be seen differently from Black Amercans and in that way was "othering" them.

Still, Delalue said international students' identity frequently evolves as they spend time in the United States. That's true of Gayle. When he first came to Macalester, he saw himself as Jamaican. Now, after his time in the United States and teaching abroad in Botswana, Japan, and Myanmar, he uses different terms of identification: Black Afro-Caribbean or pan-African.

He also has been grappling more with discrimination back home, where people can be advantaged or given more opportunities based on the lightness of their complexions.

In the United States, Gayle has suffered firsthand from racial profiling. He was twice stopped by the police while a graduate student at American University, in Washington, D.C. The officers told him he "fit the description" of the suspect they were seeking, he said. Attending primarily white colleges had, at one point, given Gayle a sense of security and safety, but the incidents cemented the idea that "regardless of my heritage, when I walked in these streets, I was Black," he said.

May Lopez, a graduate student from Ecuador at Michigan State University, wishes her college orientation had included discussion of what it could be like to suddenly be a minority.

BRITTANY GREESON
FOR THE CHRONICLE

BLACK INTERNATIONAL STUDENTS are not the only ones who find that in the United States their race becomes an issue. The largest group of international students in this country is from China, and they, and other Asian students, have been singled out for discrimination. Kelly Wagner, a program manager for global engagement at the University of Michigan at Ann Arbor, said when Asian students, alarmed by the coronavirus outbreak in their home countries, began early on in the pandemic to wear face masks, they were attacked and taunted.

May Lopez, a graduate student from Ecuador at Michigan State University, said she and her husband, a Ph.D student from the Czech Republic, are often treated differently. "He actually has more of an accent than me," she said, "but he has blond hair and blue eyes. He looks more American."

When Lopez first came to Beloit College as an undergraduate, in the fall of 2011, orientation leaders at the Wisconsin liberal-arts college talked about culture shock, but they didn't tackle what it was like to suddenly be a minority.

In the cafeteria, many of the workers were Latina/os; they looked like Lopez, but their backgrounds were very different. "I'm not like them, but I am," she said. At the local Walmart, sometimes other cus-

tomers would mutter something about "speaking in English" when Lopez passed by — though she had learned the language as a small child.

What Lopez didn't know was how to talk about race. In Ecuador, she had attended an American school, studying an American curriculum. Still, she said, the United States' struggles with race were framed as history — she learned about slavery, the Underground Railroad, and Huckleberry Finn. "Racism was sad, it was upsetting, and it was super in the past," she said she was told.

In her senior year of college, the original Black Lives Matter protests began, and vandals wrote racial slurs on the Beloit campus. In town-hall meetings in the incidents' aftermath, Lopez finally felt like she had been given the right words: microaggressions, macroaggressions, systemic racism, equity. "I remember feeling relieved that I finally had the language to talk about the things I saw happening around me," Lopez said.

For Smith, studying sociology gave her the tools to talk about identity. Randolph was small and tight knit, but the international programming focused more on food and culture, not race and identity. If she had been a STEM major, she mused, her understanding might have stopped there.

Other students look to friends or classmates to help fill in the gaps. But that can put the burden of education on those who already must grapple with the impact of racism in their own lives. Salome Apkhazishvili, a Fulbright scholar from Georgia, has been living with her African American boyfriend's family since earning a master's degree from the University of Southern Indiana. Despite the protests dominating the news, Apkhazishvili rarely brings them up, fearing she'll say the wrong thing.

Instead, she listens to podcasts and reads articles and books, like Ibram X. Kendi's *How to Be an Anti-Racist*, to try to become a better ally. "I am not prepared to talk about inequality, especially about race," she said. "I consider myself almost as a kid who has to learn."

Apkhazishvili said events such as the death of George Floyd, whose killing by the police in Minneapolis sparked the protests, have punctured her image of the United States. While she is grateful to have gotten to study in America, "you see poverty and inequality, and that is a painful disappointment."

The inequities exist in higher education as well, said Gijung Kim. Growing up in South Korea, he had little experience with racial diversity. But when he came to New York City after completing his mandatory military service, his English-language classes drew students from around the world. At Stony Brook University, where he transferred to finish his degree, the student body was less diverse. And by the time he enrolled at Columbia University, to earn a graduate degree in social work, he was the only nonwhite student in many of his courses.

"I realized that the higher I get, the less diversity I see in American society," Kim said. "And for the first time, I felt uncomfortable."

Still, others see good in Americans' current willingness to reckon with racism. Yahmi, the Temple student, went to a protest in Philadelphia. Her parents were frightened, but it was peaceful. "It is not just a protest, but a real movement," she said.

Yong Li, a Chinese graduate of the University of Wisconsin at Madison, said the events of the past few weeks, however difficult, have spurred him to make a change. He plans to go back to college to study diversity education so that he can help educate other international students about diversity and inclusion in the United States.

EXPERTS such as Delalue say that colleges must do a far better job educating international students about race. At Brown, she has worked with the international recruiter focused on Africa to talk with prospective students about social issues, including race, in America. Talking frankly early on can help ease students' transition so it's not so much a "shock to the system," Delalue said.

On campus, one of the most significant challenges is organizational: At many colleges, international offices, with their roots in study abroad and global research, are housed on the academic side, while diversity offices may be located within student affairs. This structural issue can hinder collaboration — and in some instances, the two offices may compete for scarce resources. "There should be synergies between diversity education and internationalization," Delalue said, "but too often, they are seen as different, separate tracks."

A decade ago, an American Council on Education program attempted to narrow that divide, emphasizing the offices' shared goals of bridging difference and fostering greater understanding. One of the participants in the ACE program, the College of Wooster, has brought international and multicultural programming together under a single Center for Diversity and Inclusion. The joint center — which also includes religious life and sexuality and gender inclusion — ensures that the college takes an intersectional approach to all its work, said Ivonne M. García, chief diversity, equity, and inclusion officer.

Wooster has been more intentional in its efforts to help international students in their transition to college life, such as including more anti-bias training in orientation. The joint center has also helped staff members gain a greater understanding of the diversity of international students themselves, rather than seeing them as having a single perspective on issues like race. "We want to bridge that gap on both sides," García said.

Some institutions have hired staff members within the international-student office to focus specifically on issues of diversity, equity, and inclusion. At the University of Wisconsin, Sharece Bunn, assistant director for international-student engagement, leads a team focused on building more diversity training into programming. It's not enough to give students one-time exposure to ideas about race and culture, she said. She compares that approach to making a New Year's resolution — it doesn't stick.

> "They saw themselves as being African, or they had a tribal identity — and all of a sudden" they find: "'I'm Black in America.'"

At Michigan, Wagner was hired as part of a broader push to add staff members focused on diversity and inclusion to "underserved" offices. Being part of a cohort has helped with coordinating plans and sharing ideas, she said.

During international orientation, Wagner organizes "social justice 101" sessions, and throughout the year, she holds lunchtime workshops on topics such as the history of Martin Luther King Jr. Day or coded racial language and blackface. The goal isn't for students to embrace a particular perspective but to have a deeper, more sophisticated understanding of American diversity and inclusion.

Yuezhong Zheng, an international-program coordinator at Arizona State University, saw Michigan's approach up close as a master's-degree student there. In the wake of the protests, she was alarmed to see narrow views of the demonstrations crystallizing among international students on social media — some students, for example, characterized them as "disruptive and violent" without seeming to understand the root of protesters' anger.

She quickly organized an hourlong online chat to give students a safe space to ask questions, even ones they might worry are dumb. Turnout was strong, and Zheng, who is originally from China, plans to continue the discussion about social justice during regular sessions in the fall semester. "It's hard work, and it's difficult to have this conversation," she said. "But I hope this doesn't stop international education from taking it on." ■

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

Higher Ed's Prickliest Pundit

Scott Galloway is suddenly everywhere, slaying academe's sacred cows.

JULIE RUIZ, VICE TV

THE CHRONICLE REVIEW

Scott Galloway Wants to Blow Up Higher Ed

BY TOM BARTLETT

SCOTT GALLOWAY believes higher education is overdue for a reckoning. Sky-high tuition leaves too many students drowning in debt. Tenure guarantees lifetime appointments to subpar professors. Elite colleges hoard their vast endowments and brag about how many applicants they reject, while kids from humble backgrounds are left behind "in a civilization that is now more *Hunger Games* than civil."

It's not a novel critique, but Galloway, a serial entrepreneur and professor of marketing at New York University, makes it with particular vigor — and often with a few obscenities thrown in for emphasis. In his 2017 book, *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google*, he declares the following ideas "bullshit": the prediction that "VC-backed technology education companies" will disrupt education; loyalty to organizations rather than people; the sacred divide between advertising and journalism; the value of following your passion. The fact that NYU charges roughly $500 a minute for Galloway's "Brand Strategy" class is, according to the guy who teaches the class, "ridiculous" — though he modifies that with an F-bomb.

Lately Galloway's stock seems to be on the rise. *The Wall Street Journal* recently profiled him, noting his ambition to become "the most influential thought leader in the history of business." At the end of an interview on CNN, Anderson Cooper declared Galloway's insights on the coming reshuffling in higher ed "the most interesting five minutes I've had in a long time." He has a new show on Vice TV, which is essentially Galloway ranting and gesticulating against a white background. The show's title matches the vibe: *No Mercy/No Malice*.

When he's not sticking it to higher ed, Galloway dispenses advice on a broad spectrum of life topics. In his 2019 book, *The Algebra of Happiness*, he has thoughts about relationships ("affection and sex are where you can be most who you really are"), working out ("exercise is the only real youth serum"), and financial security ("money can buy happiness, to a point"). Mixed in with those oracular tidbits is a leavening dose of self-deprecation. Galloway cops to dealing with mild depression, insecurity, bouts of anger, and body-dysmorphic disorder. "My biggest fear," he writes, "is that my selfish tendencies translate to a lack of investment in relationships, and I'll die alone."

Galloway spoke recently with *The Chronicle* about the coming disruption in higher ed, his belief that too many professors merely create debt for young people, and why we should go back to the 1980s.

What has the pandemic exposed about higher education?

It's pulled back the curtain. Like any consumer product, it's created additional transparency around the value-to-price ratio, what people are actually getting for their money. You could have 50 percent of international students not show up and 20 percent of domestic students not show up in the fall. So it's demand destruction. These Zoom classes that everyone has been doing, I would argue it's not as much that people are disappointed in the Zoom classes, it's that they're disappointed in what the Zoom classes have revealed. Everyone knows that Zoom classes are not as good as the real thing, but people understand we're in a crisis. I think what people are most disappointed in, as parents have collectively said, "That's what I've been paying for?"

So it's created two things: demand destruction and a moment in time where families are pausing and asking tough questions about whether or not pricing has finally escalated to the point where many college experiences are no longer worth it.

You've argued that it would be good for Apple to get into the higher-ed business because, as a publicly traded company, it always needs to increase revenue for shareholders, and higher ed is one of the biggest whales out there you can harpoon. You also argue that Apple should make education tuition-free and should instead charge corporate recruiters. How is that going to work?

The latter is what I would call an aspirational vision from a professor. I think Apple and Google could, if they wanted to, decide: "We're making so much money over here, do you want to add a lot of stakeholder value over here?" I think if Google launched a university or some sort of educational program that said, "We're going to train and certify people in programming and computer science, and it's going to be free, and we're going to charge recruiters," I think that would work. I think it would add tremendous value to society. I think it's unlikely they'll do it.

Wait, so you don't think they'll do it, but at the same time you think they have to do it?

If Google and Apple wanted to change the world for the better, they would start certifying people who don't get into the best colleges around design and STEM, and then charge recruiters. I think they could do it. I think they should do it. I don't think they will do it. What I think is going to happen is that universities are going to come under so much cost pressure that they'll do one of two things: They'll either use small tech and big tech just to expand their enrollments, and they won't partner as much as they will just use these products. So it's happening right now. Slack and Zoom — education overnight has become probably their biggest customer.

So education is going to be an increasingly important consumer for tech companies because they're going to have to figure out remote learning, and they're also going to have to figure out a way to deliver education at a lower cost. I mean, that's just coming. And all roads kind of lead to scale.

It's really difficult for universities, because of their high fixed costs, to cut their gross costs. What they can do is cut their costs per student by expanding their enrollments. And one way of thinking of it is if I take 50 percent of my courses online, I effectively double the size of my campus. So I think that's where the University of California, the Texas school system, the University of Michigan, Ohio State are headed. And that will create chaos among the Tier 2 schools that basically fed off the people who didn't get into those schools.

What universities can do is cut their costs per student by expanding their enrollments. And one way of thinking of it is, if I offer 50 percent of my courses online, I effectively double the size of my campus.

You've been fairly enthusiastic about the side benefits of being on a campus, of making friends and connections and so on. How sanguine are you about the prospect that a lot of students will be exclusively online?

When you're talking about exclusively online, that's an entirely different experience. There's just no getting around it. It's just not nearly the safe, joyous place of self-discovery, empathy, exploration. I mean, in a word, magic, right?

But I don't think these universities are going to go all online. I'll give you an example. I was a graduate-student instructor at Berkeley for micro- and macroeconomics, and the professor was Christina Romer, a top economics adviser to President Barack Obama. She would teach a big class of 400 people. She was a rock star. There was a nice buzz. Highly produced, highly prepared. And then we would break off an additional two times a week, and TAs such as myself would take 20 kids, do their homework, check their homework, answer questions, and we'd be more interactive. So you might still have the same thing.

Where I think we might be headed with these universities is the in-person stuff is for the fantastic classes, the stars, the big-burst learning. But a lot of the back and forth will probably take place online because TAs' going through problem sets can be done pretty well online. So it will be a mix of the two. Maybe the experience won't be as good, but it'll be close.

There's just a lot of stuff that can go online without much erosion in value. And at the same time, I would hope that we would still be able to offer a lot of students the opportunity to go see the Badgers play the Wolverines and also live in the dorms.

You write about being a product of big government, attending Berkeley and UCLA back when tuition was low and it was much easier to get in. I'm curious what you think about the responsibility of government — for instance, the idea of making public colleges tuition-free that Bernie Sanders and others have championed.

The notion of free higher education is nothing but a continued transfer of wealth from poor people to rich people. If you're in the top 1 percent, you're 77 times more likely to get into an elite university. Those kids do not need free tuition.

The key, in my opinion, is how do we expand the number of seats and make it more affordable for the bulk of kids who go to state schools. That's about two-thirds of enrollees right now. With the Ivies, it's more spectacle than it is historic or meaningful. They will likely double down on exclusivity in a campus environment. They have the money to figure out a way to vaccinate their entire staff and create that *Dead Poets Society* experience. I would say it's not unimportant, but it's really not where the kind of rubber meets the road in education.

What I would like to see is some sort of grand bargain where the university leadership says, "OK, we have lost the script. We take too much pride in exclusivity and declining admittance rates. We have not faced the same economic pressures and cost pressures and efficiency mandates that every other sector has faced in the last 40 years. Is there a way we can reduce the cost of delivery per student by 20 percent?"

You've said of higher education that "the disruption is coming, and to be blunt, we deserve it." I can imagine that a hardworking sociology professor who's making a mortgage payment might feel that that statement is directed at him or her. If this huge disruption comes, there are going to be a lot of casualties.

The hardworking sociology professor who's doing good research and teaching a lot of students, I think he or she is fine. The professor that's been tenured for 20 years and can't teach his way out of a paper bag and hasn't written relevant research and publishes peer-reviewed research that their buddies from grad school, as the editors of an academic journal that we are forced to pay $25,000 a year to give it artificial relevance, and that person is making a quarter of a million dollars a year and senses their declining relevance and shows up to faculty meetings and is obstructionist and antagonistic — that's 10 to 20 percent of the faculty across America.

I've worked with CEOs, I've worked with government leaders. The most inspiring people you will ever meet are the top decile of academics. These are people who are the best in the world, who are committed to the pursuit of truth, regardless of who it offends. Hardworking, incredible public servants. The bottom 30 percent are nothing but debt on young people.

You've called tenure "welfare for the overeducated." Should we do away with it?

I don't think you can do away with it, and I do think you have to live up to your promises. I think the top business schools don't need to offer tenure. I think that, economically, they could take productive people and pay them more and just stop offering tenure. I think right now it's more of a peer-pressure thing. It's, like, maintain the system. Are you a union guy or a union girl?

At NYU, you have to literally put aside $3 million to give tenure to someone because there's a recognition that person is not going to pull their weight over the course of their lifetime. And to give them life-

time job security is just massively expensive. Now, having said that, I want to acknowledge that tenure in certain domains is really important. In the law school and certain schools in the humanities. The current administration has proven that there will probably be moments in history where you can see political forces trying to intimidate thought.

Tenure is easy to attack. The reality is, though, that the majority of real cost explosion has happened at the administration level, in what I call positions and centers and classes around things like leadership and ethics that have absolutely no measurable outcome.

I can hear a chorus of academics saying that the idea of measurable outcomes is coming from a business guy who wants numbers and stats. And I'm — whatever my liberal-arts discipline is — I'm contributing to the general advancement of knowledge, and I can't show you a pie chart to demonstrate that value. I know you're talking about business schools here, but more broadly speaking, what do you say to that reaction?

I do think that you can show that a broad-based liberal-arts education creates curiosity, creates empathy, creates a more well-rounded human manager, whatever you want to call it. I think there's research that proves that. I think we have yet to show that anyone who takes a mandatory ethics class the first year in business school is less likely to go to prison or commit a crime than someone who doesn't.

What I can prove to you is that we have professors who love those courses because they're well paying and have no measurable outcomes. It's even difficult to tell if they're doing this correctly. The notion that we're going to take a 27-year-old and teach them leadership and ethics is ridiculous.

You've talked in interviews and in books about the amount of money that NYU charges in tuition, and it sounds like what you're saying is NYU is ripping students off. Are administrators bothered when you say that?

I think a lot of academics sense that something is wrong in Mudville. When we graduate a young woman and she leaves with a quarter of a million dollars in debt, it creates so much anxiety in her household. And the NYU degree is still worth it. But then the kid doesn't get into NYU and the parents rationalize going into a quarter of a million dollars of debt so they go into a second-tier university because they bought into this American dictum or mandate that all kids must go to college and they graduate with a second-tier degree, few job prospects, and a quarter of a million dollars of debt.

I think a lot of us in the academic world are starting to feel like we've lost the script. But when it's raining money, when it's about your own compensation — you know, we're all human.

But is there an opportunity to return to where we were in the '80s, where at $5,000 a year it's an extraordinary bargain that creates this vast lubricant of upward mobility and this time of year becomes a nervous but joyous time of year as opposed to an incredibly anxious time of financial despair and fear. We've gone from nervous and joyous to anxious and in despair across our university admissions system. We need fundamental change from government, from administrators, from our society, from recruiters who stop to fashion a path for kids, even if they don't go to an elite university or maybe get college degrees. A class system needs to be broken. ■

Tom Bartlett is a senior writer who covers science and ideas. This interview has been edited for brevity and clarity.

Colleges Must Confront Structural Racism

Here are steps they should take now.

Kevin V. Collymore

is assistant director of advisement and student services in the Robert F. Wagner Graduate School of Public Service at New York University.

THE PROTEST MOVEMENT spurred by the killing of George Floyd aims to dismantle not only instances of overt racism and violence but also institutional racism in every sector of American life. Higher education will not be immune from this reckoning. Whether colleges end up operating in person, online, or in a hybrid format this fall, they will have to confront structural racism head-on.

For students, who have made clear their dissatisfaction with the status quo, empty gestures from administrators will not be enough. They will demand meaningful change. They will demand leadership that is proactive, not reactive. Here are some concrete steps colleges can take to combat structural racism in higher education:

Require implicit-bias training for anyone involved in admissions. Admissions workers are the gatekeepers of institutions. They must understand the importance of their role, as well as the biases they bring to it. All application readers should undergo training to recognize their unconscious biases before every admissions cycle. In her decision upholding affirmative action at Harvard University, Judge Allison D. Burroughs advised implicit-bias training for its admissions team. This valuable and necessary intervention should be adopted at all colleges, even when a federal judge doesn't recommend it.

Guarantee financial aid beyond the first year. Stop front-loading financial-aid packages to lure first-generation and underrepresented students to your institution. This includes the practice of offering merit-aid scholarships with preconditions for continued funding beyond the first year. A bachelor's degree is a key way for this population to improve not only their lives but also the lives of their immediate families. If students are increasingly burdened by the stress of making payments, it can affect their academic performance, including their ability to stay enrolled. Those who do manage to graduate are likely to become disaffected alumni.

Require de-escalation training for public-safety officers. The physical safety and well-being of students are core responsibilities of all colleges. Public-safety officers should be required to undergo racial-bias and de-escalation training annually. Further, public-safety administrators should make an effort to participate in student town halls and student-government meetings to build trust. Students shouldn't hear from the campus police only during a crisis. At Barnard College, for example, a community-safety group is "charged with discussing broad issues related to campus safety, including concerns about racial and other forms of bias and their consequences."

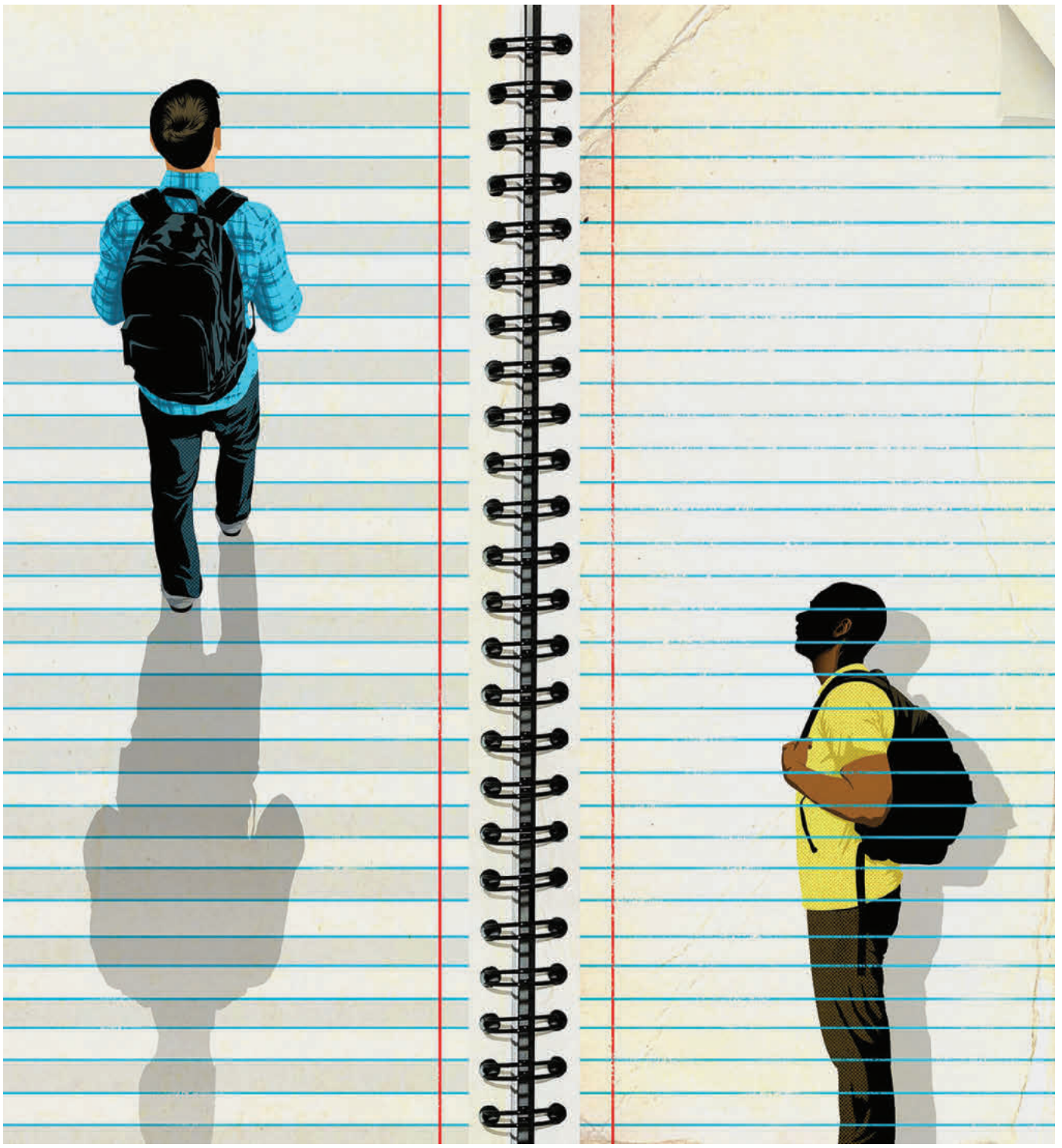
Adopt a transparent student-protest policy. At public colleges, students are guaranteed their constitutional right to free assembly. At private institutions, there should be a well-defined process to allow students to organize on campus. Make all processes for student protest transparent and accessible. At Middlebury College and the University of Southern California, for example, student-demonstration policies are embodied in student handbooks, and a single student or a recognized student club can request event space on campus for a demonstration. This differs from many private institutions, where demonstrations require a sponsoring department or group, a policy that can discourage and suppress enthusiasm.

Conduct a campuswide review of building and school names. Colleges have existed in America since colonial times. The names on all buildings should be examined for potential links to the country's dark history of slavery, Jim Crow, and white supremacy. Princeton University's recent announcement that it will remove Woodrow Wilson's name from its public-policy school is a reminder that reviews should not be limited to Confederate names. Colleges are better off using an independent third party to investigate and provide recommendations. It's not easy to tell a benefactor that his or her money is not welcome at your institution, especially if the benefactor is a trustee or someone else with close ties to the college. Using a third party makes the decision easier.

Punish racial profiling on campus. Just as we've seen in the larger society, students of color have been forced to engage with campus safety officers or the local police because employees or other students reported them as suspicious. Race-based calls to public safety should be an infraction punishable under the rules governing student and employment conduct.

Create a strategic plan to hire a diverse faculty and staff. Recruiting to hire a more diverse work force should not be limited to the equal-employment-opportunity statement in a job ad or an additional statement on the value of diversity. Institutions must think creatively about and invest money in hiring and retaining full-time professors and administrators of color. Administrators should ask themselves the following: Have we developed a faculty pipeline to recruit, hire, retain, and tenure full-time faculty of color? Does campus leadership resemble the student body? How diverse is our faculty-tenure committee? Should the chief diversity officer be a standing member of the tenure committee? How often are professional-development opportunities given to administrators of color compared with their white counterparts?

Diversify health and wellness personnel. After a disturbing national or local event, leaders often urge students by email to take advantage of the college's health and wellness services. But how diverse is that staff at



TAYLOR CALLERY FOR THE CHRONICLE

Colleges have existed in America since colonial times. The names on all buildings should be examined for potential links to the country's dark history.

your institution? If your college is like most, the answer is "not very." For too long, we have asked minority students to enter a health and wellness space staffed by professionals who do not resemble them. Hire diverse psychologists, physicians, nurses, social workers, and nutritionists on your campus.

Expand the scope of your chief diversity officer. If your campus does not have a chief diversity officer, now is a good time to hire one. If your campus already has one, take a closer look at the role. Is it a one-person job? Is there an office dedicated to the work of inclusion? Will the officer's work also encompass faculty development? It should.

Engage in proactive dialogue. Speak often about race, privilege, diversity, equity, and inclusion. The model and philosophy of proactive advising should not be limited to academic advising. It can be applied across campus. And regardless of the frequency of extracurricular dialogues on campus, students will be looking to further conversations of diversity and inclusion in the curriculum and in course readings. Faculty members should be pressed to show that they are incorporating these ideas into their courses.

Those recommendations are not exhaustive, but they are a start. The time has come for higher education to identify and dismantle all echoes of institutional racism in its midst. Statements disavowing the murders of black men and women are not enough. Sooner or later, the spotlight will be on your college. Will people like what they see? ■

Like 'Nailing Jell-O to the Wall'

A *Chronicle* survey reveals just how tentative colleges' plans for the fall really are.

MORE COLLEGES are releasing detailed plans for how they'll conduct instruction this fall, but the picture of what's ahead is not necessarily getting clearer, according to the results of a survey of more than 350 college presidents and provosts conducted by *The Chronicle*. With the course of the coronavirus still unknown, an anonymous respondent compared planning a mid Covid-19 to "nailing Jell-O to the wall."

The main watchword seems to be flexibility. A plurality of colleges are opting for face-to-face instruction, the survey reveals, though many of them are pursuing hybrid in-person/online models in practice, and preparing to pivot online again if they must. Colleges that plan on reopening soon are preparing a range of safety measures, but they are not calculating all the additional expenses. While leaders are hoping for the best, they're making plans for difficult days ahead.

Lee Gardner

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

As one anonymous respondent put it, "Contingency planning has become the norm. Everyone is learning about their thresholds for planning with uncertainty being the central characteristic."

*Among the r*espondents, 50 percent led four-year private nonprofit institutions, 35 percent led four-year public universities, and 15 percent led two-year public colleges. Some takeaways from the survey data stood out, as did some of the accompanying comments, which were submitted anonymously.

Many colleges plan to be face-to-face this fall. Nearly half of the respondents — 46 percent — indicated that their institutions were planning to return to face-to-face instruction for the fall semester. (In contrast, about two-thirds of colleges have publicly stated that they intend to do so, according to *The Chronicle*'s tracker.)

But returning to campus would also mean having to plan for a number of contingencies. For example, Oglethorpe University, a private college in Atlanta that responded to the survey, intends to bring students back a week later than usual to allow for additional preparations, Glenn R. Sharfman, the provost and vice president for academic affairs, said in a *subsequent i*nterview with *The Chronicle*. Once on campus, class sections may be split so that only half of a class attends in person at each meeting, to help with social distancing, among other precautions. Oglethorpe is also designating quarantine areas for sick students.

Only 17 percent of respondents said that their institutions already planned to rely mostly or completely on online instruction for th*e fall term*. The California State University system, for example, made the call in May.

In addition to health concerns, and worries about disrupting another semester if campuses had to be evacuated again, leaders of the system were leery of the costs of safely bringing nearly 500,000 students back to 23 campuses. At the Long Beach campus, which enrolls more than 37,000 students, administrators projected that extra cleaning and sanitizing alone would cost the university an additional $6 million a year, said Jane C. Conoley, the president. "There's no way that we can absorb that," she added.

But many colleges are still weighing the pros and cons: 38 percent of respondents indicated that they were still deciding. Cristle Collins Judd, president of Sarah Lawrence College, a private institution in New York, said she didn't "feel like I can answer those questions in ways, right now, that I could commit to in the absence of more information."

Plans are not absolute, and are subject to change at any time. Survey respondents signaled a high degree of confidence in their chosen bets for the fall, although some were higher than others. Among leaders who plan for most or all instruction to be conducted online this fall, 73 percent said they were "very confident" in their choice, and 25 percent said they were "somewhat confident." Among leaders planning for face-to-face instruction, however, only 29 percent were very confident and 63 percent somewhat confident.

But "face to face" and "online" instruction are not binary choices as colleges react to Covid-19. Asked to provide some specifics about their plans for in-person learning, many respondents indicated that "most" but not all classes would be in physical classrooms; many planned to rely on hybrids of face-to-face and online classes. Asked to give some specifics about their online plans, several respondents indicated that while most classes would be online, hands-on learning experiences such as labs and clinicals might still be held in person.

At Dabney S. Lancaster Community College, in Virginia, for example, about 50 percent of classes — mostly in general-education subjects — will be held online. But for programs such as welding, nursing, and commercial driving, some activities will have to be conducted in person, with appropriate precautions, said John J. Rainone, the president.

Asked if he was confident that his university's plan would hold until September, a president answered, "I am not. But we need a plan."

Oglethorpe had no classes taught online before this spring, and prides itself on its in-person approach, but after finishing the spring online, Sharfman asked faculty members whether they would prefer to teach online this fall for health reasons. About 20 percent of professors have said they would.

Like many respondents, Sharfman knows that all the elaborate planning for social distancing and temperature taking might be swept away by a spike in infections or a state decree. Asked if he was confident that Oglethorpe's plan would hold until September, he answered, "I am not. But we need a plan."

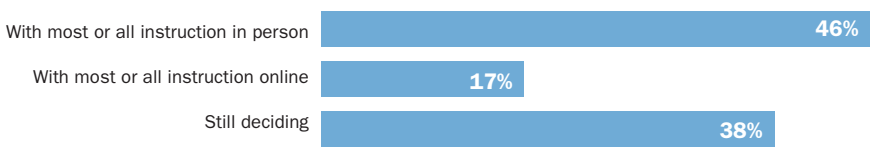
Several respondents noted in their survey comments that they were planning for face-to-face instruction, but were prepared to return to remote learning again, if necessary. That's only prudent, said Rock F. Jones, president of Ohio Wesleyan University. "We feel confident that we will be able to open in August and relatively confident that we'll be able to see this through" to Thanksgiving, when the university plans to send students home to complete the semester online. But if the virus surged again or the state issued another stay-at-home order, Jones said, "things would change."

Colleges are considering many precautions, but have spent less time calculating their costs. Institutions planning to reopen in August or September are considering a panoply of measures to limit the spread of Covid-19 on their campuses. Among the most common procedures needed for in-person classes, respondents said, were increased cleaning (92 percent), lower-density instruction (80 percent), and mandatory masks (79 percent).

Survey results also indicated that institutions may not have weighed the costs of those adaptations. While increased cleaning was the most popular requirement for reopening, only

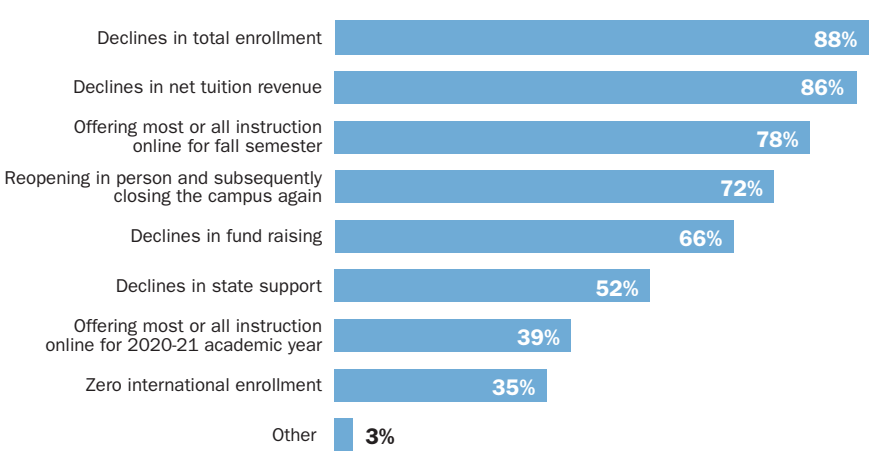
Fall Plans

How does your institution plan to start the fall semester?



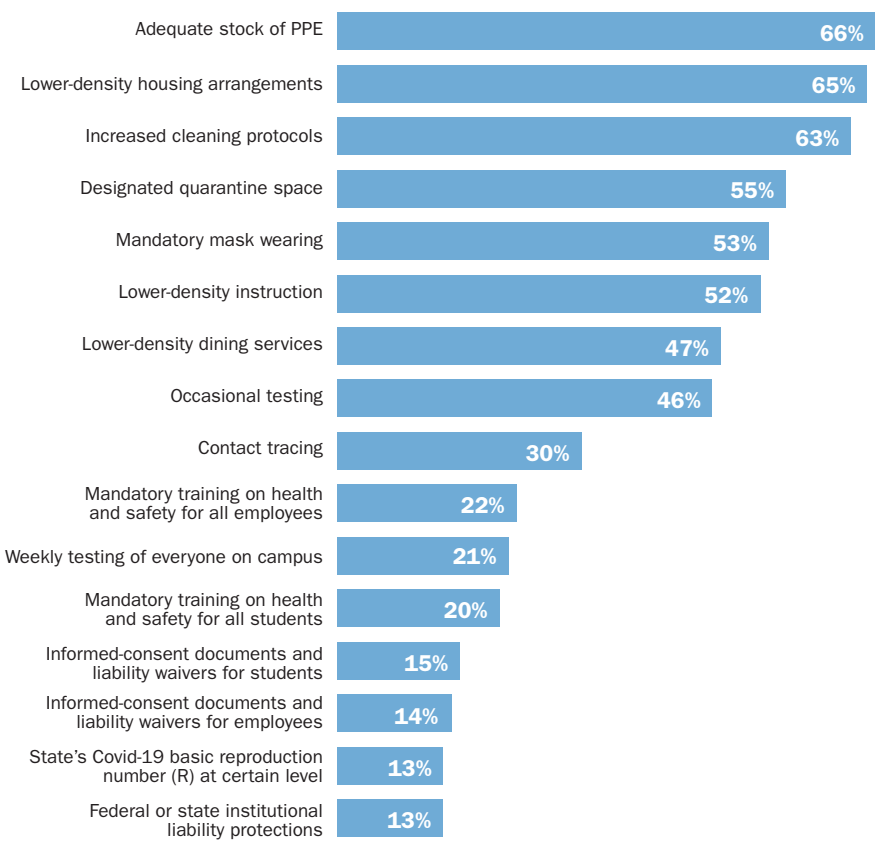
Contingencies

What contingencies has your institution considered for the fall semester and beyond?



Estimated Cost

Of the conditions you would require or consider for reopening in person, have you estimated the cost?



63 percent of respondents said they had estimated the cost. About half of the respondents had projected the costs of lower-density instruction and mandatory masks.

Some reopening requirements have been examined even less. About two-thirds of respondents — 67 percent — said that mandatory health and safety training for students would be required to reopen, but only 20 percent had estimated the cost of such training. Contact tracing was considered necessary by 62 percent of leaders surveyed, but only 30 percent had estimated its costs.

Given the parlous finances many colleges face this fall, unexpected expenses could compound looming fiscal challenges. But some colleges are working to figure out what they will need and what it will cost right now.

Wesleyan College, a private nonprofit women's institution in Georgia, is compiling all the precautions it needs and determining what it will have to pay. The college has already spent tens of thousands of dollars on sanitizing stations, said Vivia Lawton Fowler, the president. Wesleyan caught a lucky break when the facilities department unearthed a stack of plexiglass sheets that could be used as barriers in face-to-face interactions. "It was like manna from heaven," Fowler said.

Colleges are bracing for significant impacts. Leaders have considered a variety of contingencies for their revenues and operations this fall. Among respondents, 88 percent expected declines in enrollment and 86 percent expected drops in tuition revenue. In addition to short-term financial worries, 66 percent were worried about declines in fund raising.

Many respondents took a dim view of hopes that colleges would be back to something like normal by next spring. About 40 percent of respondents were concerned that their institutions would be wholly or mostly online for the entire 2020-21 academic year. More than a third worried that they would not be able to enroll any international students.

Those rumblings are still distant, however. "Within the next couple of weeks, we'll have a better sense of what the financial impact for next year will be in the best-case scenario," said Jones, of Ohio Wesleyan. "There are worst-case scenarios that could be far more dreadful."

Respondent comments revealed more detail about financial concerns. One wrote that financial planning was a critical challenge, as "we will have a $50-million shortfall that we will have to manage." Another offered that "cuts in state funding, county funding, and possible enrollment declines threaten the existence of the college."

Other comments revealed concerns about lingering impacts. One respondent bemoaned the likelihood of a "slow recovery into 2021-22," while another expressed worry that "revenue losses from enrollment changes will extend three to five years."

Still, some leaders projected cautious optimism. A. Scott Weber, provost and executive vice president for academic affairs at the University at Buffalo, part of the State University of New York system, believes that if the crisis is relatively short-lived, his institution will emerge stronger. "We'll be more nimble," he said. "We'll be more technology-based. I think we will have more employees who are more flexible in their work schedules."

Leaders at Buffalo have also looked at the consequences of other scenarios, including "some pretty tough ones," Weber said. "We believe we'll be able to weather them all." ■

The Emptiness of Administrative Statements

Empathetic gestures erase the people they're meant to comfort.

THESE nightmarish last few months have been a breeding ground for expressions of consolation. This is natural. Reeling from the Covid-19 plague and the concomitant social isolation, the seeming declaration of open season on Black Americans, and the much-publicized assaults on peaceful protesters, we all welcome comfort.

Well, we do sometimes. Calls and messages from loved ones have been balms to my troubled mind in these vertiginous weeks, but I have been more than a little perplexed to discover that I have so many friends in high places. The senior executives of virtually every company that I've had even the slightest commerce with have conveyed their "most sincere wishes" for me and mine, many going so far as to assure me, a person whom they have never met, that they are here for me. (Yikes.) But this obvious insincerity and overdone intimacy — discomfiting though they are — are only a staple of an emergent genre of the digital age, the corporate "statement."

I suppose it was only a matter of time before the genre worked its way into higher education, further corroborating the existence of the "neoliberal university." In the past weeks, our inboxes have swelled with statements from the leaders of our institutions expressing their sadness, outrage, and condolences during these difficult times, and reaffirming their and the institutions' commitments to the things that they are supposed to be committed to.

Such messages have followed reliably on the heels of all past local, national, and global tragedies. Our moment, with its cascading catastrophes, is distinguished by its sheer volume of pat "statements." But, rather than justifying the administrative "statement," the magnitude of our collective misfortunes and the frequency of these disingenuous missives undermine the entire genre.

Sometimes the well-intentioned gesture is downright insulting, exacerbating the wounds it is intended to heal. Now is just such an occasion. In our present circumstances, reaffirmations of commitments to abstractions can seem an affront.

What does it mean to reaffirm a commitment to an ideal in the face of far-reaching tragedy? For me, each deployment of this rote consolatory tactic conjures an image of out-of-touch administrators seated around a table, supremely self-satisfied after having passed what they view as a momentous measure. "All in favor of reaffirming our commitment to diversity, say, 'Aye.' . . . It's unanimous! I'll write to the community at once." Perhaps that's the wrong visual. Perhaps our leaders view their affirmations and reaffirmations as incantatory, and we should be imagining a coven convened.

THE CHRONICLE REVIEW

Whatever the provenance of these platitudinous statements — ivory-tower cluelessness or magical thinking — their extraordinary proliferation in the past weeks has had the same effect: It has thrown into high relief the pathetic barrenness of the genre.

It may seem that I'm being too hard on our poor, overworked leaders. After all, we all know the difficulty and awkwardness of having to summon comforting words for grieving or seething loved ones. What are the words for such moments? What good are words, even?

The problem isn't just that reaffirmations of values are pat, recycled from one statement to the next nearly unaltered. The problem is what the need to reaffirm suggests in the first place — namely, that previous affirmations haven't done much good. If your original affirmation and the reaffirmation after that didn't yield change within the institution or the larger society, what on earth makes you think — or should make *us* think — that this fresh reaffirmation matters?

DON'T GET ME WRONG: College presidents and chancellors have an obligation to address their communities in times of distress. But what we need are not flourishes or quotations from ancient philosophers or abolitionists, not laments detailing the anguish of our institutional leaders, not autobi-

PAT KINSELLA FOR THE CHRONICLE

ographical anecdotes, and certainly not more affirmations and reaffirmations.

We've reached the exhaustion point for heartfelt yet toothless statements and symbolic gestures.

The autobiographical touch is especially counterproductive. Invariably an attempt at showing empathy, it is almost as invariably ineffective.

We've reached the exhaustion point for heartfelt yet toothless statements and symbolic gestures.

As critics of empathy, like the Columbia professor of African American literature Saidiya Hartman, have argued, the empathic gesture can have the deleterious effect of erasing the people who are its targets, replacing the experiences of the would-be consoled with the overidentifying consoler. And it frequently engenders even more frustration. The temerity of the white administrator who tells me that he shares the pain and outrage that I — a Black man who has himself been wrongly arrested, detained, and harassed by the police — am feeling at the deaths of Breonna Taylor and George Floyd!

The attempts at identification are often so strained that their deployments seem mockeries of the aggrieved parties' anguish. My guard always goes up when, in instances of the "statement" genre, I see that much-abused introductory construction "As [insert identity of the writer], I ..." — a lazy stab at identification that, more often than not, only exposes the ignorance of the condoler. This move has become so widely and so unthinkingly invoked in our diversity-saturated age that I'm hardly surprised to see it descend into caricature, as we see in the parody-defying June 4 statement of the University of California at Irvine's dean of biological sciences — a paragraph-long message glibly attributing the biological sciences' commitment to racial diversity to the "tens of millions of tiny microbes, over 390 thousand types of plants," and "nearly 6,500 mammal species" that the field studies. (Met with vigorous backlash on Twitter, the dean's original message has since been removed and replaced with an apology.)

What universities can do to console their communities in the wake of tragedies is to explain what concrete steps they have taken in ensuring that these tragedies do not happen again. They should detail their commitments not to abstractions but to real groups of people and real departments and programs, in the form of allocations of finances and personnel. Statements are natural places for reckonings, venues for self-reflection in which educational leaders offer frank assessments of their roles in preventing and abetting injustices. Perhaps there are times when the need for immediacy makes such concrete commitments and honest self-assessments impracticable in initial statements. That's fine, but a first statement needs to include dates by which the community should expect to hear back about those vital matters.

We've reached the exhaustion point for heartfelt yet toothless statements and symbolic gestures. Political organizers have kept sight of their policy demands in the face of even the most extravagant symbolic gestures on the parts of political leaders, such as the Washington, D.C., mayor's recent overture of painting 16th Street with "Black Lives Matter." We must follow their lead. It's high time that we in academe held our institutions accountable and insisted that they performed the function for which they always have been intended — the advancement of humankind and of society.

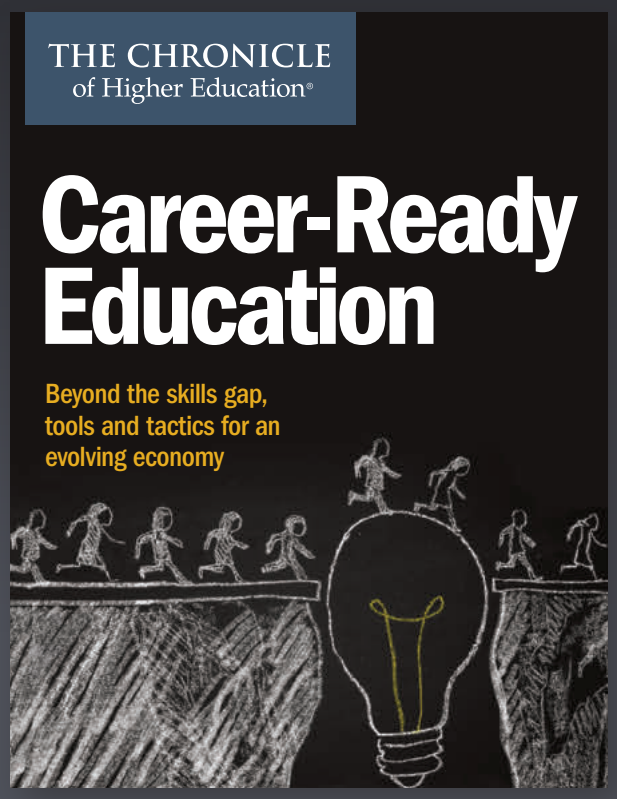
"Thoughts and prayers," however, do not advance a single thing. Such token responses are little more than capitulations to the status quo and are, for that reason, terrifying. ■

Rafael Walker

is an assistant professor of English at Baruch College.

Career-Ready Education

Beyond the Skills Gap, Tools and Tactics for an Evolving Economy



Academic leaders, economists, and employers are constantly debating whether or not there's a "skills gap." But the talk doesn't help students who enroll in college aspiring to rewarding careers, employees who worry that a lack of education will hold them back, or institutions trying to keep up with the future of work.

The Chronicle's report, **"Career-Ready Education: Beyond the skills gap, tools and tactics for an evolving economy,"** goes beyond the definitions of the skills gap and the accompanying blame game to explore the forces driving change and the challenges ahead. The goal isn't to turn every institution of higher education into a job-training center, but there's no shame in adding relevance.

"While the degree remains a reliable signal now, colleges should recognize that pressures are building against it."

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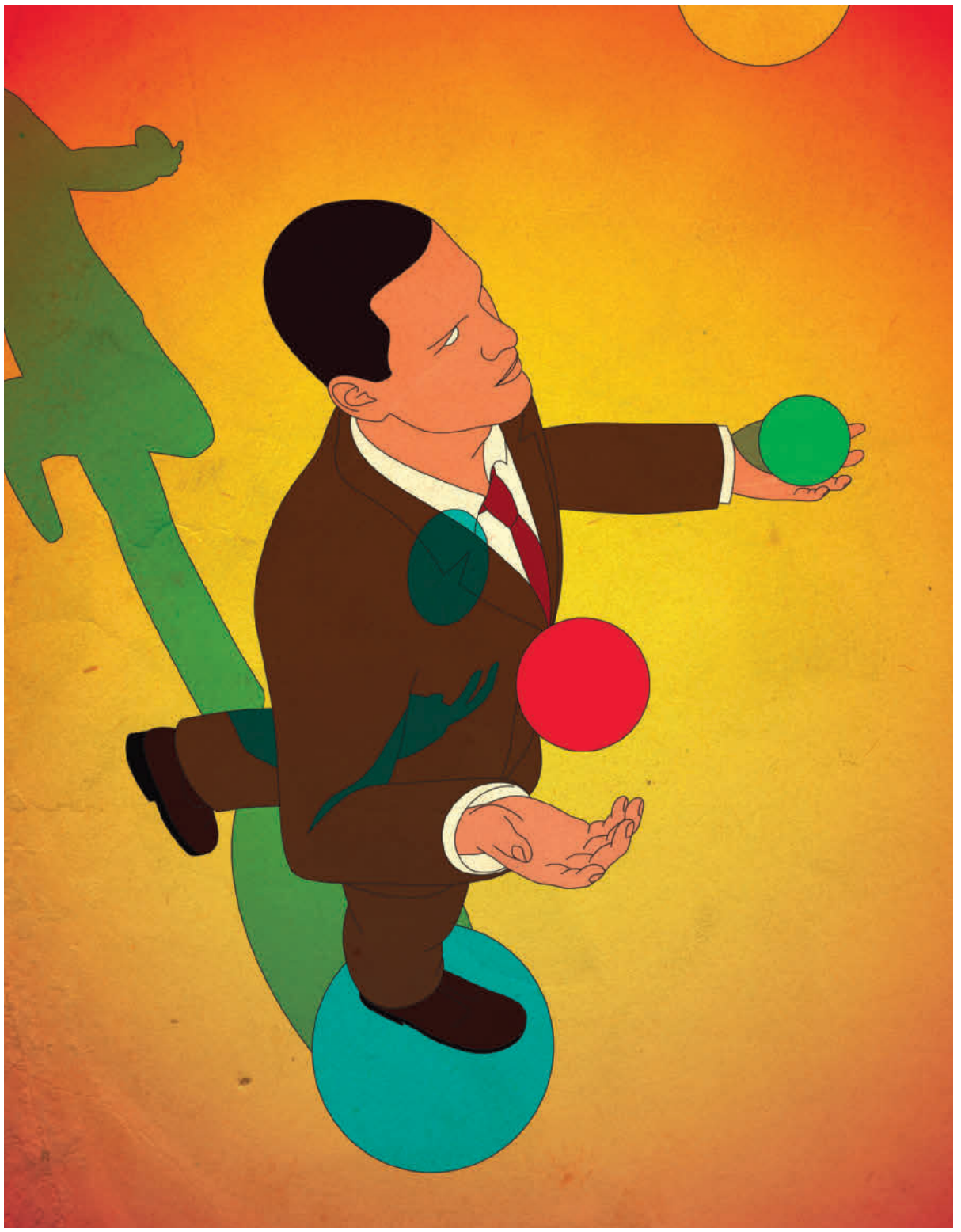
The Impossible Presidency

Taking a leadership post in higher education has never been such a risky career move.



ERIC PETERSEN FOR THE CHRONICLE

"LEADERSHIP HAS A PRICE," said Michael Jordan in Episode 7 of *The Last Dance*. As leaders across higher education are finding, never has that statement been more true.

We find ourselves living through the purest test of leadership in most of our lifetimes. In the wake of Covid-19, higher education — indeed, the entirety of human enterprise — faces a crisis without precedent. It features extremely restricted resources and incomplete and often contradictory information. Add to the mix a 400-year-old sociocultural conflagration and a highly partisan political divide. The result: a calculation with no constants — only variables — and no consensus on resolution or how to reach it.

ADVICE

While college and university leaders work to forge a recovery plan, the battle lines have already been drawn. Some constituents, particularly on the faculty, have already declared that "University Leaders Are Failing" (see *The Chronicle*'s June 26, 2020, issue, Page 30, or search for that title on chronicle.com). Other observers have called for time and perspective, and urged critics to refrain from "Bashing Administrators While the University Burns" (see our June 26 issue, Page 32, or search for it on chronicle.com). If what we are seeing in the public domain is actually representative of campus opinion — and I fear that it is — the divide between the faculty and the administration, in particular, seems wider and more difficult to bridge than at any time in my 40 years in higher education.

Dennis M. Barden

is a senior partner with the executive search firm WittKieffer.

And that is saying something.

My perspective is that of a search consultant. My

INSIDE CAREERS

colleagues and I know that such a wide gulf on a campus will affect the hiring market for institutional leadership profoundly and in multiple ways. Some of those ways we can only imagine at this point, but others are all too predictable.

The last time an economic downturn devastated higher education was after the 2008 financial crisis. One result was that senior institutional leaders across the country put their career plans on hold — delaying retirement, declining to be considered for new positions, and hunkering down until the economy improved sufficiently to provide a path forward for their institutions and themselves.

The same is happening now, but the circumstances are different. A decade ago, not only did many presidents, provosts, and vice presidents feel an ethical imperative to remain in place to serve their institutions, but they couldn't make a move even if they wanted to. The financial crisis stalled the housing market, preventing many people from selling a home or buying a new one. Leaders who had been ready to retire watched their pensions lose half of their value. Sure, they felt a calling to stay and lead their campuses through the crisis — but they also couldn't leave for financial reasons.

It will be different this time. Credit is plentiful and cheap. The stock market has bounced back to the level it would probably have found in a more cyclical correction. People can retire or buy a new home. If campus leaders stay on the job, it is likely to be primarily out of loyalty and a sense of duty. Many of those who stay will be making considerable career sacrifices to do so.

"Good leaders know they may pay a price for making difficult decisions in hard times. But each institution must ensure that the price is reasonable, or it will attract fewer and fewer good leaders."

Last fall I wrote in these pages about campus executives who "take one for the team" — they make extremely unpopular decisions (eliminating programs, laying people off, closing facilities, cutting budgets) to keep their institution in business — and pay a steep, personal price for it in their careers.

But that was written before Covid-19 and the killing of George Floyd by police officers in Minneapolis. Now, navigating completely uncharted waters, a lot of campus leaders are going to make a lot of decisions, and many of those decisions (fairly or not) will be viewed as mistakes. Leaders will take steps that they believe are in the best interest of their institutions, and they will lose their jobs in the process and have their careers forever tainted by those actions.

There are simply no right answers for this moment, and I highly doubt that consensus will develop over the coming weeks and months.

One reason that leadership in higher education is so difficult — especially for job candidates moving from the commercial sector — is that every campus constituency has a different definition of success. There is no singular objective, like increasing shareholder value, that drives every decision on the campus. The faculty wants something different from the trustees, whose objectives are different than those of the students and the alumni, who see the institution

through different lenses than the administration does. Each constituency judges institutional leadership idiosyncratically, considers its position as principled, and sees its right to opine on the job performance of campus leaders as sacrosanct.

Into that environment wades the search consultant. Among the most important of our responsibilities is to get to the bottom of controversies, to determine what happened and why, who someone is as a leader and what our client might expect on the basis of the candidate's history.

In a typical presidential search, for example, we will conduct interviews, verify the candidates' degrees and previous employment, bring psychometric assessments into play, and, of course, chat with references (both people on the official list and those off-list). A finalist's references can vary in tone, even under the best of circumstances, but their assessments can be incredibly at odds when the leader has faced an extraordinary, even existential, crisis.

At some point, we will emerge from the crises of this moment. When we do, most of the sitting leaders in higher education will experience that wide divergence of views about the effectiveness of their leadership. Some of the negatives will be well deserved and dispositive, but a lot of them will not be.

A recent experience — from before the Covid-19 closures — is illustrative. In a search for a chief executive of a public research university, a candidate emerged from the pack, having shown obvious and considerable leadership qualities and experience. Yet that same leader was being targeted for removal, for cause, by his current governing board. All of us working on the search knew that from Day 1.

Over the course of several weeks, the search committee found the candidate compelling and recommended he be given serious consideration. Our reputation as search consultants was on the line, so our team conducted a robust array of reference checks, both on- and off-list. Our client had dozens of formal and informal conversations with people at the candidate's home institution. In the meantime, that institution's board had backed away from its plan to fire him but not from its efforts to discredit him.

In the end, both our client and our team were confident that we understood what was happening in this scenario and that our candidate was being victimized. That did not change the fact, however, that the first 48 hours of the news cycle, should he be hired, would dredge up all of the old accusations without providing the very considerable context that our team and our client had discovered.

In this case, our client held firm and hired the candidate. Predictably, the news blew up, but the board stood behind the appointment. We think we added it all up correctly, but only time will tell.

Not every board will put in that much work or stand firm in the face of ill winds, and a lot of capable leaders who are making very tough and bold choices now and in the months ahead will find they have sacrificed their future in the process. Higher education will be the poorer for it.

Taking a leadership post in higher education has never been such a risky career proposition. Doing the right thing for your institution will entail decisions like downsizing or cutting academic programs, recalibrating tuition rates, de-emphasizing intercollegiate athletics, or, especially, eliminating positions, including those of tenured professors. Higher educa ion will require leadership that is innovative, nimble, highly collaborative, forward-looking, and, perhaps above all, courageous.

That courage must start in the search process:

n In evaluating leadership candidates, trustees — and their adjunct, the search committee — must demonstrate insight in determining rig t from wrong, good decisions from bad, absent the uproar from aggrieved constituents. Then the board must stand strong about its choice in the face of often-uninformed blowback.

n Faculty members must decide for themselves whether a candidate is appropriate for their campus, rather than take as a proxy the faculty opinion at the candidate's home institution. Leaders make the tough call, regardless of the personal cost, and such decisions in a resource-constrained environment nearly always mean some constituency will be unhappy.

n Alumni, staff, and students must consider the entirety of a leader's abilities and experience in context — understanding that the challenges of the current marketplace are affecting every institution and that there are no easy, painless answers to these vexing problems.

Good leaders know they may pay a price for making difficult decisions in hard times. But each institution must ensure that the price is reasonable, or it will attract fewer and fewer good leaders. ■

JOBS INDEX

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LAMAR UNIVERSITY

Instructors

Lamar University in Beaumont, Tx has multiple positions for Instructors in the fields of Chemistry, Psychology, and Engineering. Send resumes to: Director of Compensation & HR Operations, P.O. Box 11127, Beaumont, Tx 77710.

Fulton-Montgomery Community College

PRESIDENT

The Fulton-Montgomery Community College (FMCC) Board of Trustees seeks confidential nominations and expressions of interest for the next President of the College. The successful candidate will be an energetic, student-centered leader who is skilled at building and maintaining strong external relationships while inspiring employees to re-envision FMCC for the future.

The College is surrounded by one of the Northeast's most scenic and historic areas. Located in a rural setting in the Mohawk Valley, forty miles northwest of Albany, NY, the College sits on 195 acres in the foothills of the spectacular Adirondack Mountains. The region offers numerous parks, beautiful countryside, affordable housing, well-paying jobs and an appealing quality of life.

Founded in 1963, FMCC is a comprehensive two-year institution sponsored by both Fulton and Montgomery counties and is part of the State University of New York system. The College is governed by a 10-member Board of Trustees. A dedicated faculty teach traditional-age and adult learners in 36 academic programs, offering a variety of excellent and affordable transfer and career programs leading to the degrees of Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Occupational Studies, as well as one-year certificate programs and specialized courses geared to community interest. Fulton-Montgomery Community College is accredited by the Middle States Commission on Higher Education. The College's nursing curriculum is accredited by the Accreditation Commission for Education in Nursing. The Radiologic Technology Associate of Applied Science program is accredited by the Joint Review Committee on Education in Radiologic Technology.

The President is the chief executive officer of the campus and reports to the Board of Trustees. Qualifications sought for this position include significant and progressively responsible experience in senior management positions in higher education is strongly preferred. However, candidates with substantial experience in senior management positions in a field outside of higher education will be considered, where such experience is deemed relevant to, and provides a basis for judging, the candidate's capability to serve as a community college president. An earned doctorate is preferred, but the College will consider outstanding candidates who possess an earned Master's degree. The anticipated start date is in January of 2021.

To ensure full consideration, completed applications are due by August 24, 2020. RH Perry & Associates, a national executive search firm, is assisting Fulton-Montgomery Community College with this search. The full position profile can be reviewed at **www.rhperry.com/fmccpresident**. Please direct all confidential communications to: Dr. John Hutchinson, Senior Consultant, at (217) 737-0757, or Mr. Paul Doeg, President and Chief Operating Officer, at (828) 785-1394, or to **FMCCPresident@rhperry.com**.

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LAMAR UNIVERSITY

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The Department of Information Technology at Lamar University in Beaumont, TX seeks a qualified Software Engineer, Applications to analyze, design, and coordinate the development of customized software systems and web applications, utilizing cutting-edge technology to meet functional and technical requirements in a university environment. Send resume to: Director of Compensation & HR Operations, PO Box 11127, Beaumont, TX 77710.

LAMAR UNIVERSITY

Visiting Assistant Professor of Mechanical Engineering

The Mechanical Engineering Department at Lamar University in Beaumont, TX seeks a Visiting Assistant Professor of Mechanical Engineering to prepare and teach core mechanical engineering courses to undergraduate students. Send resume to: Director of Compensation & HR Operations, PO Box 11127, Beaumont, TX 77710.

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Assistant Professor
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Assistant Professor. Teach architecture and related courses, advise students, maintain an active research agenda, and perform faculty service. Master's, Architecture. Interested persons should send a cover letter and CV to: Dr. Randall Teal, College of Art and Architecture, University of Idaho, 875 Perimeter Drive, MS 2461, Moscow, ID 83844. UI is an EEO/AAE employer.

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Seattle Pacific University
Assistant Professor of Chinese. Teach Chinese language and related courses, advise students, maintain an active research agenda and perform faculty service. Master's in Education, Psychology or related field. Native or near native fluency, Chinese. Interested persons should mail a CV and cover letter to: Gary Womelsduff, HR Director, Seattle Pacific University, 3307 Third Avenue West, Suite 302, Seattle, WA 98119.

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Odessa College
Associate Professor II, Criminal Justice: Teach all courses in the Criminal Justice Department. Provide instruction of, and supervision in Criminal Justice classes. Teach face-to-face classes; dual credit and OCTECHS courses; Web courses; and Hybrid courses as assigned. Participate in and contribute to curriculum development. Provide syllabi, policies, assignment instructions, graded evaluations, etc. Administer tests, including comprehensive finals. Master's degree in Criminal Justice, plus peer-reviewed scholarly publications in the field of criminal justice required. Odessa College, 201 W. University, Odessa, TX 79764. To Apply: http://jobs.odessa.edu/postings/2202

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The Ohio State University
Dentistry: Assistant Professor Clinical in The Ohio State University (OSU) College of Dentistry, Division of Restorative and Prosthetic Dentistry, Columbus, Ohio. Duties: teaching in the field of dentistry with a focus on prosthodontics and restorative dentistry, including clinical and pre-clinical teaching of dental students in the pre-doctoral program; dental patient care; research with a focus on prosthodontics; service on College and Division committees. Recruiting for multiple positions. Requirements: Doctor of Dental Surgery (DDS) or Doctor of Medicine in Dentistry (DMD) (international equivalent degrees acceptable); certificate of advanced education in Prosthodontics from a Commission on Dental Accreditation (CODA) accredited program; eligible for limited teaching license or full license from the Ohio State Board of Dentistry. Send CV and cover letter to: osudentistryrecruitment@osu.edu. EOE/AA/M/F/Vet/Disability Employer.

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Odessa College
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Assistant Research Professor
Mississippi State University
Assistant Research Professor. Teach courses in electrical engineering, electron microscopy and related areas; engage in multidisciplinary research involving nanodevices, materials, and microscopy. Ph.D. Electrical and Computer Engineering. Interested persons should send a CV and cover letter to: Mr. Zach L. Rowland, Institute for Imaging and Analytical Technologies, Mississippi State University, 200 Research Blvd., Starkville, MS 39759. MSU is an EEO/AAE employer.

FRENCH

Assistant Professor of French
Covenant College
Seeking Assistant Professor of French, tenured-track position, for Covenant College in Lookout Mountain, GA. Position requires Ph.D. in French from regionally accredited institution (or foreign degree equivalent). Must be fluent in French (written and verbal). Applicants must provide Testimony of Christian Faith and Experience, and response to the Westminster Confession (located at https://www.pcaac.org/bco/westminster-confession/ indicating agreement, and any scruples with rationales with the Confession, and the Philosophy of Christian Higher Education. Send your resume to Rebekah McNair, Director of Human Resources, Covenant College, 14049 Scenic Hwy, Lookout Mountain, GA 30750.

GERIATRICS

Assistant Professor
Emory University
Emory University seeks Asst. Professor in Atlanta GA & add'l Emory worksites throughout GA to provide clinical services to patients of the Geriatrics clinic at St. Joseph's Hospital. MD required. Send cover ltr & resume: naquia.mitchell@emory.edu w/ job title in subj line.

JOURNALISM

Assistant Professor of Journalism
Ohio University - Athens
Ohio University in Athens, Ohio is accepting applications for a full-time Assistant Professor position of Strategic Communication in the Scripps School of Journalism. Duties: teach undergraduate and/or graduate courses; conduct scholarly research; mentor and advise students; and perform service to the department and the university. Ph.D. in Journalism or related field required. To apply: send letter of application and curriculum vitae to: kaufmanb@ohio.edu.

MARKETING/BUSINESS ADMINISTRATION

Marketing Faculty Openings
University of Rochester
University of Rochester, full-time Marketing Faculty. Teach marketing courses, develop the course curriculum, advise students, and supervise student projects. Publish research and participate in university service activities. Ph.D. in Marketing or Business Administration. Ref job 1406, resume to Ashley Beyer, Simon Business School, Carol G. Simon Hall, RM 2333B, BOX 270100, Rochester, NY 14627.

MATHEMATICS AND STATISTICS

Assistant Professor (two openings)
Mississippi State University
Assistant Professor (two openings). Teach statistics, data science, computational statistics, and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D by start date, Statistics, Applied Mathematics, or Computing and Information Systems. Interested persons should mail a cover letter and CV to Dr. Mohsen Razzaghi, Department of Mathematics and Statistics, POB MA, 410 Allen Hall, Mississippi State University, Mississippi State, MS 39762. MSU is an EEO/AAE employer.

MEDICINE

Assistant Professor of Medicine
Covenant College
Emory University seeks Asst. Professor of Medicine in Atlanta GA & add'l Emory worksites throughout GA to serve as an inpatient hospital medicine attending at Emory Univ. Req MD + 2 yrs clinical exp. Travel required. Send cover ltr & resume: sheila.harris@emoryhealthcare.org w/ job title in subj line.

OPHTHALMOLOGY

Staff Associates in Ophthalmology
Weill Medical College of Cornell University
Staff Associates in Ophthalmology- Orthoptist (New York, NY) Weill Medical College of Cornell University seeks Staff Associates in Ophthalmology- Orthoptist w/ exp in: Under supervision of an Ophthalmologist orthoptic evaluation, diagnosis & treatment of ocular motility disorders; pre and post measurement for strabismus surgery with IOP check; vision check and following amblyopic patient in therapy with patching; Evaluation patient with double vision with thyroids diseases & neurological diseases; Prisms evaluation & prescription; Application Fresnel prism for patient with double vision; Exercise for divergence and convergence insufficiency. Teach residents and fellows in the clinic. Send resume to: Jeanie Huang, HR Dept, Weill Cornell Medicine, 575 Lexington Ave, Suite 670, NY, NY 10022.

PHARMACOGNOSY

Assistant Professor, Pharmacognosy
University of Mississippi
Assistant Professor, Pharmacognosy. Teach pharmacy and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Biochemistry, Pharmacology, or related field. Interested persons should mail a cover letter and CV to Dr. Kristie Willett, Department of BioMolecular Sciences, University of Mississippi, University, MS 38677. Ole Miss is an EEO/AAE employer.

RANGELAND SCIENCE

Assistant Professor
Oregon State University
Oregon State University is seeking an Assistant Professor to: Create and teach rangeland science curriculum to community, non-profit, and student groups; Serve as instructor of record for students in co-curricular activities; Coordinate beef cattle extension programs; Supervise research and field work of faculty, staff and students; Develop and maintain applied research program that supports local and national beef industries; Provide consultation services and communicate research to the beef industry. To be eligible, applicants must have: PhD in Animal Sciences, Range Management or related field; and demonstrated knowledge of beef cattle production and management. To apply, submit a letter of interest and c.v. to Petrina.White@oregonstate.edu.

TECHNOLOGY

Technology Licensing Specialist
University of Michigan-Ann Arbor
The Office of Technology Transfer at the University of Michigan in Ann Arbor, Michigan is seeking applicants for one Technology Licensing Specialist position to manage a portfolio of intellectual property developed from faculty at the University of Michigan and manage and teach monthly training courses in the Technology Transfer Fellows program. Duties include managing a portfolio of intellectual property for medical device innovations created by university researchers; evaluating technology disclosures for patentability and licensing potential for medical device portfolio; managing Technology Transfer Fellows program, including teaching, training, hiring, and evaluating employees and students, including developing and delivering monthly training in a classroom setting on topics including technology transfer, marketing research, commercialization agreements and negotiation skills, scientific abstract writing for market techs, intellectual property for research commercialization, patent law, prior art searches, market analysis and market sizing, competitive landscape, writing technology abstracts for marketing to industry, identifying potential licensees, and understanding library resources for market analysis; developing licensing strategies to maximize technology commercialization potential of medical device portfolio; overseeing the filing and management of patent applications related to medical devices; negotiating, drafting, and implementing license, option, non-disclosure, material transfer, and other technology agreements related to transfer of intellectual property for medical device portfolio; collaborating with Venture Center staff to facilitate new start-up companies; negotiating licenses with new start-ups; working with other members of the UM Tech Transfer team to further the goals and objectives of technology transfer at the University; and interfacing with other entrepreneurship programs on campus and in the community. Applicants must possess a master's degree or higher in Biomedical Engineering or a related field, and at least one year of experience with commercializing technology in a major academic or healthcare technology transfer office; evaluating the commercial potential of early stage technology, and to effectively communicate the commercialization vision; experience with and demonstrated knowledge of intellectual property law and licensing practices; business experience in negotiations, contracts, and new technology commercialization. Interested applicants should send a CV and letter of interest to ljohn@umich.edu. The University of Michigan is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

VETERINARY MEDICINE

Assistant Professor (tenure track) in Veterinary Anesthesia and Analgesia
University of Illinois at Urbana-Champaign
The University of Illinois' College of Veterinary Medicine is seeking a veterinary anesthesiologist to serve as a tenure-track assistant professor in the Department of Veterinary Clinical Medicine. Professional duties will include clinical service in veterinary anesthesia and pain management, clinical instruction of residents, interns, and veterinary and graduate students. Teaching responsibilities also include didactic, small group and laboratory instruction. Energetic, collegial candidates hoping to work with a dedicated team of professionals to contribute to the anesthesia and pain management program at the University of Illinois are encouraged to apply. Candidates must have a DVM degree or equivalent and have achieved certification in the American College of Veterinary Anesthesia and Analgesia or the European College of Veterinary Anesthesia and Analgesia or be board-eligible to be considered. In order to receive full consideration, applications must be received by July 31, 2020. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after that date. Please create your candidate profile through https://jobs.illinois.edu. Additional information about the position may be obtained from Dr. Heidi Phillips (Search Chair) at philli@illinois.edu. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. As a qualifying federal contractor, the University of Illinois System uses E-Verify to verify employment eligibility. The University of Illinois is an Equal Opportunity, Affirmative Action employer that recruits and hires qualified candidates without regard to race, color, religion, sex, sexual orientation, gender identity, age, national origin, disability or veteran status. For more information, visit http://go.illinois.edu/EEO.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

Peter Hans, president of the North Carolina Community College system, will become president of the University of North Carolina system on August 1. He will replace Bill Roper, who has served as interim president since January 2019.

Kathleen S. Jagger, acting president of Thomas More University, in Kentucky, has been named president of Newman University, in Kansas. She will succeed Noreen Carrocci, who retired in December.

Robert E. Johnson, chancellor of the University of Massachusetts at Dartmouth, has been named president of Western New England University. He will succeed Anthony S. Caprio on August 15.

Chief executives (continued)

APPOINTMENTS

Scott Cowen, a former president of Tulane University, has been named interim president of Case Western Reserve University. He will replace Barbara R. Snyder, who has been named president of the Association of American Universities.

Brian L. Johnson, vice president and senior campus administrator at Mercy College, in New York, has been named president of Warner Pacific University. He will succeed Andrea Cook in August.

David L. Kaufman, a former chief executive of Encova Insurance, has been named interim president of Capital University, in Ohio. He replaces Elizabeth L. Paul, who will become president of Nazareth College, in New York.

Gregory Postel, a former interim president of the University of Louisville, has been named interim president of the University of Toledo. He replaces Sharon L. Gaber, who will become chancellor of the University of North Carolina at Charlotte.

Glenn Roquemore, a former president of Irvine Valley College, has been named president of California Southern University.

Melody Rose, a former president of Marylhurst University, in Oregon, will become chancellor of the Nevada System of Higher Education on September 1. She will succeed Thom Reilly.

Tommy Thompson, a former governor of Wisconsin, has been named interim president of the University of Wisconsin system after Jim Johnsen withdrew his candidacy.

Antonio Tillis, dean of the College of Liberal Arts and Social Sciences at the University of Houston, has been named interim president of University of Houston-Downtown. He replaces Juan Sánchez Muñoz, who will become chancellor of the University of California at Merced.

RESIGNATIONS

Jim Johnsen, president of the University of Alaska system since 2015, plans to resign.

RETIREMENTS

Conrado Gempesaw, president of St. John's University, in New York, plans to retire in June 2021. He became the first layperson to lead the university in 2014.

Chief academic officers

APPOINTMENTS

Celia Cook-Huffman, assistant provost at Juniata College, has been named vice president for academic affairs at Manchester University.

Mary Croughan, a professor in the School of Public Health at the University of Nevada at Las Vegas and a former executive director of the Research Grants Program Office at the University of California, has been named provost and executive vice chancellor at the University of California at Davis.

Ian Lapp, dean of the Undergraduate School at Babson College, has been named senior vice president for academic affairs and provost at Wentworth Institute of Technology.

Karen An-Hwei Lee, vice provost for assessment and institutional effectiveness at Point Loma Nazarene University, has been named provost at Wheaton College, in Illinois.

Submit items to
people@chronicle.com

Katia Passerini, chair and dean of the Lesley H. and William L. Collins College of Professional Studies at St. John's University (N.Y.), has been named provost and executive vice president at Seton Hall University.

PATRICK J. SIMS

Patrick J. Sims, deputy vice chancellor for diversity and inclusion and vice provost and chief diversity officer at the University of Wisconsin at Madison, has been named executive vice chancellor and provost at the University of North Carolina School of the Arts.

Molly Smith, interim provost at Stonehill College, in Massachusetts, has been named the first provost at Thomas More University.

John Volin, vice provost for academic affairs at the University of Connecticut, will become executive vice president for academic affairs and provost at the University of Maine at Orono on August 14.

Other top administrators

APPOINTMENTS

Lorenzo Boyd, assistant provost for diversity and inclusion and director of the Center for Advanced Policing at the University of New Haven, has been named vice president for diversity and inclusion and chief diversity officer.

Anna Spain Bradley, assistant vice provost for faculty development and diversity at the University of Colorado at Boulder, will become vice chancellor for equity, diversity, and inclusion at the University of California at Los Angeles on September 1.

Karen Ferguson Fuson, associate vice president for marketing and digital strategy and chief marketing officer at Indiana University at Bloomington, has been named vice president for communications and marketing.

Maurice Gipson, vice chancellor for diversity and community engagement at Arkansas State University at Jonesboro, has been named vice chancellor for inclusion, diversity, and equity at

the University of Missouri at Columbia.

Rakin Hall, executive director of foundation relations at the University of Utah, has been named vice president for enrollment management at Arcadia University, in Pennsylvania.

Yohlunda Mosley, assistant vice president for enrollment management at Portland State University, has been named vice chancellor for enrollment management and student affairs at Purdue University Northwest.

Pablo Guillermo Reguerín, associate vice chancellor for student achievement and equity innovation at the University of California at Santa Cruz, has been named vice chancellor for student affairs at the University of California at Davis.


KARL SMITH

Karl Smith, associate vice chancellor for enrollment services and director of admissions at the University of Washington at Tacoma, has been named vice president for student affairs at Tacoma Community College.

Michael Todd, chief operating officer in the School of Engineering at the University of Virginia, will become vice president for finance and administration at Franklin & Marshall College on July 27.

Deans

APPOINTMENTS

Cheryl Anderson, a professor and interim chair of the department of family and public health at the University of California at San Diego, has been named founding dean of the Wertheim School of Public Health there. She will become the university's first Black female dean.

Kathryn Boor, dean of the College of Agriculture and Life Sciences and a professor of food science at Cornell University, has been named dean of the Graduate School and vice provost for graduate education.

E. Patrick Johnson, chair of African American studies and a professor of performance studies and African American studies at Northwestern University, will become dean of the School of Communication. He will be the first African American to lead the school.

Robert C. Knoeppel, dean of the College of Education at the University of South Florida, has been named dean of the School of Education at the College of William & Mary.

Michael H. Murphy, director of e-learning and academic technology at Central Oregon Community College, has been named dean of online learning at Bristol Community College, in Massachusetts.

Rummy Pandit, executive director of the Lloyd D. Levenson Institute of Gaming, Hospitality, and Tourism at Stockton University, has been named dean of the College of Hospitality Management at Johnson & Wales University (R.I.).

Jo Ann R. Regan, vice president for education at the Council on Social Work Education, has been named dean of the National Catholic School of Social Service at the Catholic University of America.

Ophelie Rowe-Allen, associate dean of students and director of residence life at Fairfield University, has been named dean of students and chief student-affairs officer at the University of New Haven.

Other administrators

APPOINTMENTS


NWANDA ACHEBE

Nwando Achebe, a professor of history at Michigan State University, will become associate dean for diversity, equity, and inclusion at its College of Social Science on August 16.

Ella Bouriak, annual-fund manager at the Graduate School of Journalism at Columbia University, has been named director of development at Rollins College.

Andrea Burrows, an associate professor in the School of Teacher Education at the University of Wyoming, has been named associate dean for undergraduate programs in the College of Education.

Farida Jalalzai, a professor and head of the department of political science at Oklahoma State University, has been named associate dean of global initiatives and engagement in the College of Liberal Arts and Human Sciences at Virginia Tech.

Emily Jones, a research-and-education informationist and an instructor at the Medical University of South Carolina Libraries, has been named health-sciences librarian in the Health Sciences Library at the University of North Carolina at Chapel Hill.

Jessica Peña, an assistant professor of medicine at Weill Cornell Medicine, has been named assistant dean of admissions.

Faculty

APPOINTMENTS

Hilton Als, a Pulitzer Prize-winning theater critic and an associate professor of writing at Columbia University's School of the Arts, will become one of the first presidential visiting scholars at Princeton University this fall.

Joshua Rowe, an assistant professor of anatomy at Lincoln Memorial University's College of Veterinary Medicine, has been named an associate professor of anatomy in the Texas Tech University School of Veterinary Medicine, in Amarillo.

Organizations

APPOINTMENTS

Lorelle Espinosa, vice president for research at the American Council on Education, has been named director of programs for diversity in STEM higher educatIon at the Alfred P. Sloan Foundation.

Greg Gunderson, president of Park University, has been elected president of the Independent Colleges and Universities of Missouri.

Deaths

Thomas E.H. Conway Jr., a former chancellor of Elizabeth City State University, died on May 15. He was 70. Before his appointment as interim chancellor, he served in many roleS at North Carolina State University, including vice provost for enrollment management and services and dean of the Division of Undergraduate Academic Affairs.

Antoinette Iadarola, president emerita of Cabrini University, died on May 23. She was 80. Iadarola was the first lay president of then-Cabrini College, serving from 1992 to 2008. The university's Antoinette Iadarola Center for Science, Education, and Technology is named in her honor.

Joel Kupperman, a professor emeritus of philosophy at the University of Connecticut, died on April 8. He was 83. As a child, he appeared on the radio-and-television program Quiz Kids. He later wrote several books on philosophy, including Six Myths About the Good Life: Thinking About What Has Value (2006).

Norman Lamm, a former president of Yeshiva University, died on May 31. He was 92. Lamm became president in 1976 and resigned as chancellor in 2013.

Clifford H. Spiegelman, a professor of statistics at Texas A&M University, died on May 14. He was 71. Spiegelman arrived at the university in 1987 as an associate professor and became a leader in statistical and environmental forensics.

Albert Nathaniel Whiting, a former president and the first chancellor of North Carolina Central University, died on June 4. He was 102. Whiting became president of North Carolina College at Durham in 1966, and retired in 1983 as chancellor emeritus after the college became a university and joined the University of North Carolina system.

- COMPILED BY JULIA PIPER

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