The Society for College and University Planning

Trends
FOR HIGHER EDUCATION

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SPRING 2022 Trends Inside Higher Education

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Trends Inside Higher Education

Within the world of higher education, what are some of today's key trends—and what are some implications for institutions of higher learning?

We've organized *Trends* using STEEP:

Social

How people think, behave, and interact, including beliefs, values, culture, and lifestyle

Technology

How people use technology (including hardware and software), how society relies on technology, and how technology affects society

Economic

Macro- or microeconomics, including global trends, anything related to jobs and skills needed for jobs, and industry shifts

Environmental

Our external surroundings, including sustainability and our evolving workplaces, cities, and living spaces

Political

Public policy, governmental systems, the people within them, and the effects of government decisions on our citizens and communities

Each trend includes a brief trend summary, a footnoted source, and discussion questions to help you and your team analyze and act on the trend.

Social Trends

Answering the Question of Value

As students, parents, and legislators question the worth of a college degree, a new tool attempts to inform the debate. Developed by the Postsecondary Value Commission, the Equitable Value Explorer is a free interactive data tool with inputs from over 4,000 colleges and universities. The tool measures post-college earnings in relationship to key metrics such as time-to-credential, selectivity and diversity, instructional expenditures, and tuition price. Archie Holmes, executive vice chancellor for academic affairs at The University of Texas System, offered his perspective on the tool: "The conversation about value and what this data provides is why we have made some strides. . . .We have a responsibility to Texans as well as the employers in the state to ensure that our offerings provide the value that they need."[1]

◆ **For discussion**

- How do we define the value of a degree at our institution? How does it compare to the Equitable Value Explorer?
- What can we learn from the Equitable Value Explorer's findings on our institution?
- What can the Equitable Value Explorer tell us about any achievement gaps at our institution? What might we do to address those gaps?

In This Section:

- Communicating the value of post-secondary education
- Attracting new leaders to your campus
- Eliminating standardized test scores from admissions criteria
- Adapting to a new age of activism from students
- Advancing alumni engagement post-COVID
- Supporting students with PTSD
- Delaying doctoral admissions and graduations
- Sidebar: Increasing the availability of campus-based childcare

1   Postsecondary Value Commission, "Archie Holmes on Postsecondary Value," November 1, 2021, www.postsecondaryvalue.org/equitable-value-explorer.

Does Your Search Committee Have an Elevator Pitch?

"Our revised how-to-hire manual focuses more on selling—the position, the institution, the culture, the region," observed David D. Perlmutter, a professor and dean of the College of Media & Communication at Texas Tech University, when reflecting on his recent experience chairing a search committee for a new dean of arts and sciences. To successfully recruit and hire new leaders, Perlmutter advised, "Put selling, not just buying, at the forefront." In today's higher ed job market, an institution's recruitment efforts must go beyond vetting. He suggested a "detailed pitch" is essential to persuading good but undecided (or reluctant) candidates to join the administrative ranks.[2]

◆ **For discussion**

- **How well do we understand the competitive nature of the current job market?**
- **What makes our leadership positions attractive to candidates?**
- **As we recruit and hire new leaders, how can we communicate and highlight what makes our institution special?**

Who's Keeping Scores?

Harvard University recently announced that submission of SAT and ACT scores will remain optional through fall 2026. Soon after the pandemic began, the university initiated a policy making the scores optional, and the administration cited the pandemic's ongoing threat to testing access as a reason for the extension.[3] If only temporarily, Harvard joined a growing list of institutions that no longer requires standardized test scores: The University of Chicago, Indiana University, the University of Oregon, and the University of Washington. The University of California Board of Regents suspended the standardized test requirement (ACT/SAT) for all California first-year applicants until fall 2024.[4] In addition to policies in place at individual institutions and systems, several states, including Colorado, Illinois, Maryland, and New York, are considering legislation that would eliminate or make optional the use of standardized tests in the college admissions process.[5]

◆ **For discussion**

- **Do we require standardized test scores? If so, how does the requirement affect our admissions rate?**
- **What is the overall sentiment among faculty and staff regarding our admissions criteria?**
- **How do our admissions requirements compare to those of other institutions in our region?**

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2   David D. Perlmutter, "How to Design a Leadership Search in Crisis Times," *The Chronicle of Higher Education*, November 22, 2021, www.chronicle.com/article/admin-101-how-to-design-a-leadership-search-in-crisis-times.

3   Nick Anderson, "Harvard Won't Require SAT or ACT Through 2026 as Test-optional Push Grows," *The Washington Post*, December 16, 2021. www.washingtonpost.com/education/2021/12/16/harvard-test-optional-college-admissions.

4   UC Office of the President, "University of California Board of Regents Unanimously Approved Changes to Standardized Testing Requirement for Undergraduates," University of California, May 21, 2020, www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement.

5   Andrew Smalley, "States Consider Test-Optional College Admissions," National Conference of State Legislatures, April 8, 2021, www.ncsl.org/research/education/states-consider-test-optional-college-admissions-magazine2021.aspx.

Student Activism on the Rise

According to research consultancy EAB, student activism activity has increased during the past five years with the most common drivers of activism being racial justice, political events/speakers, and COVID-19 response. While these issues top the list of activism focal points, demands from student activists "address a wide(r) range of university areas, requiring broad collaboration and buy-in from across the institution," and "they are less willing to negotiate [and] more likely to demand accountability."[6]

Deeper Dive:

A recent protest on Howard University's campus is a case in point. Last October students occupied Blackburn University Center by sleeping in tents and on air mattresses to protest poor housing conditions on campus, which included reports of mold, flooding, and roach and mice infestation in dorms. The monthlong protest ended with Howard University President Wayne Frederick's announcement that the administration had reached an agreement with students and his acknowledgement that "even one issue in one of our dormitories is too many, and we will continue to remain vigilant in our pledge to maintain safe and high-end housing."[7]

◆ **For discussion**

- How do we currently respond to student activism? How effective has that response been for the institution? For the students?

- What are student expectations for our response to activism? What kind of changes do they expect and how quickly do they expect them?

- What is the recent history of student activism at our institution? How does that history inform today's student activists?

Making the Alma Mater Matter to Alumni

To increase alumni engagement, institutions will have to meet their alumni's ever-increasing expectations. Analysts at The Napa Group, a Columbia, SC-based management consulting firm, noted that "alumni have shifted their behaviors from grateful graduates to customers with expectations."[8] Chief among these expectations is an "Amazon level of personalization" (Amazon knows what I want, so should my alumni association) and "lifelong learning opportunities matched to life stages" (from career-related resources to insights on preparing for retirement). But, as highlighted in *Educause Review*, alumni engagement still comes down to building relationships, whether that's by "sharing personalized updates on campus events and developments" or "fostering lifelong partnerships."[9]

◆ **For discussion**

- How have we adapted our approach to engaging with alumni since the pandemic began?

- How do we gauge alumni expectations of our programs and services? How well are we meeting those expectations?

- In what new ways can we engage alumni with our institution (e.g., student recruitment, retention efforts, etc.)?

6   Kate Cudé, "Student Activism Across the Past 5 Years: What Higher Ed Leaders Need to Know About Evolving Challenges," Education Advisory Board, 2020, eab.com/insights/infographic/student-affairs/student-activism-trends-2015-2020.

7   Nicquel, Terry Ellis, "Howard Students Reach Agreement with University Officials after Month-long Protest over Poor Housing Conditions," *CNN*, November 15, 2021, www.cnn.com/2021/11/15/us/howard-protests-housing-agreement-reached/index.html.

8   The Napa Group, "Trends in Alumni Relations and Advancement in the Post-Pandemic Era," May 3, 2021, napagroup.com/2021/05/trends-in-alumni-relations-and-advancement-in-the-post-pandemic-era.

9   Jim Chase, "Relationship Building: The Key to Alumni Engagement," *Educause Review*, May 17, 2021, er.educause.edu/articles/2021/5/relationship-building-the-key-to-alumni-engagement.

Supporting Students with PTSD

About 6 percent of the US population will have post-traumatic stress disorder (PTSD) at some point in their lives.[10] Students with PTSD may need accommodations for managing their disorder in a learning environment. "If a student needs to leave the room, sit in a certain place, or not engage in a specific activity, allow them to advocate for their needs. As an educator, you must find a way to be flexible and meet them where they are at," said Korie Leigh, an associate professor at Marian University.[11] Whitworth University, for example, has a process in place to help students and faculty identify potential triggers in "difficult course materials." Students diagnosed with PTSD or other verifiable post-traumatic difficulties who contact the university's Office of Educational Support Services have a trigger notice listed on their memoranda of accommodation (for example, "particular visual images and topic dialogue can trigger adverse effects for the student"). Professors must contact these students within the first week of class to provide "a list of potentially difficult themes" covered in their courses.[12]

◆ **For discussion**

- How much do we understand about the effects of PTSD on college students?

- What resources are available for faculty and staff to help them support and communicate with students with PTSD?

- In what ways could we provide additional support to students with PTSD?

10 National Center for PTSD, "How Common is PTSD in Adults?" September 10, 2021, www.ptsd.va.gov/understand/common/common_adults.asp.

11 ACO Staff, "College Students with PTSD," AffordableCollegesOnline.org, September 10, 2021, www.affordablecollegesonline.org/college-resource-center/college-student-ptsd.

12 Educational Support Services, "Difficult Course Materials/PTSD/Triggers," Whitworth University, 2021, www.whitworth.edu/cms/administration/educational-support-services/difficult-course-materials-ptsd-triggers.

Pause on PhD Programs

Add doctoral programs in humanities and social sciences to the growing list of things put on hold due to the pandemic. More than 140 doctoral programs across dozens of schools suspended admissions for spring 2022.[13] Brown University's doctoral program in archaeology and ancient world was among them. According to the department's website: "This difficult decision was made so that the university can allocate all necessary resources to support current students struggling with the challenges presented by the global pandemic."[14] The program did accept applications for fall 2022, which were due in January. Even as doctoral programs resume admissions, the fiscal impact of putting PhD programs on pause while extending funding for current doctoral students may be long-standing. At Duke University, PhD students who provide a clear and compelling explanation of how COVID-19 has delayed progress toward their degrees can apply for funding extensions. "Perhaps no pandemic-related issue has generated more concern among PhD students than the potential financial burdens created by delays resulting from curtailed access to research materials and venues," said University Provost Sally Kornbluth in her message to PhD students.[15]
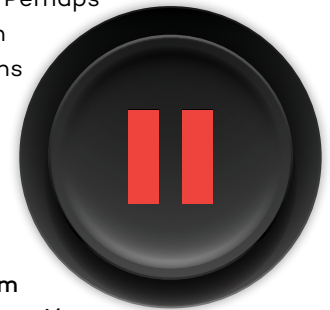
◆ **For discussion**

- If we have doctoral programs, what are the long-term implications, financial and otherwise, of suspending and/or extending them?

- What other programs and services were suspended during the pandemic?

- What impacts have those suspensions had—on students? Faculty? Staff? How are we addressing them?

13 Melissa Korn, "Pandemic Leads Dozens of Universities to Pause Ph.D. Admissions," *The Wall Street Journal*, December 29, 2020, www.wsj.com/articles/pandemic-leads-dozens-of-universities-to-pause-ph-d-admissions-11609261200.

14 The Joukowsky Institute for Archaeology and the Ancient World, "Graduate Admissions for Spring 2022 Suspended," Brown University, October 5, 2020, www.brown.edu/academics/archaeology/news/2020/10/graduate-admissions-fall-2021-suspended.

15 Sally Kornbluth, "Duke Announces Funding Extensions, Other COVID Support Measures for Ph.D. Students," Duke University Graduate School, July 16, 2020, gradschool.duke.edu/about/news/duke-announces-funding-extensions-other-covid-support-measures-phd-students.

Food for Thought

It Takes a Campus: Increasing the Availability of Onsite Childcare

Jim Malatras, State University of New York chancellor, acknowledged the critical role that higher education can play in removing a major impediment to student parents' success: "The lack of childcare is a major barrier for our student parents who must choose childcare over classes, . . . Investing in childcare is not only good for the individual student; it makes economic sense." During the 2020-2021 academic year, onsite childcare centers at 46 SUNY campuses served 1,200 student parents, but 18 campuses do not have childcare centers on site.

Malatras recently announced the launch of an initiative to improve services at SUNY's existing childcare centers as well as eliminate "childcare deserts" across its campuses: "[Student parents] shouldn't have to choose between childcare and economic opportunity," he said. "Our program will go a long way of leveraging federal dollars to meet the childcare needs of those who need it."

The four-prong initiative includes creation of a SUNY-wide paid internship program for students in early childhood degree programs, technical assistance to help campuses in securing federal funding to establish new childcare centers in SUNY childcare deserts or to expand existing centers, funding from SUNY to improve the quality of those campus childcare centers that have not yet received accreditation, and launch of an awareness campaign to connect current SUNY campus childcare center employees to existing scholarship programs to retain employees.

As Lieutenant Governor, Kathy Hochul, co-chair of the New York State Child Care Availability Task Force, supported SUNY's efforts, calling its initiative another step "to knock down barriers to success for student parents so that they can continue to pursue degrees and careers that will better support their families."[16]

◆ **For discussion**

- How does the availability of childcare impact students at our institution?

- How have we changed our policies, programs, and practices so they help and not hinder student parents? What else do we need to change?

- As a campus community, are we having conversations about how best to retain and graduate student parents?

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16 Jim Malatras, "Chancellor Malatras Launches Comprehensive Initiative to Expand High-Quality Child Care at SUNY Campus Centers and Eliminate Child Care Deserts Across SUNY," State University of New York, August 2, 2021, www.suny.edu/suny-news/press-releases/8-21/8-2-21/child-care-expand.html.

⚙️TechnologyTrends

Opening up the Publishing Process

"We are able to store and distribute the creativity and innovation of our campus researchers and make their work available to anyone with an internet connection, while also preserving it for future generations of scholars," said University of Texas at San Antonio Vice Provost and University Librarian Dean Hendrix, when describing the benefits of UTSA's Runner Research Press.[17] The university launched the press, an open-access repository without paywalls or copyright restrictions, to showcase the research of faculty, staff, and students and boost the scholarly reputation of its research community. Similar goals served as the catalyst for the launch of the Princeton University Library Open Access Publishing Program, which will make the research of Princeton faculty, researchers, students, and staff available and searchable through open access online journals. "The publishing program provides open terms and fewer financial barriers than traditional publishing models," said Librarian for Scholarly Communications Yuan Li, who runs the program. "This program supports the mission of the university and the library to democratize research and facilitate the spread of knowledge."[18]

◆ **For discussion**

- What trends are we seeing in the methods (digital vs. print) used for publication of faculty and student research?
- In what ways could we leverage library resources to increase dissemination of faculty research?
- What are the pros and cons of hosting open access research repositories?

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17 Joaquin Herrera, "UTSA Libraries to Collect and Promote Campus Research in New Digital Library," *USTA Today*, University of Texas at San Antonio, October 25, 2021, www.utsa.edu/today/2021/10/story/runner-research-press-new-digital-library.html.

18 Barbara Valenza, "PUL Launches Open Access Publishing Program for Scholarly Publications," Princeton University Library, March 3, 2021, library.princeton.edu/news/general/2021-03-03/pul-launches-open-access-publishing-program-scholarly-publications.
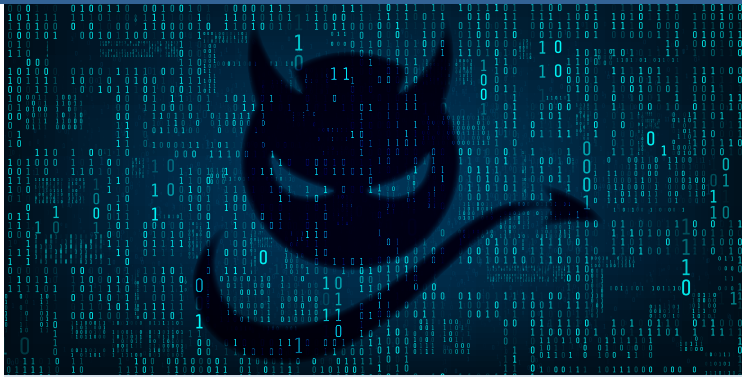
The Devil's in the Data

How much do students care about data privacy? According to researchers, "College students care deeply about data privacy, and their concern appears to be increasing." Their observation dispels "a popular belief [that] people who have grown up using digital technologies have little concern for the privacy of their data." In fact, they are concerned about safeguarding their academic and personal information. Regarding data protection, students have greater confidence in educational institutions than they do in the government or technology companies. However, they want these institutions "to use their personal information predominantly for educational purposes."[19]

◆ **For discussion**

• In what ways do we currently communicate with students about how and why we collect, use, and share their personal information?

• What are our students' attitudes, expectations, and behaviors regarding data privacy?

• How do we prioritize student privacy when we make decisions about data to collect and use? How often do we revisit those decisions?

Chatting Away Summer Melt

Chatbots can be a great tool for answering student questions 24/7. Georgia State University also found they are effective for addressing another issue: summer melt. The university first tested its bot Pounce, the voice of GSU's panther mascot, in 2016 to address the problem of summer melt. Timothy Renick, senior vice president for student success and professor of religious studies at GSU, observed the previous year that more than "300 students who committed to the university did not show up in the fall, a phenomenon known as 'summer melt.'"[20] During the test, the bot guided committed students through tasks like turning in immunization forms and resolving financial aid issues, reducing summer melt by 19 percent. During the spring 2020 semester, GSU offered Pounce to all undergraduates, and 84 percent communicated with the bot.

◆ **For discussion**

• Where might implementing or expanding the use of chatbots make the most impact for our institution?

• Have we fully evaluated which automated communications channels are most effective in reaching students?

• How do we help students navigate administrative processes in our institution? Would additional tools, like chatbots, be helpful?

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19 Jasmine Park and Amelia Vance, "Higher Education Voices: College Students' Attitudes Toward Data Privacy," Future of Privacy Forum, October 2021, studentprivacycompass.org/resource/higheredvoices2021.

20 Laura Pappano, "College Chatbots, With Names Like Iggy and Pounce, Are Here to Help," *The New York Times*, May 8, 2020, www.nytimes.com/2020/04/08/education/college-ai-chatbots-students.html.

Learning to Teach Hybrid

As part of a launch of 78 hybrid classrooms, Vanderbilt University Information Technology (VUIT) hosted 18 sessions across schools and colleges so that faculty could preview the classroom technology and prepare for their own teaching experiences. In addition to the scheduled sessions, training was available in-person and virtually on an as-needed basis. VUIT also created an adaptive teaching portal "to provide real-time information and videos demonstrating the new technology." These efforts were complemented by those of the university's Center for Teaching, which hosted an Online Course Design Institute offered every two weeks throughout the summer and attended by close to 500 faculty and instructors. Derek Bruff, the center's director, says its mission is "to help faculty teach effectively in whatever teaching contexts they find themselves."[21]
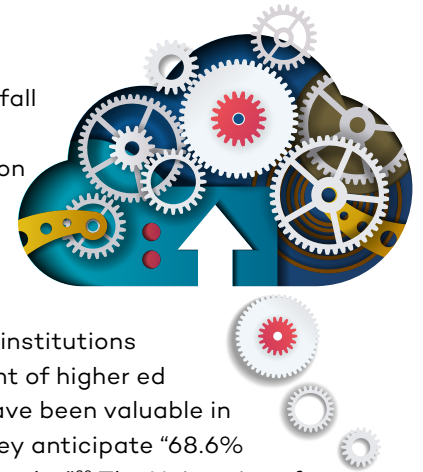
◆ **For discussion**

- **What kinds of mechanisms do we have in place to support faculty as they continue to teach in hybrid environments?**

- **In what areas do faculty need the most assistance (e.g., using specific technology tools, developing online courses, etc.)?**

- **How much do we understand about the level of support faculty need as they adapt to using new technology?**

Thinking Out Cloud

Where does implementing cloud services fall on your list of IT priorities? John Kitchen, director of client success in the information technology services division at Widener University, argues for it being at the top: "Now is the time for academic IT leaders to consider the financial and operational benefits of cloud migration that can help institutions stay online and thrive."[22] In fact, 96 percent of higher ed leaders say "cloud-computing services have been valuable in responding to institutional needs," and they anticipate "68.6% of applications to be in the Cloud in 24 months."[23] The University of Missouri System moved all faculty and staff email accounts to the Cloud last January. The impetus for the move to the Cloud was to "provide a better webmail (OWA) experience and enable greater functionality with other Microsoft 365 applications, such as Teams and OneDrive."[24] Further, all students use either Microsoft's Outlook Live or Google's Gmail for their official university email accounts. In terms of overall cloud strategy, UMS hopes to "move to either a public cloud or more likely, a private cloud."[25]

◆ **For discussion**

- **In what areas could we most benefit from implementing or expanding cloud computing?**

- **What is the potential cost savings and/or increased functionality of adopting cloud services?**

- **What are some of the risks of migrating more services to the Cloud? How might we mitigate those risks?**

21 "Adaptive Teaching at Vanderbilt: Preparation, Collaboration over Summer Paves Way for Effective Teaching in Hybrid Classroom," Vanderbilt University, August 26, 2020, news.vanderbilt.edu/2020/08/26/adaptive-teaching-at-vanderbilt-preparation-collaboration-over-summer-paves-way-for-effective-teaching-in-hybrid-classroom.

22 John Kitchen, "Cloud Needs to Be High on Higher Ed IT Priority Lists in 2021," *CampusTechnology.com*, February 11, 2022, campustechnology.com/Articles/2021/02/11/Cloud-Needs-to-be-High-on-Higher-Ed-IT-Priority-Lists-in-2021.aspx?admgarea=News&Page=1.

23 "New Survey: Pandemic Accelerated Higher Education's Shift to Cloud Technology," *Educause.edu*, May 26, 2021, www.educause.edu/about/corporate-participation/member-press-releases/new-survey-pandemic-accelerated-higher-educations-shift-to-cloud-technology.

24 "Cloud Mailbox Migration," University of Missouri System, May 27, 2021, www.umsystem.edu/ums/is/cloud-migration.

25 "Cloud Computing - Frequently Asked Questions," University of Missouri System, August 5, 2019, www.umsystem.edu/ums/is/infosec/cloud.

Digging into the Digital Divide

There is a new resource available to help higher ed institutions take a closer look at how fully they have addressed the needs of their Black, Latinx, Indigenous, poverty-affected, and first-generation students during the pandemic, particularly regarding technology. *Lessons Learned: A Toolkit for Post-Pandemic Higher Education with Equity and Student Care at the Center* asserts that "faculty can't assume students at home will be able to engage with a lesson or assignment on a laptop with up-to-date software and internet access."[26] Among the recommendations for increasing inclusivity are implementing flexible due dates and participation requirements and permitting the use of personal devices in the classroom.

◆ **For discussion**

• How does the digital divide impact our students? Which students are affected and how?

• What efforts have we made to mitigate the digital divide? How successful have they been?

• How well have we prepared faculty for handling the digital divide? Do they understand how the digital divide might affect a student's ability to participate and complete assignments?

Boot Camp Pivot

Instead of trying to compete against IT boot camps that offer fast-paced, focused security programs, some universities are partnering with them. The California Institute of Technology's Center for Technology and Management Education, for example, launched a cybersecurity boot camp with an outside partner. According to the center's program director, Rick Hefner, "the tech stack is changing so quickly, (and) these kinds of partnerships give the university a chance to pivot quickly."[27]

◆ **For discussion**

• What would be the pros and cons of partnering with an outside provider to offer some of our technology courses?

• How do we ensure our computer science and information technology curriculum stays up-to-date in a rapidly changing discipline?

• How do we measure the success of our computer science programs? How do those measures compare to coding boot camps?

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26 R. McGuire, *Lessons Learned: A Toolkit for Post-Pandemic Higher Education with Equity and Student Care at the Center,* Every Learner Everywhere, July 2021, www.everylearnereverywhere.org/resources.

27 Natalie Schwartz, "More Colleges Are Partnering with Boot Camps to Tap Demand for Short-term Programs," *Higher Ed Dive,* February 1, 2021, www.highereddive.com/news/more-colleges-are-partnering-with-boot-camps-to-tap-demand-for-short-term-p/594295.

Food for Thought

Biometrics: Facing Opposition

While our campuses and communities get "smarter," biometrics—particularly facial recognition software—are meeting resistance. Some have even called for policy and/or legislation banning its use on college campuses. In December 2020, New York became the first state "to enact a moratorium on biometric identifying technology in schools—prohibiting the purchase and use of such technology until at least July 2022."[28]

Activism around the use of facial recognition inspired a website urging alumni, professors, parents, administrators, employees, and community members to "demand a campus free from facial recognition surveillance."[29] The site maintains a scorecard of higher ed institutions categorized in terms of which campuses won't use, might use, or are using facial recognition programs. According to the site, Boston University, Cornell University, Harvard University, Howard University, and Georgia Tech University provided statements confirming that they are not using facial recognition and won't use it in the future.

Researchers at the University of Michigan supported the decision not to use facial recognition on campuses and recommended that institutions ban its use. Shobita Parthasarathy, a professor of public policy, led the study. "We have focused on facial recognition in schools because it is not yet widespread and because it will impact particularly vulnerable populations," she said. "The research shows that prematurely deploying the technology without understanding its implications would be unethical and dangerous."[30]

◆ **For discussion**

• **What is our institution's current stance on facial recognition technology?**

• **In what ways have we considered using facial recognition?**

• **How would the use of facial recognition technology affect our campus? How would it impact our campus's "vulnerable" populations?**

28 Jim Siegl, Anisha Reddy, and Casey Waughn; "New York Hits Pause on Biometric Technology in Schools: What it Means for Education Stakeholders," Student Privacy Compass, February 8, 2021, studentprivacycompass.org/new-york-hits-pause-on-biometric-technology-in-schools-what-it-means-for-education-stakeholders.

29 "Scorecard," BanFacialRecognition.com, www.banfacialrecognition.com/campus.

30 "U-M Study Finds Facial Recognition Technology in Schools Presents Many Problems, Recommends Ban," *University of Michigan News*, August 10, 2020, news.umich.edu/u-m-study-finds-facial-recognition-technology-in-schools-presents-many-problems-recommends-ban.

⊛Economic Trends

No Longer Indebted to U

To pursue a bachelor's degree, the average student borrows over $30,000.[31] If things go according to plan, this will not be the case for students at The Ohio State University. Last year OSU announced its plan to offer a debt-free bachelor's degree within a decade—the Scarlet & Gray Advantage. As part of the program, students are "expected to participate in financial literacy programs, take advantage of work opportunities, and join a cohort of like-minded students focused on a debt-free education." The university will raise $800 million to support the program, which kicks off its pilot in fall 2022 with 125 students. "Scarlet & Gray Advantage will be distinctive in higher education by engaging students in securing their own financial destiny," said OSU President Kristina M. Johnson. "By teaching our students to successfully manage their finances, we will be offering far more than a debt-free degree—we will be turbocharging the next generation of change-makers."[32]

◆ **For discussion**

- How does student debt impact our graduates?

- How might we help students graduate with less debt?
  How feasible would it be for us to offer a debt-free degree?

- How would we find ways to reduce the cost of our educational experience?

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31 Melanie Hanson, "Average Student Loan Debt," EducationData.org, July 10, 2021, educationdata.org/average-student-loan-debt.

32 Kristina M. Johnson, "Ohio State to Create Debt-free Degree with Scholarships, Work Opportunities, Grants and Financial Literacy," The Ohio State University, November 19, 2021, news.osu.edu/ohio-state-to-create-debt-free-degree-with-scholarships-work-opportunities-grants-and-financial-literacy.

Seeking Volunteers for Jobs

Since the pandemic, institutions nationwide have been faced with a decreased workforce in service areas like dining and hospitality. Some are enlisting a volunteer workforce to fill the gaps. "Faculty and staff from around campus are invited to sign up to assist in the dining halls! We have specific needs during evenings and weekends. I ask that you share this message with your departments and units,"—so read an email to deans, directors, and chairs from Vennie Gore, senior vice president for residential and hospitality services and auxiliary enterprises at Michigan State University.[33] At the University of Iowa, the athletics department issued a request for "gameday volunteers" to work UI's Kinnick Stadium to compensate for its staffing vendor's labor shortage.[34]

◆ **For discussion**

- What areas of our institution are experiencing staffing shortages? How do these shortages affect students?
- How are we responding to staffing shortages on our campus?
- What lessons learned might inform a contingency plan for future staffing shortages or work interruptions?

The Meetings Will Continue Until Morale Improves

Two incredibly difficult years are starting to take their toll. "I've heard from several colleagues at multiple institutions that morale is the lowest they have ever seen," wrote Kevin R. McClure, an associate professor of higher education at the University of North Carolina at Wilmington. While well-meaning, gestures like tickets to sporting events, gift cards, or T-shirts "don't match the magnitude of the problems or initiate the long-term, cultural changes many employees desire."

Deeper Dive

McClure believes there's hope for improving employee morale in higher ed if leaders are "ready to put in the work, starting with admitting there is a morale problem and actively listening to what staff and faculty are saying."[35] The Pirates Perspectives listening tour launched by East Carolina University Chancellor Phillip Rogers in April 2021 falls in line with McClure's observation. "I plan to spend the next few months engaging directly with a broader range of ECU constituents to hear their individual perspectives and ultimately to drive action," Rogers said when announcing the tour.[36]

◆ **For discussion**

- What are the top concerns of our faculty, staff, and administration right now?
- How are we responding to these concerns? What informs our decisions in this area (e.g., employee engagement survey, other data, etc.)?
- How might we learn more about employee morale? For example, what would be the potential benefits of hosting a leadership listening tour? How would your leadership respond to such an effort?

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33 Lindsay Ellis, "Michigan State Needed Dining-Hall Workers. So It Asked the Faculty and Staff to Volunteer," October 20, 2021, www.chronicle.com/article/michigan-state-needed-dining-hall-workers-so-it-asked-the-faculty-and-staff-to-volunteer?cid=gen_sign_in.

34 Vanessa Miller, "Hawkeyes Seek Staff Volunteers Due to 'Significant' Worker Shortage in Kinnick Stadium," October 15, 2021, www.thegazette.com/higher-education/hawkeyes-seek-staff-volunteers-due-to-significant-worker-shortage-in-kinnick.

35 Kevin R. McClure, "Higher Ed, We've Got a Morale Problem—And a Free T-Shirt Won't Fix It," *EdSurge*, September 27, 2021, https://www.edsurge.com/news/2021-09-27-higher-ed-we-ve-got-a-morale-problem-and-a-free-t-shirt-won-t-fix-it.

36 ECU News Services, "BOT Welcomes New Chancellor," East Carolina University, April 23, 2021, https://news.ecu.edu/2021/04/23/trustees-transition.

All a Cluster

Cluster hiring has grown among colleges and universities looking to diversify faculty and advance research related to social justice.[37] Faculty cluster hiring "involves hiring faculty into multiple departments or colleges around interdisciplinary research topics or clusters."[38] Last year the AddRan College of Liberal Arts at Texas Christian University announced the first cluster of its Diversity, Equity, and Inclusion Cluster Initiative. The goal is to build a cohort of teacher-scholars across disciplines interested in teaching and conducting research on race, ethnicity, and social justice. According to Dawn Elliott, associate professor of economics and AddRan College diversity advocate, "A faculty cluster hire is an important aspect of AddRan College's commitment to diversity, equity, and inclusion because it promises to help realize the missions of the college and university."[39]

◆ **For discussion**

- How do our faculty hiring processes and practices contribute to achieving institutional priorities, like diversity, equity, inclusion, and justice?

- Have we tried faculty cluster hiring? What did we learn?

- What other hiring processes and practices—both for faculty and for staff—might be beneficial to try?
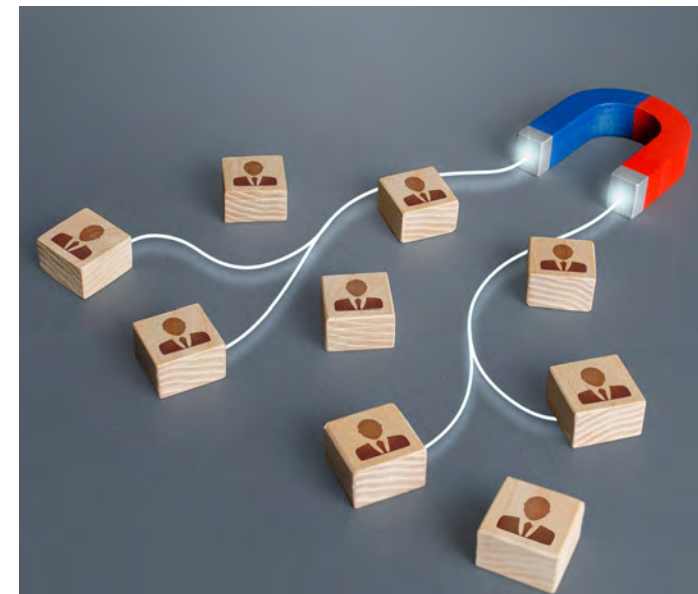
Choosing Work Over School

Many colleges and universities that were already reeling from enrollment declines from COVID–19 now have a new obstacle to face—competition from the job market. While "highly selective" colleges and universities saw an increase in enrollment, institutions that serve primarily low-income young adults saw the largest enrollment declines. But while enrollment was going down, wages were going up. "Right now, a lot of young people seem to be going to work instead of going to college," said Doug Shapiro, executive director of the National Student Clearinghouse Research Center, which released preliminary data on enrollment trends this fall.[40]

◆ **For discussion**

- How has our enrollment fared this year? Do we believe this is a short-term trend or a long-term one? Why?

- How have local labor trends influenced our enrollment in the past?

- If this looks to be a longer-term trend, what actions do we need to take in response?

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37 Mariah Stewart, "Cluster Hiring Grows in Popularity as Institutions Act to Increase Faculty Diversity," *Insight into Diversity*, October 18, 2021, www.insightintodiversity.com/cluster-hiring-grows-in-popularity-as-institutions-act-to-increase-faculty-diversity-and-advance-social-justice.

38 "Cluster Hiring," Association of Public and Land-grant Universities, Accessed January 11, 2022, www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html.

39 Collin Yoxall, "AddRan Diversity, Equity and Inclusion (DEI) Cluster Hire Initiative," Texas Christian University, August 4, 2021, addran.tcu.edu/stories/posts/addran-cluster-hire.php.

40 Jill Barshay, "PROOF POINTS: Many Young Adults Choose Work over College, Report Shows," *The Hechinger Report*, November 1, 2021, https://hechingerreport.org/proof-points-many-young-adults-choose-work-over-college-report-shows.

Intern in Place

While many internships were canceled because of the pandemic, 14.2 percent of students reported that their internships were transitioned to a remote basis.[41] The Dietrich College of Humanities and Social Sciences Pittsburgh Summer Internship Program at Carnegie Mellon University worked proactively with 36 local organizations to transition their internships to a remote format. "We wanted to maintain the quality of the internships, so students could make a meaningful contribution," Program Manager Kim Piatt said. "Our amazing employers see the value in our CMU students, and they worked hard to create these experiences for them."[42]

◆ **For discussion**

• How have we made internships more accessible to students? Where are there still gaps?

• What kinds of resources would remote internships require to set up and run?

• How would the digital divide shape remote internships? What mitigations might be needed?

The Power in Partnership

The next phase for public-private partnerships (P3) in higher ed is the financial model's application for improving the efficiency and maintenance of university utilities. According to a report from Moody's Investors Service, "utility P3s 'will proliferate' during the next few years as colleges work swiftly to replace utility infrastructure."[43] With this goal in mind, Howard University has entered into a long-term agreement with ENGIE North America for the design, construction, operation, and maintenance of a new central utility plant on its campus. Tashni-Ann Dubroy, the university's executive vice president and chief operating officer, noted that Howard is taking "a proactive approach. . .to address one of the campus's more critical infrastructural risks."[44]

◆ **For discussion**

• What are the advantages and disadvantages of using P3s to finance our utility infrastructure?

• What are our greatest infrastructural risks? How are we monitoring them?

• How might P3s for utilities differ from P3s for other project types, like residence halls? Are lessons learned from previous P3s transferable?

41 "Remote Internship Statistics: A COVID-19 Impact Report," CareerUp, May/June 2020, careerup.com/remote-internship-statistics.

42 Sarah Burke, "Reinventing Internships," Carnegie Mellon University, November 2020, www.cmu.edu/engage/give/giving-impact/november-2020/virtual-internships.html.

43 Elliot Hayes, "American Colleges Tap into Energy P3," *IJGlobal*, October 6, 2020, ijglobal.com/articles/150319/american-colleges-tap-into-energy-p3.

44 Howard Newsroom Staff, "Howard University, A Leading HBCU, Partners with Engie North America, A Leading Energy Services Provider," Howard University, February 21, 2021, newsroom.howard.edu/newsroom/static/13846/howard-university-announces-20-year-energy-partnership-engie-north-america.

Food for Thought

Getting Their Financial Footing

In comparison to managing time, finding resources, keeping up with coursework, and staying organized, college students felt they were least prepared to manage their money.[45] Higher ed institutions hope to improve students' money management skills by making financial literacy resources available to them and easily accessible.

At King's College, students have complimentary digital access to *Barron's* and other experiential learning opportunities. The college's goal is "to implement financial literacy on campus and provide impactful resources to students to develop financial literacy throughout [their] college career."[46] In a similar vein, Harvard University has developed an online guide to provide "support and education on financial understanding for all students."[47]

To ensure students could easily locate financial literacy tools, Florida State University established an online hub for them. FSU Provost Sally McRorie sponsored the project: "It doesn't matter how much information we have for our students if they can't find it," she said. "We wanted to create one place they can go to gain these important life skills and insights."[48]

◆ **For discussion**

- **How financially literate are our students now? How do we know?**

- **What kinds of financial literacy resources are we making available to students? To what degree are students accessing them?**

- **In what ways do our current course offerings reinforce financial literacy?**

45 Daniel Zapp, "Money Matters on Campus," EVERFI and AIG Retirement Services, May 2019, everfi.com/wp-content/uploads/2019/05/MoneyMatters-2019.pdf.

46 "Financial Literacy," King's College, Accessed January 11, 2022, www.kings.edu/admissions/financial_aid/financial-literacy.

47 "Financial Literacy: Helping You Prepare for Life," Harvard University, Accessed January 11, 2022, college.harvard.edu/guides/financial-literacy.

48 Amy Farnum Patronis, "FSU Launches Online Hub of Financial Literacy Tools for Students," Florida State University, June 30, 2021, https://news.fsu.edu/news/2021/06/30/fsu-launches-online-hub-of-financial-literacy-tools-for-students.

☘ Environmental Trends

What's in a Rename?

After years of activism, petitions, and protests, several universities have agreed to change campus building names that honor historic figures tied to slave ownership and racist policies.[49] After a review process lasting several months and on the recommendation of a 47-member Campus History Committee, James Madison University's Board of Visitors recently approved the renaming of three campus buildings originally named for Confederate military leaders. These buildings now bear the names of two outstanding faculty members, JMU's first African American student and graduate, and two dedicated dining hall services employees. In reference to the new names, JMU President Jonathan Alger said, "These names help us to tell a more complete history of our institution. They highlight and celebrate the contributions and accomplishments of important individuals and groups who have historically been underrepresented in prominent campus namings. Collectively they represent faculty, staff, students, alumni, and prominent members of our local community."[50]

◆ **For discussion**

• What is our institution's policy on renaming buildings? Does that policy need to be updated?

• If we brought together a committee to make recommendations about renaming buildings, who needs to be represented?

• How do our campus's building names impact our diversity, equity, and inclusion efforts?

49 Sara Weissman, "What's in a Name? After Years of Student Activism, Universities Rename Campus Buildings," *Diverse Issues in Higher Education*, July 12, 202, www.diverseeducation.com/demographics/african-american/article/15107279/whats-in-a-name-after-years-of-student-activism-universities-rename-campus-buildings.

50 *JMU News*, "JMU Leadership Approves New Names for Three Buildings on Campus," March 3, 2021, www.jmu.edu/news/2021/02/19-bov-buildings-renamed.shtml.

(Ho)telling on Ourselves

As more institutions adopt hybrid work policies, the question becomes: "What to do with office space?" Staff at the University of Pittsburgh may have an answer. They determined a way to repurpose and prioritize office space based on flexible work schedules. Pitt Student Financial Services (SFS) created the university's first dedicated hoteling workspace. SFS defined the hybrid workspace as "[it] supports both remote and on-site employees at the same time, creating a virtual bridge between the two to support a flexible and productive environment for all." SFS employees have their own Pitt-issued laptops. When working from home, they can use their laptops in their home offices. When they come to campus, they reserve a cubicle through Pitt IT's in-house online reservation system. Each hoteling cubicle contains dual monitors, a keyboard, and a mouse. "We want to make sure that everyone coming into a hybrid workspace has a consistent experience," said Julie Cursi, departmental relationship manager for Pitt IT. "Our goal is to make a seamless and enjoyable transition between remote and in-person work."[51]

◆ **For discussion**

• What will our work-from-home policies be going forward?

• Based on those policies, what needs will employees have, for physical space and for technology?

• How might staff react to hoteling and other shared space office models?

Bookstores Go Curbside

Even though campus bookstores face stiff competition from online retailers like Amazon, they are still well positioned to offer the concierge services their customer base expects: "A painless customer experience is crucial because much of college retailers' customer base is young undergraduates who grew up with great online shopping experiences and fast delivery."[52] At Alvin Community College, students can expect 24-hour turnaround on online orders, which they can pick up curbside in a nearby parking lot. As its website and Facebook page advertises: "In a rush? No time for lines? Choose curbside delivery and a team member will deliver your order to you at our designated parking spot."[53]

◆ **For discussion**

• How have operations been at our campus bookstore during the pandemic? What kinds of metrics are available to help us gauge the overall health of the store?

• How are students using the bookstore? What services do they find useful?

• How might the bookstore change its services and operations to better serve student needs?

51 Mary Rose O'Donnell, "Hybrid First: Implementing a Hoteling Office for the CFO," September 8, 2021, www.technology.pitt.edu/blog/sfs-hoteling.

52 Ian McCue, "How 100-Year-Old Campus Bookstores Are Reacting to Gen Z," Oracle NetSuite, December 3, 2019, www.netsuite.com/portal/resource/articles/inventory-management/how-100-year-old-campus-bookstores-are-reacting-to-gen-z.shtml.

53 "ACC Curbside Pickup," Alvin Community College, January 2, 2022, www.alvinccstore.com/site_shipping_info.asp.

The Dessert Locker

During the pandemic, students grew even more accustomed to getting their meals on the go via mobile apps and delivery services. A fast-growing on-campus option is food lockers, which are currently in use at several higher ed institutions, including Auburn University, Rider University, and Westminster College. At Auburn University, students place their orders via the Grub Hub app, and their meals are placed inside warming lockers for pick up. "If it takes them (the student) 15 minutes to get here, their food will still be warm," said Glenn Loughridge, director of campus dining and concessions at Auburn. "They put their code into the food locker. It lights up. It flashes. And they're able to grab their food and go."[54]

◆ **For discussion**

• How have we adapted on-campus dining services to student expectations for convenience?

• What are the resource implications of adopting a feature like food lockers?

• What operational impacts might food lockers have?

A Bathroom of One's Own

"One of the expected effects of the pandemic is the intensifying demand for privacy in student housing in the US and across the world," according to FinancesOnline.[55] In particular, students want private or semi-private bathrooms in lieu of traditional community bathrooms. To meet this demand, Kent State University now has 13 residence halls with renovated pod-style bathrooms.[56] Some of them are contained within a community restroom while others are individual units. Casper College makes a direct appeal to prospective students who prioritize their privacy: "Do you like community bathrooms? Neither do we! Each room in the residence hall has a personal bathroom that you can use without waiting in line!"[57]

◆ **For discussion**

• How can we prepare for increased demand for single-occupancy housing on- and off-campus?

• How else has the pandemic changed student expectations for housing?

• To what degree have we explored the pros and cons of different campus housing models?

54 Office of Communication and Marketing, "Auburn Campus Dining Adds Food Lockers, Other New Offerings Amid COVID-19 Safeguards," Auburn University, September 10, 2020, ocm.auburn.edu/newsroom/news_articles/2020/09/091630-dining-food-lockers.php.

55 Jenny Chang, "10 Student Housing Trends for 2021/2022: Technology, Transport & Privacy," 2020, financesonline.com/student-housing-trends.

56 "Renovated Bathrooms," University Housing/Kent State University, 2022, www.kent.edu/housing/renovated-bathrooms.

57 "Housing," Casper College, 2022, www.caspercollege.edu/housing.

Closing in on Climate Goals

Sustainability initiatives remain important in higher education. However, in terms of the overall mindshare of college presidents, it doesn't seem to have the same level of attention that it did back in 2008, 2009, and 2010.[58] In his February 2021 monthly update to members of the Rutgers community, President Jonathan Holloway reiterated the institution's commitment to completing a climate action plan: "Despite the enormous challenges of our response to COVID-19, the climate task force has carried on its work—including virtual town halls last fall to gain your input—and remains on target to complete the plan by this summer, as originally scheduled."[59] The task force presented Holloway with its climate action in June 2021. Plans are now under way to develop a permanent Office of Climate Action at Rutgers.

◆ **For discussion**

- What progress have we made toward our sustainability goals?
- How have we integrated our climate action and sustainability goals into other plans—for example, our DEI, academic, and resource allocation plans?
- How might the pandemic impact our climate change goals?

Climate Changing the Curriculum

As the impact of climate change becomes more evident, more academic programs—from law and medicine to literature and economics—have incorporated it into their undergraduate curricula. Walter Leal, head of the Climate Change Management department at the Hamburg University of Applied Sciences in Germany, remarked, "It is inevitably becoming mainstream, no matter what field, because the connections are so clear now: climate change permeates everything."[60]

Deeper Dive

University of Southern California's decision to expand its sustainability curriculum reflects Leal's observation. USC's Presidential Working Group on Sustainability and the Office of the Provost launched the Sustainability Across the Curriculum program with the long-term goal of educating the university's 20,000 undergraduate students before they graduate in how sustainability intersects with their major field of study. To underscore the importance of expanding the sustainability curriculum, Andrew McConnell Stott, vice provost for academic programs and dean of the USC Graduate School, said, "Every discipline will be affected. Students in art, engineering, dance, law, you name it; they are going to encounter some aspect of sustainability. Every discipline can add perspective and solutions to sustainability, which is one of the greatest challenges facing humanity."[61]

◆ **For discussion**

- How frequently do our general education requirements address sustainability and climate change?
- How often is climate change addressed in programs that have previously seemed unrelated, like law or computer science?
- What resources would be required to integrate climate change across the curriculum?
- How is sustainability reflected in our institutional mission, vision, and core values?

58 Scott Carlson, "How Colleges Can Revive Climate Goals," *Chronicle of Higher Education*, December 9, 2021, www.chronicle.com/podcast/the-evolving-campus/how-colleges-can-revive-climate-goals?

59 Jonathan Holloway, "President's Monthly Update: Committing to a Climate Action Plan," February 2021, www.rutgers.edu/president/february-2021-committing-to-climate-action-plan.

60 Ciara Nugent, "The Unexpected Ways Climate Change Is Reshaping College Education," *Time Magazine*, April 16, 2021, time.com/5953399/college-education-climate-change.

61 Gary Polakovic, "USC Plans Dramatic Expansion of Sustainability Curriculum," *USC News*, University of Southern California, June 1, 2021, news.usc.edu/187295/usc-expands-sustainability-curriculum-students-climate-change.

⚡🧠 Food for Thought

Deferred No More

Institutions are implementing strategies to address the backlog of deferred maintenance on their campuses. According to architecture firm Schmidt Associates, a key strategy for prioritizing deferred maintenance is for institutions to leverage their facilities data: "Having your facilities data and comprehensive list of maintenance projects in a format that allows you to filter, sort, and manipulate it is key to developing an actionable plan to fund and complete the work."[62]

Gathering these critical data has been a multiyear process at the University of Colorado Boulder, which established the Capital Renewal and Renovation Program "to strategically and systematically address its deferred maintenance inventory (DMI)."[63] The university's current backlog of deferred maintenance will require $439 million in updates to critical infrastructure components within campus buildings and in renovation to buildings. CU-Boulder's administration has evaluated, identified, and ranked priorities from the campus deferred maintenance inventory. With its approval of the fiscal year 2019–2020 operating budget, University of Colorado Board of Regents authorized plans for five capital construction projects on the Boulder campus to complete major renovation and renewal of five campus buildings.

"We're excited to address critically needed deferred maintenance projects across the campus," said Chris Wright, CU-Boulder's director of capital finance. "The allocation of additional capital resources will make a difference in completing necessary infrastructure work and in making improvements to many of our campus buildings."[64]

◆ **For discussion**

• What is the state of deferred maintenance at our institution?

• How might the pandemic have changed the way we prioritize deferred maintenance projects?

• Are there new funding sources that might be used for deferred maintenance (for example, US federal funding related to infrastructure)?

62 Sara Richey, "3 Strategies to Help Colleges Prioritize Deferred Maintenance Post-COVID," Schmidt Associates, March 29, 2021, schmidt-arch.com/3-strategies-to-help-colleges-prioritize-deferred-maintenance-post-covid.

63 "Capital Renewal and Renovation Program," University of Colorado Boulder, 2022, www.colorado.edu/capital-asset-management.

64 Chris Wright, "A Message from Chris," Campus Comptroller's Office/University of Colorado-Boulder, October 1, 2021, www.colorado.edu/controller/2021/10/01/message-chris.

PoliticalTrends

Student Success and Tenure

Last October, amidst protests from faculty, the Georgia Board of Regents approved the addition of a fourth category of evaluation when considering faculty for tenure: "For most tenure track positions in the US, professors are evaluated in three categories: research, teaching, and service. Now, Georgia professors will need to prove competence in a fourth category: student success." The board also approved a change to the post-tenure review process that would let the board intervene if it determined a school's procedure was not rigorous enough. Faculty argue that the changes will keep good professorial candidates away from Georgia and politicize the tenure review process. The Board of Regents maintains that "the goal of the changes [is] to support career development for all faculty as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure."[65]

◆ **For discussion**

• What are our current tenure and promotion policies? Are there any signs that they may change in the near future?

• What are the effects of our current tenure and promotion policies?

• How do our current tenure and promotion policies impact our academic planning?

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65 Martha Dalton, "Ga. Board of Regents Approves Tenure Changes Despite Faculty Protests," WABE.org, October 13, 2021, www.wabe.org/georgia-board-of-regents-approves-changes-to-tenure.

Abortion Access

Next year California will be the first state in the nation that requires public universities to provide access to medication abortion on campus. In 2019, California Governor Gavin Newsom signed legislation going into effect in 2023 that requires the University of California and California State University systems to offer students abortion medications.[66] Currently, public universities in the state offer gynecological exams, birth control, pregnancy counseling, and other health care, but refer students to off-campus facilities for abortion services. State Representative Lindsay Sabadosa, who introduced similar legislation in Massachusetts (H2399) that would "make medical abortions available at public universities," argues that off-campus referrals are untenable, given the distance students must travel to reach these facilities.[67] UMass Amherst recently announced that it will begin offering medication abortion on campus in the fall.[68]

Deeper Dive: There is opposition to these efforts at the federal level. Last July Congressman Chip Roy (TX-21) and Rep. Mary Miller (IL-15) introduced the Protecting Life on College Campus Act of 2021: "The bill would prohibit federal funds from going to any institution of higher learning that hosts or is affiliated with a student-based service site that provides abortion drugs or abortion to students of the institution or to employees of the institution or site."[69] With the possibility of the US Supreme Court issuing a ruling in June that could overturn Roe vs. Wade, it's likely this issue will continue to be the source of discussion and debate on campuses all over the nation.

◆ **For discussion**

• If one of our students needs abortion services, where can they obtain those? How accessible is it?

• What impact might local politics have on the health services we provide for students?

• To what degree are we prepared to address student concerns about access to medical abortion?

Don't Block the Vote

Student voting rights are getting attention in the US legislature. In March 2021, the For the People Act of 2021[70], introduced by Rep. John Sarbanes, passed the US House of Representatives. The bill would: amend the National Voting Registration Act to treat public universities as "voter registration agencies," requiring them to facilitate voter registration in connection to providing other services (as is currently the case for state DMVs and public assistance agencies); express consensus that students should be allowed to vote in the jurisdiction where they are attending school, without being subjected to intimidation or deceptive practices; and require states to ensure that early voting locations are within walking distance of public transportation, are accessible to rural voters, and are located on college campuses."[71]

◆ **For discussion**

• How difficult is it for our students to exercise their right to vote?

• In what ways do we work to protect that right and help them exercise it?

• What are the potential effects of legislation that would require public higher education institutions to serve as voter registration agencies?

66 Melody Gutierrez, "Abortion Medication to Be Available at California's College Health Centers Under New Law," *The Los Angeles Times*, October 11, 2019, www.latimes.com/california/story/2019-10-11/abortion-medication-california-college-health-centers-legislation.

67 Aidan Poole, "Lawmakers Ride Buses to Promote Bill Allowing Access to Medical Abortion on Campus," *Daily Hampshire Gazette*, October 25, 2021, www.gazettenet.com/Medication-abortion-legislation-43202230.

68 Stephanie Ebbert, "The Next Abortion Battleground: Campus Health Clinics," *The Boston Globe*, January 10, 2022, www.bostonglobe.com/2022/01/10/metro/next-abortion-battleground-campus-health-clinics.

69 "Reps. Roy and Miller Team Up with Sen. Daines to Defund Colleges that Help Students Perform DIY Abortions," Press Releases, roy.house.gov, July 21, 2021, roy.house.gov/media/press-releases/reps-roy-and-miller-team-sen-daines-defund-colleges-help-students-perform-diy.

70 www.congress.gov/bill/117th-congress/house-bill/1.

71 "Annotated Guide to the For the People Act of 2021," Brennan Center for Justice, March 18, 2021, www.brennancenter.org/our-work/policy-solutions/annotated-guide-people-act-2021.

Examining the Role of Campus Police

The American Association of University Professors has encouraged its members to lead examinations of campus policing's role at their institutions. AAUP appointed the Campus Police Working Group charged with "drafting a report on the role of police on campus, the appropriateness of higher education institutions having their own police forces, the impact of systemic racism on campus policing, and changes needed to ensure that campuses are safe and welcoming for diverse peoples, especially those who are Black, Indigenous, and people of color."[72] Megan Horst, an associate professor at Portland State University, chaired the working group. "Campus police forces are not immune to broader injustices in US law enforcement, and these injustices intersect with core AAUP concerns over shared governance and academic freedom," Horst wrote.[73] The report serves as a starting point for "AAUP chapters to address campus policing issues and provide guidance to help chapter leaders mount campaigns to transform campus public safety."[74]

72 "On Campus Police Forces," Reports and Publication. American Association of University Professors, April 2021, www.aaup.org/report/campus-police-forces.

73 Megan Horst, "Transforming Campus Safety," Fort Hays State University Chapter of AAUP, May 1, 2021, fhsu-aaup.org/2021/05/01/transforming-campus-safety.

74 Campus Police Working Group, *On Campus Police Forces*, American Association of University Professors, April 2021, www.aaup.org/file/AAUP_On_Campus_Police_Forces_report.pdf.

Building Opportunities for Higher Ed

Last November President Joe Biden signed the Infrastructure Investment and Jobs Act (IIJA) into law, which could have opportunities for colleges and universities, "through new grant programs and opportunities to partner on research and pilot projects."[75] For example, higher ed institutions are eligible for funding "to support digital equity and inclusion activities" and "to establish building training and assessment centers to educate and train building technicians and engineers on implementing modern building technologies."[76] Institutions like Washington University are already coordinating their efforts to leverage the funding opportunities related to the IIJA. "WSU will be working with its legislative delegation to ensure our researchers have an opportunity to be a part of this vital effort," wrote Mary Rezac, dean of the Voiland College of Engineering and Architecture, in a message to faculty just before last Thanksgiving. "I encourage each of you to consider how we can contribute and reach out to your colleagues and department leaders with your ideas."[77]

◆ **For discussion**

- What is our plan or strategy for evaluating the different opportunities that may be available to our institution with the passage of the infrastructure bill?

- In which research areas do we have the greatest strengths in terms of applying for grants?

- How might we encourage faculty to work together within and across departments to identify opportunities?

Momentum from #MeToo

The influence of the #MeToo movement on college campuses has created momentum for sexual assault victims to come forward . . . and for action to be taken.[78] For example, 24 plaintiffs filed a lawsuit (Jane Does vs. Eastern Michigan University) alleging that "EMU officials were aware [of] and constructively approved of its campus rape culture by purposefully disregarding reports of rape, misleading rape victims, and discouraging them from reporting their assaults to Title IX or law enforcement."[79] The lawsuit named university officials and several campus organizations as defendants, including Delta Tau Delta fraternity, which reached a settlement with 10 of the plaintiffs last year.[80] At New York University, a group of protesters called NYUToo confronted a professor who was returning to campus after being on suspension for a year amidst allegations she had sexually harassed a graduate student.

◆ **For discussion**

- How much do we understand students' perceptions of how our institution handles reports of sexual assault?

- How has our campus changed its approach to preventing sexual assault, harassment, and misconduct? How effective have those changes been?

- How has our campus changed how it handles reports of sexual assault? How effective have those changes been?

75 Pillsbury Winthrop Shaw Pittman LLP, "Opportunities for Higher Education in $1.2 Trillion Infrastructure Law," JD Supra, December 15, 2021, www.jdsupra.com/legalnews/opportunities-for-higher-education-in-1-8014212.

76 "APLU Analysis of the Infrastructure Investment and Jobs Act," Association of Public and Land-Grant Universities, November 15, 2021, www.aplu.org/members/councils/governmental-affairs/CGA-library/analysis-of-key-provisions-included-in-the-bipartisan-infrastructure-agreement/file.

77 Mary Rezac, "Voiland College and the Infrastructure Investment and Jobs Act," Washington State University, November 22, 2021, vcea.wsu.edu/faculty-staff/2021/11/22/voiland-college-and-the-infrastructure-investment-and-jobs-act.

78 Emma Pettit, "The Next Wave of #MeToo," *Chronicle of Higher Education*, February 16, 2020, www.chronicle.com/article/the-next-wave-of-metoo.

79 Sarah Cwiek and Caroline Llanes, "Five More People Sue EMU for Mishandling of Sexual Assault Reports," *Michigan Radio*, September 9, 2021, www.michiganradio.org/law/2021-09-09/five-more-people-sue-emu-for-mishandling-of-sexual-assault-reports.

80 Kim Kozlowski, "Women Reach Settlement with Eastern Michigan Fraternity Over Rape Claims," *The Detroit News*, December 15, 2021, www.detroitnews.com/story/news/local/michigan/2021/12/15/eastern-michigan-university-sexual-assault-delta-tau-delta-fraternity-settlement-lawsuit/8911376002.

Food for Thought

Licensed to Carry

The debate over whether students should be allowed to carry concealed weapons on campus is growing, with student organizations representing both sides of the issue. Students for Concealed Carry has state directors in Alabama, Georgia, Tennessee, and Utah, and is actively recruiting additional campus leaders through its website.[81] Meanwhile, the Campaign to Keep Guns Off Campus encourages students to track state legislation through its website and take action to oppose it. Last year the campaign and its regional partners were active in Georgia, Montana, and New Hampshire.[82]

From a legal perspective, the jury is still out. In the absence of federal law, each state has its own laws pertaining to carrying concealed weapons on campus. Eleven states have provisions allowing the carrying of concealed weapons on public postsecondary campuses: Arkansas, Colorado, Georgia, Idaho, Kansas, Mississippi, Oregon, Tennessee (faculty only), Texas, Utah, and Wisconsin. In 16 states, carrying concealed weapons on college campuses has been banned. The remaining 23 states leave the decision about whether to ban or allow concealed carry weapons up to each college or university individually. Last year, eight states filed legislation that would permit students to carry concealed weapons on campus: Montana, Kentucky, Iowa, New Hampshire, Florida, South Carolina, New York, and West Virginia.

The Montana Board of Regents filed a lawsuit last year challenging legislation the Montana Legislature adopted, and Gov. Greg Gianforte signed, which would permit students to carry concealed weapons on campus. The District Court issued a decision upholding the BOR's "constitutionally protected authority over the Montana University System" and its "power to decide how firearms are regulated on campuses."[83] The State Attorney General's Office has filed a notice of appeal to the Montana Supreme Court.

◆ **For discussion**

- What is our current concealed carry policy? How might new legislation affect that policy?

- What potential institutional liabilities may be exposed if we have a concealed carry policy? How can those liabilities be minimized while staying in compliance with state law?

- What are the best methods of educating campus visitors about the concealed carry policy? What sanctions or alternatives can or should be applied for non-campus-affiliated visitors who have concealed carry permits but violate campus policy?

81 "Volunteer," Students for Concealed Carry, August 2021, concealedcampus.org/volunteer.

82 www.facebook.com/KeepGunsOffCampus.

83 Keila Szpaller, "AG Will Appeal HB102 Order to Montana Supreme Court," *Daily Montanan*, December 1, 2021, dailymontanan.com/2021/12/01/judge-hb102-violates-constitutional-authority-of-board-of-regents.

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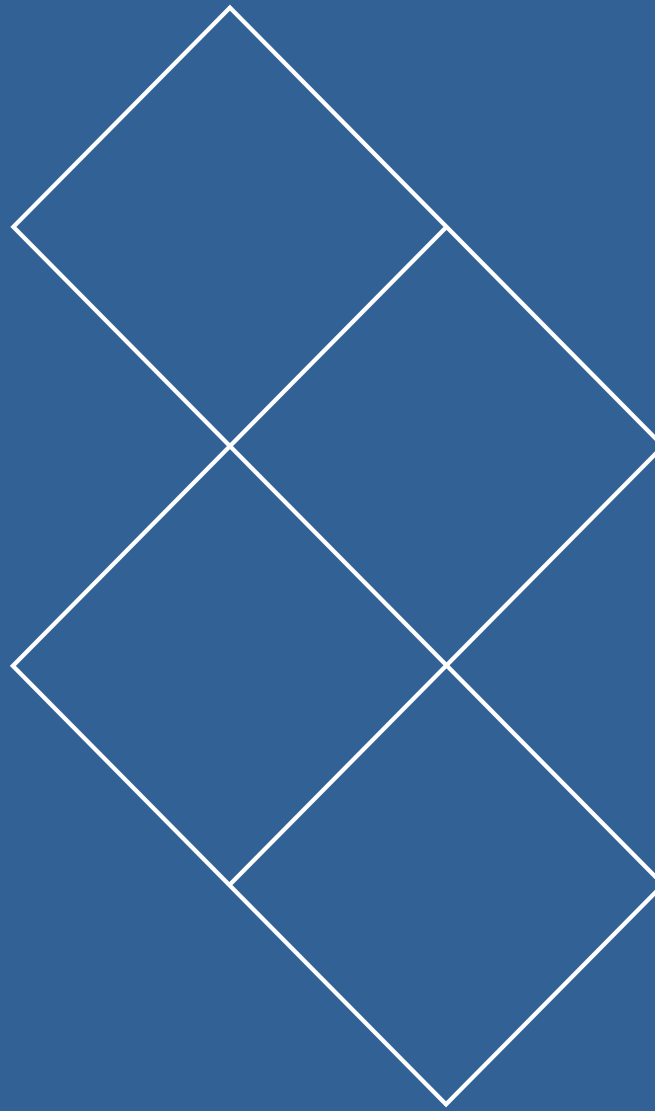- Help develop new curricula

About the Author

A graduate of the College of William & Mary and Howard University, Apryl Motley, CAE, SASM, is a CRLA-certified master tutor at Howard Community College where she assists students with their writing. Additionally, she was an associate faculty member at the University of Phoenix Online for 15 years. Motley covered higher ed business issues for NACUBO's *Business Officer Magazine* for close to a decade. She is a member of the National Tutoring Association, Women in Film & Video, and the American Society of Business Publication Editors.

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