

The Trends Report

2017

INFORMATION LITERACY

ACTIVIST ATHLETES

SAFETY NET

CYBERSECURITY, RISING

SANCTUARY CAMPUS

CULTURAL DIVIDE

DEFENDING DIVERSITY

RECKONING WITH HISTORY

TITLE IX DUE PROCESS

HARASSMENT VIGILANCE

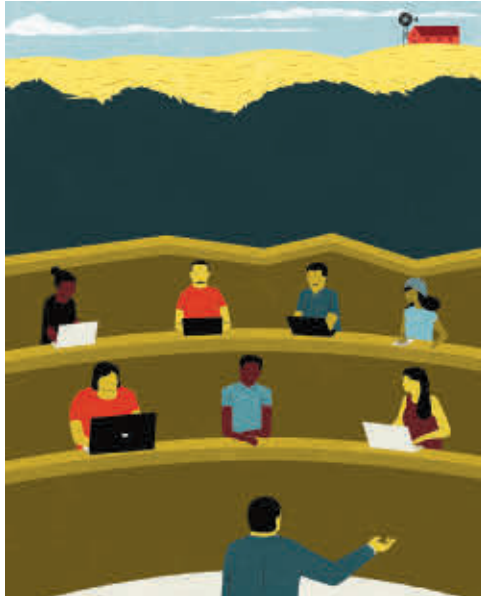


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The Trends Report

THE CHRONICLE OF HIGHER EDUCATION

March 3, 2017

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*Illustrations by Martín Elfman
for The Chronicle*

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An Executive Summary

WELCOME to *The Chronicle's* third annual *Trends Report*. With the political uncertainties of the Trump administration, it's a dicey business trying to project into the future these days. Last year our *Trends Report* reflected the growing upheaval in higher education; this year it reflects broader tensions evident throughout the nation — for example, the need to combat fake news, the growing activism among athletes, the movement to protect undocumented students, and the cultural divide that is widely seen as separating academe from rural America. It's worth noting that several trends relate to how colleges are trying to bridge differences, whether political, racial, or socioeconomic.

In our coverage of 10 key shifts in higher education, we examine what's working and what's not, and we offer case studies, commentary, and resources you can use to take action or start a conversation on your own campus. We think of this as a briefing on what college leaders need to know. But for the foreseeable future, it seems, college leaders are also going to need patience, agility, and good reflexes.

Here are the 10 trends our reporters, editors, and sources have identified for 2017:

▶ **A growing movement to teach students to separate fact from fiction.** After a divisive election in which false news played a large role, many academics believe they must stand up for reasoned discourse, scientific evidence, and even truth itself.

▶ **Displays of activism by college athletes.** College athletes are increasingly using their power to protest not only social injustice but also perceived financial inequities. They're taking a knee, threatening not to play, and, in the case of one team, providing a display of unity with fans of all backgrounds.

▶ **Efforts to provide a safety net for hungry and even homeless students.** Often surprised by the numbers of financially needy students on their campuses, more colleges are creating food pantries and short-term financial help to help them get by.

▶ **An increased demand for cybersecurity programs at all levels.** Colleges can't produce enough graduates to keep

up with the job market. The field's importance was underscored by security leaks during the election, but many experts say the best programs provide students with a broad education, not just instruction in coding.

▶ **The designation of campuses as "sanctuaries" to protect undocumented students.** Some colleges are pledging to protect such students in the wake of President Trump's promise to crack down on illegal immigration, while other institutions, wary of the label, are looking for different ways to help.

▶ **Efforts to bridge the cultural divide that many believe separates academics and people from rural and conservative backgrounds.** Some colleges are responding to the complaint that they're liberal bubbles, even as many academics renew their resolve to defend academic values, diversity, climate-change research, and more.

▶ **The need for careful assessment of admissions policies designed to advance diversity.** After the Supreme Court ruled that

colleges could use race as one of many factors in admissions if they could demonstrate the educational value of the approach, more institutions have been collecting data to make sure their programs could withstand a legal challenge.

▶ **Confronting an institution's history.** Colleges are finding that they can no longer ignore troubling parts of their past, such as a history of slaveholding.

▶ **More emphasis on the rights of the accused in Title IX sexual-misconduct cases.** After the Education Department recently found, in an apparent first, that an accused student had not received due process in an investigation, some observers predicted a greater emphasis on due process. While it is unclear how the Trump administration will handle oversight of such cases, many colleges say they will not back off.

▶ **Increased efforts to limit sexual harassment within the academic profession.** Many colleges and scholarly groups are becoming more vigilant about preventing harassment of female scholars. They're emphasizing schmoozing over boozing, planning wholesome group activities, like hiking, and raising the issue at their annual meetings.

We hope you find *The Trends Report* helpful. Let us know what you think at chronicle.com/trends. — THE EDITORS



Making the Most of *The Chronicle's* Trends Report

As you read about each of the 10 trends featured in this issue, consider the following questions:

▶ Are we more likely or less likely to be affected by this trend than other institutions are? Why?

▶ Are we on top of this trend? What are we doing already? Should we expand our efforts, and if so, how?

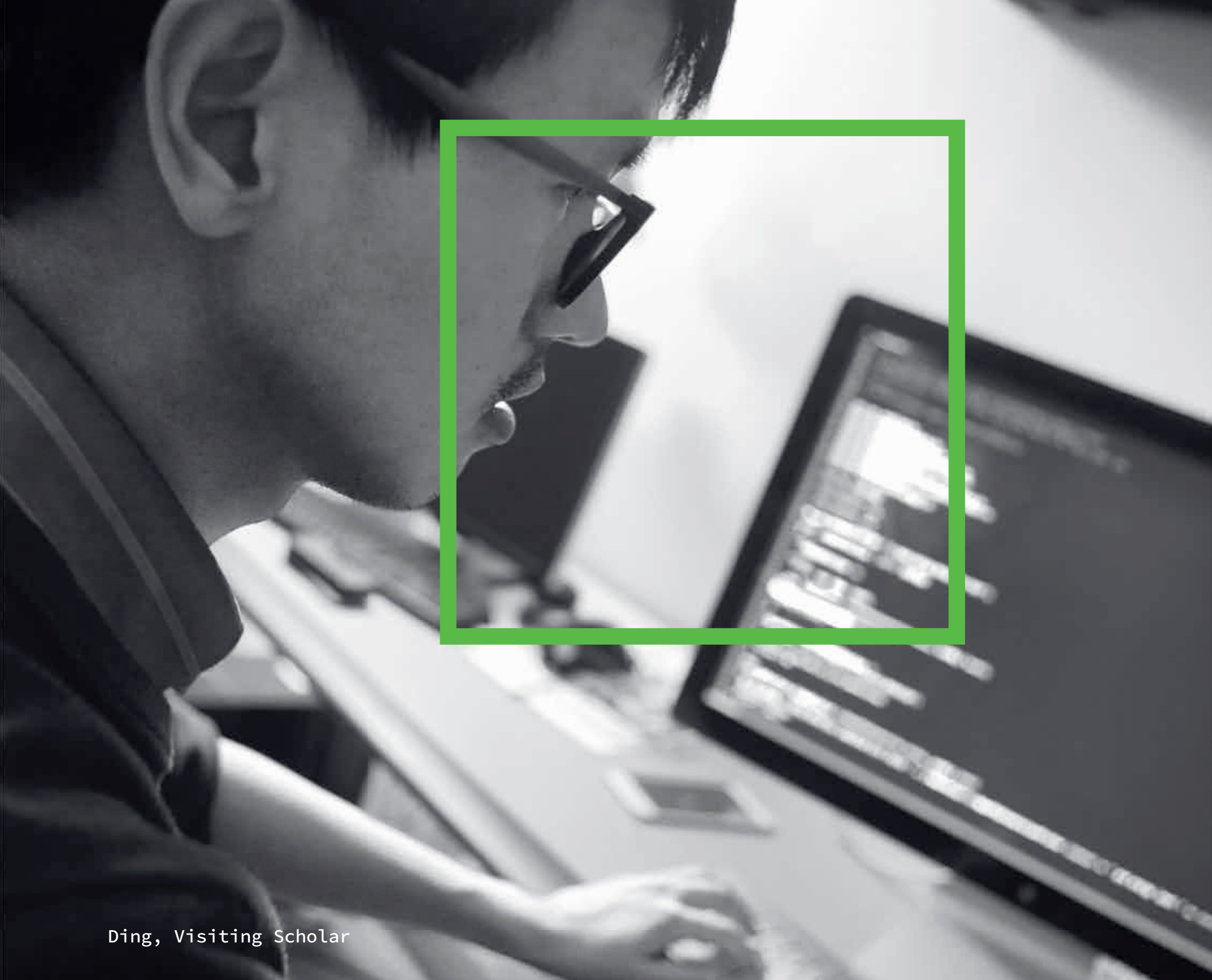
▶ Is there anything in this report that we might profitably adopt for ourselves?

▶ If we decide to make one of these issues a priority, how will it fit in with our existing priorities? Are we willing to make the necessary commitment in time and money?

▶ How should we communicate about this trend to faculty members, students, parents, and the public?

▶ How can we get our faculty to recognize the importance of this trend, and to respond quickly?

▶ Will this trend create new competitors?



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Information Literacy

It's become a priority in an era of fake news

BY SHANNON NAJMABADI

WHEN David Oxtoby said in a 2011 speech that “facts matter,” the president of Pomona College could not have known that “post-truth” would be the Oxford Dictionaries Word of the Year for 2016.

Teaching students to separate fact from fiction has become a priority after an election in which false “news” played a large role. Fabricated stories like the one that claimed prominent Democrats were running a child-sex ring out of a pizza shop in the nation’s capital have drawn alarm. So has the undocumented claim by President Donald J. Trump — called a lie by *The New York Times* — that illegal immigrants had cost him the popular vote.

Fraudulent claims and biased news predate the internet, of course, and were often associated with talk radio in the past. But in recent months the issue has taken on greater urgency for many academics, who are asking: Can students tease fact from fiction, online or anywhere else?

A report released in November by Stanford University researchers found a dispiriting answer. Many students, the researchers found, had trouble identifying partisan or paid-for content online and assessing the credibility of sources.

The ability to find, evaluate, and use information — a skill set often called information literacy — is traditionally taught by English-composition professors or college librarians. In a single session or throughout a semester-long course, they acquaint students with an institution’s research offerings and teach them to search, analyze, and cite information responsibly. The need for literacy, many point out, applies not just to citations and bibliographies but also to how students digest information and news of all types.

Instructors have already made strides in adapting information literacy to the internet age. But to some, an

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TAKEAWAY

More colleges teach students to sift fact from falsehood

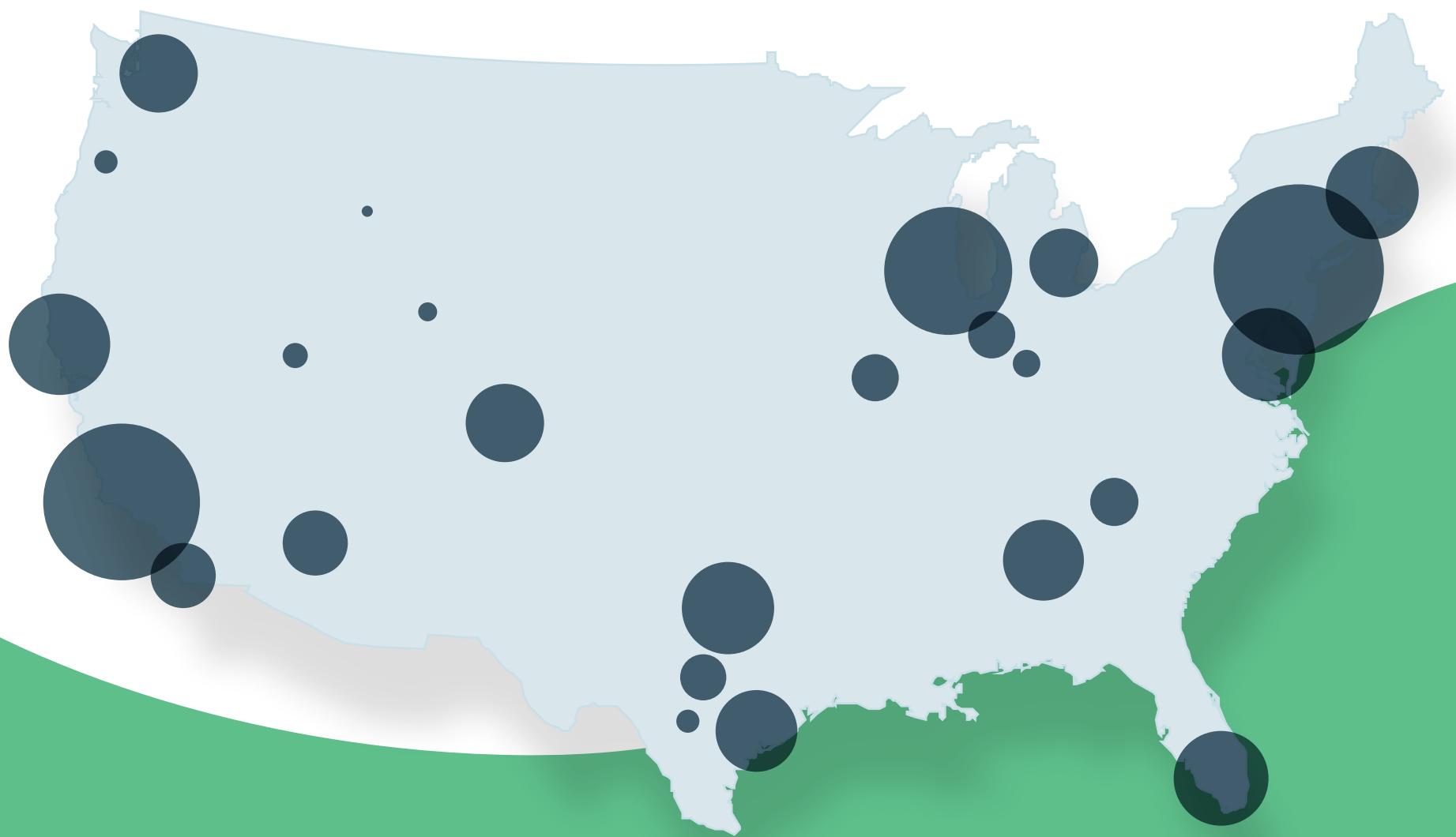
- The spread of misleading reports during the presidential election has focused attention on the need to train students to better evaluate all types of information, especially when it's obtained online.
- Many colleges see this skill set — encompassing critical thinking as well as digital, media, and news literacy — as an extension of information literacy.
- Some scholars argue that students need new types of technical skills, including an understanding of search-engine rankings and of how algorithms cull and conceal content, to navigate an increasingly complex online environment.

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LABOR MARKET INSIGHT FOR
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Commentary

BY ELLEN
WAYLAND-SMITH

Ellen Wayland-Smith is an assistant professor of writing at the University of Southern California, and the author of Oneida: From Free Love Utopia to the Well-Set Table (Picador, 2016).

Continued From Page B6
increasingly complex online landscape and the blurred line between producers and consumers of news and other content require a new kind of literacy and a greater commitment of campus resources to teach.

Trudi E. Jacobson, head of information literacy and a librarian at the University at Albany, says such competency is often just given lip service. “The librarian is invited in for one class session, and it’s like, We’ve taken care of it for the students,” she says.

At Albany, which is part of the State University of New York system, every department has been responsible since 2014 for teaching information litera-

cy. Ms. Jacobson worked with faculty members to bring the subject into discipline-specific courses, and she helped create online exercises about “metaliteracy” — an extension of information literacy that recognizes students’ roles as both creators and consumers of online content. Students can earn digital badges for completing the activities.

Faculty members play an important role in teaching students to critically engage with information, especially on the web, Ms. Jacobson says. While a professor or librarian may initiate information-literacy efforts, the work must be diffused throughout the curriculum so students can build up skills over time, she says.

That can be a challenge, since faculty members are already pressed for time to cover course material. And some may be less comfortable with digital tools than their students are, or view such skills as ancillary to those needed for an academic assignment, says Kris Shaffer, an instructional-technology specialist at the University of Mary Washington.

A month after the election, Mr. Shaffer published an article calling for a new kind of literacy, one that merges a traditional emphasis on critical thinking with technical know-how. Students and faculty members, he says, also need to understand social-media pitfalls, search-engine rankings, and the way in which algorithms cull and conceal

Where Do Students Learn About Fake News? In Freshman Comp

FAKE NEWS is a real problem. A recent study by the Stanford History Education Group concluded that most American high-school and college students are unable to distinguish real from fake information when evaluating online sources. The Stanford researchers described these results as “bleak” and “a threat to democracy.”

The findings come as no surprise to me. As an instructor in the Writing Program at the University of Southern California, I teach a first-year writing course required of all incoming students. Those whom I welcome into my classroom each semester are bright. But many have never received any training in how to evaluate information or make credible arguments.

Although largely unacknowledged, teachers of required first-year composition courses now find themselves positioned as our society’s first line of defense against fake news.

Humanities courses have traditionally been the vehicle by which college students learn critical literacy. However, a number of trends over the past two decades — including the rising popularity of preprofessional majors, the restructuring of general-education requirements to require less exposure to the humanities, and job-market anxieties — have resulted in fewer students’ passing through these courses.

Policies permitting students to place out of humanities requirements through high-school AP coursework have also meant that fewer students are exposed to college-level classes where critical literacy is taught. And when students do sign up for a humanities course, their professors often don’t have enough time to spend on the nit-picky work of helping them learn to critically assess sources. Instructors who work in the publish-or-perish environment of research universities have even less time.

Required composition courses therefore have often assumed the function

of teaching students how to think critically about topics and how to evaluate sources. Because freshman-comp courses aren’t “content” based, and because composition teachers are hired to teach, not publish, we have more time to do this painstaking, one-on-one work.

Teaching critical reasoning is not as simple as it might sound. Most students don’t fully understand that if they want to make a claim about something — let’s say, for instance, they want to argue that Obamacare is inefficient and hurts people — they have to research it to find out what experts in the field have said. As I meet with students about their initial research, I will frequently hear them say something like, “I found a blog by a girl named Kelly who says that now she has to pay more for health care than she did before Obamacare.” Or, “I found a website called Focus on the Family that says Obamacare forces people to pay for contraception.” This moment happens every semester with many of my students, even at an institution like USC, which recruits high-performing students from across the country.

So this is a large part of what I do in my “writing course”: I teach students how to distinguish between news and propaganda. I teach them about blogs and anecdotal evidence and sponsored content and peer-reviewed articles, and I help them see that not all the links they click on are equally valid sources of information. This comes as a great revelation to many of them. I teach them that Kelly’s website doesn’t work as evidence, and that Focus on the Family has a political agenda that makes it imperative to double-check the claims the group makes. Eventually students learn this and become pretty good at it.

It takes time and effort for students to write multiple drafts, and for me to correct their work. At USC, one-on-one conferences with the instructors are an integral part of the first-year

writing course. For every paper I assign (four or five a semester), I meet with each student for a 20-minute conference. This is the kind of intensive work it takes to walk students through the basics of how to make legitimately sourced arguments. Being critical is hard work.

Writing teachers are our country’s first line of defense against a post-fact culture. But perhaps one reason we find ourselves in a critical-reasoning desert today is because writing teachers are also, uniformly, among the most undervalued and overworked sector of the academic community. Composition teachers have always been the proverbial poor relations in the university family. Required “freshman comp” courses date back to the post-Civil War period. The courses originally fulfilled weeding and surveillance functions, ensuring that graduates could write error-free expository prose. Today freshman comp retains its stigma of being a “service” or skills-based course, a finishing school preparing students for the real academic labor of the upper-level arts and sciences.

Composition’s lack of cultural capital and status is reflected in the fact that so many of its instructors are adjunct and non-tenure-track faculty members. My university’s program offers its instructors, who work outside the tenure track, job security and full access to health and retirement benefits. That is not the case, however, for many of the more than 70 percent of composition instructors nationwide who qualify as “contingent.”

The age of the internet and social media — and of fake news — is such a new development that we have not yet come to terms with how best to educate students and citizens on how to successfully navigate it. The infrastructure is in place. Now is the time to invest in college-composition programs and give them the resources and recognition they deserve as guardians of civic literacy. ■

content. “Help awaken your students to these new practices of digital deception, and help them face them effectively,” he wrote. The necessary literacy “is more than traditional information literacy applied to digital media,” and more than just technical knowledge.

MANY librarians and professors have put out responses or guides like Mr. Shaffer’s in the past few months. Joyce Valenza, an assistant teaching professor at the Rutgers University School of Communication and Information, for example, created a “news-literacy tool kit” a few weeks after the election. It defines terms like “virality” and “herding phenomenon” (the tendency for news reports to mirror one another), and includes some recommendations. For example: Scrutinize a website’s URL; its ‘About’ page; any sensational language; and its images, which can be manipulated or taken out of context. “We are seeing things that are new,” Ms. Valenza says, like native advertisements (paid-for content designed to blend in with other content produced by an outlet) and content farms (producers of material designed to take advantage of search-engine or social-media algorithms, often for advertising revenue).

Ms. Valenza has found that requiring students to compile annotated source

demonstrating an understanding of it. The study, called the Citation Project, found that students’ academic papers were often a kind of information dump, she says — quotes sewn together with little analysis.

Students need to analyze information, not just collect it, Ms. Howard says. They should be “formulating a hypothesis and looking at all the different perspectives of it.” The ability to gather information, examine multiple perspectives, and then re-evaluate prior beliefs,

she says, must be reinforced across the curriculum. It’s a skill necessary for civic life as well.

While such a skill is labor-intensive to teach, “the value of a college education plummets” if students graduate unable to think critically or use information responsibly, Ms. Howard says. She plans to add lessons on fake news to all of the courses she teaches.

“I just feel a greater and greater sense of urgency,” she says, “for teaching students how to be critics of sources.” ■

How One College Put Information Literacy Into Its Curriculum

AT Purdue University, librarians, instructional designers, and faculty members are working together to incorporate the concept of information literacy across the curriculum. In the past few years they have revised several key foundational courses, including “Elementary Statistical Methods” and “First-Year Composition,” in ways designed to better engage students. Sharon Weiner, a professor of library science, spoke with *The Chronicle* about Purdue’s efforts to bring information literacy into the classroom through its Impact program. (The name stands for Instruction Matters: Purdue Academic Course Transformation.) This interview has been condensed and edited for clarity.



Sharon Weiner, professor of library science at Purdue U.

Q: What are some particularly effective methods of teaching information literacy?

A: The best ways to teach information literacy are in the context of a course or some other learning activity. If you do it in isolation, it becomes very skills-oriented. But if students are learning about something, and the instructor has the opportunity to insert better ways of finding information or evaluating information in that learning activity, it’s more likely to stay with the student and become a habit.

Q: At Purdue, librarians, IT staff, instructional designers, and faculty members have worked together to reimagine some foundational courses. How did those partnerships begin?

A: The partnership began about five years or so ago, when the provost’s office emphasized transforming large foundational courses at the university into courses where students would have a better likelihood of success. They used to be large lecture-hall courses. Now they’ve integrated a lot of active learning and success metrics into the teaching of those courses. When that ini-

tiative started, the librarians were at the table in the discussion, and we became partners in the transformation program, along with instructional-design people and information-technology people.

Q: What kind of information-literacy assignments are there?

A: A professor might have an assignment where students have to write a paper. Instead of just assigning the paper and expecting students to hand it in at the end of the course, there might be multiple stages throughout the semester. One thing they could do is, before the class, view a video about some resource that is important for them to know about to write their paper. And then during the class they discuss the pros and cons of that resource; they discuss how to search that resource effectively and what is missing from that resource that they could find elsewhere.

Q: What tips would you give to students or faculty members to identify fake or misleading information online, or to build up their information-literacy skills?

A: I would say work with experts in information, and work with them continually. Don’t just work with them one time and expect then to know everything about these resources. Librarians are the people who keep up with the information resources out there. It’s their job to know what’s available, and those things are changing all the time. Also, build up your own skill set in terms of how to evaluate information, how to find information, how to seek out everything that’s out there, because we know that what’s on Google is not the extent of all the information that’s available in the world. So challenge yourself to look beyond what’s easy to find.

Q: Students are used to getting information — and their movies and music — on demand, in small bites, when they want it. Do they have the patience to sort through and verify different sources of information like this?

A: Our studies show that they’re not doing that. It’s very likely that they’re not doing it because they don’t understand how to do it. I think there’s a time and a place for everything. But if they’re looking into something more seriously, like for their own personal financial or health decision making, or for their academic work, it’s good for them to understand that it may take a little more time and effort, but it’s going to be well worth their effort in the end.

Q: Is there anything you want to add?

A: People often view information literacy as something that they don’t have time for. But if they embed it within assignments that they already have, and work with an expert or librarian to help them embed it, it’s really not something extra or onerous. It’s something that enhances instruction. —SHANNON NAJMABADI

Students should be “formulating a hypothesis and looking at all the different perspectives.”

lists when working on a paper or research project can be particularly helpful in getting them to think about the credibility of sources and their reasons for selecting those sources. Other professors ask students to analyze news coverage and provide questions to guide their thinking about bias and other factors.

Students and educators alike can introduce these practical suggestions into the classroom with little legwork. But information literacy can’t be taught in a purely skills-based way, Ms. Jacobson says. While technical chops are needed, the internet changes so rapidly that rigid rules on what sites are credible are frequently made moot. Students instead need to develop the attitude that all information must be examined critically, she says.

Indeed, locating and verifying information is just half the battle. To many faculty members, teaching students to analyze information is the heavier lift.

Rebecca Moore Howard, a professor of writing and rhetoric at Syracuse University, is a principal researcher for a multi-institution study that found that students often regurgitate text without

Activist Athletes

Players test their power with protests



BY SARAH BROWN

ARIYANA SMITH, a women's basketball player at Knox College, lay down on the court before a game — and stayed there for four and a half minutes. Eric Striker, a University of Oklahoma football player, filmed a Snapchat video on his phone that went viral. The University of Missouri's football team staged a full-on boycott, refusing to practice or play altogether.

These demonstrations, protesting racial injustice, reflect the many ways that college athletes have taken public stands in recent years to send a message or bring about change.

Collegiate athletes — particularly in revenue-generating sports like football and men's basketball — have a national platform that many of their fellow students do not. They can also leverage the massive amounts of money that pour into college sports each year.

The most recent uptick in athlete activism on campuses began in 2014, in the aftermath of Michael Brown's death at the hands of a police officer in Ferguson, Mo. That incident inspired some players to call attention to what they saw as systemic racial bias in law enforcement. Later that year, players on a number of basketball teams wore shirts saying "I can't breathe" before games, a reference to what Eric Garner, another black man, had said when he was put in a chokehold by a New York City police officer. He later died.

In 2015, 32 players on Missouri's football team wanted to call attention to what they saw as poor institutional responses to racial incidents on the campus. So they refused to play until Timothy Wolfe, then the pres-

ident of the university system, resigned. The boycott began a few days before a scheduled game against Brigham Young University, and if Missouri had canceled the game, it would have owed BYU \$1 million. Mr. Wolfe was also facing growing pressure from student protesters, including one who vowed not to eat until the president resigned. He stepped down two days after the football boycott began.

In 2016, with political polarization and racial tensions running high, athletes' activism increased. They were inspired largely by Colin Kaepernick, the quarterback of the San Francisco 49ers, who in August started refusing to stand during the national anthem as a means of protesting injustices against black people. Since then, many college football and basketball players, as well as marching-band members, have demonstrated in some way during the anthem.

While many such protests are about race, they touch on other issues as well. The University of Minnesota's football team decided to boycott its bowl game in December because the university had suspended 10 players for an alleged sexual assault. Team members said they wanted to call attention to what they considered a lack of due process for students accused of misconduct. Players ended the boycott two days later, after Minnesota's investigation report into the incident was made public. It contained many lurid allegations about the case, in which the alleged victim claimed that she was pressured to have sex with multiple men, including several football players.

Given the widespread opposition to President Trump, experts on sports and so-

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TAKEAWAY

Athletes take the field — and a knee

- Activism among college athletes swelled in 2016. Many were inspired by Colin Kaepernick, the NFL quarterback who knelt during the national anthem to protest racial injustice.

- College athletes can pack a powerful protest by leveraging their high profiles — and, in some cases, the revenue they generate. But the number of athlete activists remains small because protesting carries risks.

- Widespread opposition to President Trump is likely to inspire more college athletes to take stands on race and other issues in the coming months.



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FRANK JANSKY, ICON SPORTSWIRE

Fans from diverse backgrounds join members of the Kent State men's basketball team on the court for the national anthem in what has become a regular demonstration to promote unity.

At Kent State, a Different Kind of Demonstration Wins Over Critics

DOZENS of college athletes nationwide have knelt, raised a fist, or sat down during the national anthem in recent months, a spectacle designed to call attention to racial injustices in the United States.

In November, the men's basketball team at Kent State University also staged a demonstration during the anthem — but with a twist. Before the anthem played at the Golden Flashes' first home game, against Mississippi Valley State University, each member of the team went into the stands and invited an audience member of a different race down to the court. All of them then stood in one line, most with their arms around each other, as “The Star-Spangled Banner” began.

The display of diversity and unity was a surprise to the thousands in attendance, and it quickly drew praise from inside and outside the collegiate sports world. Kent State has repeated the demonstration before each home game this season.

It was similar to a Seattle Seahawks “demonstration of unity” in September, when the professional football team's players and coaches linked arms on the sidelines during the anthem.

Throughout the fall, college players and marching-band members who chose to take a knee, raise a fist, or sit during the anthem drew criticism, as many sports fans and alumni considered such actions to be disrespectful. Those critics held up Kent State's approach as the ideal way for athletes to send a message.

Deon Edwin, a senior guard at Kent State, thought of the idea just before the season began, says Jalen Avery, a fellow senior and the team's point guard. “We were watching a lot of other athletes take stands and protest things going on in the country,” he says. “Deon came up with the idea that we should stand for something different, which is unity.”

Before Kent State's second home game, two days after its initial demonstration of unity, that contrast was clear. Kent State was playing Hiram College, a small liberal-arts institution in Ohio. A handful of Hiram players elected to take a knee during the anthem. At the opposite end of the court was Kent State's solidarity line, made up of players, young children, parents, students, and senior citizens.

The coaching staff was fully supportive of the Kent State players' action, Rob Senderoff, the men's basketball coach, told *The Chronicle*. “It took courage,” he said in a written statement provided by the athletics department. “I believe it represents the unique culture of unity that we have here at Kent State.” In a YouTube interview posted in November by the university, he said his team included many African-American players who had faced discrimination.

Though the two teams' players took different approaches, Chris Kibler, who coaches Hiram's team, says he believes the demonstrations had a common purpose: positive social change.

When it comes to athlete activism, there is strength in numbers; a team effort packs more punch than an individual message. But it can be difficult to get a whole team on board. In Kent State's case, “if everyone didn't want to do it, we weren't going to do it,” says Mr. Avery, the point guard.

Some Kent State players were initially confused about what the purpose of the demonstration was supposed to be. “Once we got that straightened out and there was a common understanding of what the message was, everybody was on board,” he says.

That's one of the critical issues for student athletes to sort out before staging protests, says Ray Anderson, vice president for university athletics and athletics director at Arizona State University. “What's most important for me is that they think through the options for how the message can be communicated,” he said.

Though Kent State isn't a household name in college basketball — they're a member of the Mid-American Conference, a middle-tier league, and had a 14-12 record as of mid-February — their fresh approach to the anthem protest has had national significance. Mr. Avery says he didn't know of other college basketball teams that had picked up on the idea this season, but hoped there would be. He said he was encouraging other Kent State teams to continue the tradition in coming seasons. “Everyone definitely should at least talk about it, if not actually do it,” he says.

— SARAH BROWN

Continued From Page B10

cial movements say they expect even more athletes to join the fray.

When college officials see such activism and aren't sure how to handle it, their first call is often to Harry Edwards, a prominent sports sociologist and emeritus professor at the University of California at Berkeley. Lately his phone has been ringing off the hook. "Oftentimes I'll get a call or query or be invited to a university, and what they want to know is, How we can avoid this?" he says. "They cannot avoid it."

Mr. Edwards tells college presidents, athletics directors, and coaches that "they should be aware of where their locker rooms are." Many athletic administrators seem surprised, he said, that their players are talking and tweeting about broader societal issues.

GIVEN their potential influence, it may seem surprising that more college athletes don't engage in protests. But even as their activism has gained more traction, these students continue to face pressures that might have given some of their peers pause before speaking out.

One factor is simply the way athletics teams operate. "The sports structure in and of itself is not designed to cultivate ac-

tivism," says Joseph N. Cooper, an assistant professor at the University of Connecticut who studies sports, race, and culture. "It's really designed to cultivate conformity." He likens it to the military: "You have leaders who provide orders, you don't question them, and you're not thinking critically about what you're doing." College players also have a lot on the line — namely, dreams of a professional career. If their activism rubs people the wrong way, that could put their futures at risk.

Athletics officials and coaches stand to lose, too, if angry alumni or fans stop donating or buying tickets for games, or if politicians try to punish their campuses. After six female basketball players at the University of Arkansas knelt during the anthem in November, in protest of police violence against black people, a state lawmaker placed a temporary hold on the institution's budget request. Then there's the possibility of reputational damage, which could affect recruiting. So campus officials have tended to be wary of such activism.

Since athletes are at the mercy of their coaches in terms of playing time and scholarships, coaches and team managers exercise a great deal of influence over their players' choices. If a college team includes several individuals who have come together to organize a protest, "but the coach is saying, No, you're not kneeling, you're not walking out, you're not doing whatever it is — that's powerful," says Jennifer McGar-

ry, a professor of educational leadership at Connecticut and a former athletic administrator.

Last year Josh Rosen, the quarterback at the University of California at Los Angeles, publicly criticized a new \$280 million deal with the apparel company Under Armour. Mr. Rosen pointed out that while student athletes had effectively made the large contract possible, they would not benefit financially from it because they aren't paid. "We're still amateurs, though ... Gotta love non-profits. #NCAA" he wrote on Instagram. Mr. Rosen is expected to be a top pick in next year's NFL draft.

After UCLA's coach, Jim L. Mora, admonished the player for making a contentious statement that distracted from the university's announcement, Mr. Rosen deleted the post.

At least one athletics director believes there's growing support among his colleagues for student activism. "The athletic director of today is a lot more knowledgeable about the right to free expression and the fact that this isn't the old-school old days anymore," says Ray Anderson, who serves in that role at Arizona State University.

Mr. Anderson stresses, though, that there's an important distinction to be drawn between a respectful, peaceful protest and a mean-spirited "intentional interference."

College officials also have to ponder the

question of whether their athletes should be treated primarily as students with First Amendment rights or as athletes who represent the institution, he says. For him there's no question: They are students first and athletes second. So the job of colleges is to educate them about possible ramifications of speaking out, he says.

In sports, he says, "the memories go long."

Mr. Rosen, the UCLA quarterback, has had to learn some of those lessons firsthand. In April, he posted an Instagram photo of himself teeing off at a Trump golf course while wearing a bandana that profanely insulted Mr. Trump — which sparked a social-media firestorm and earned another public rebuke from his coach. "With Trump, I'm learning to evolve my message and understand how to convey the substance of it," he later told *Sports Illustrated*.

Despite the risks, Mr. Edwards believes the college athletics world will see more activism in the coming months. He specifically predicts more activity on the issue of athlete pay.

"It's almost inevitable, given the impact on activism that the Trump regime will have," he says. "Before a Final Four or a bowl championship series with four teams playing, some group of athletes or teams in the locker room is going to say, 'We'll take the court or field when someone talks to us about the damn money.'" ■

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Safety Net

Colleges struggle to help their hungry and homeless students

BY KELLY FIELD

IT USED TO BE that the phrase “starving students” brought to mind undergraduates subsisting on ramen noodles and saving their pennies for beer. No longer.

Recent statistics showing that high percentages of students are struggling to meet basic needs have shocked the consciences of campus administrators and given new meaning to the old cliché.

A lack of reliable data on hunger and homelessness at the campus level has made it difficult for many administrators to calibrate their response. Some institutions have responded aggressively, with meal-donation programs, food banks, emergency aid, and efforts to help students apply for public benefits like food stamps and cash assistance. But plenty of colleges

have done nothing, assuming that the two problems don’t touch their campuses. Chances are, they’re wrong.

In a 12-state survey of 3,800 mostly undergraduate students released last fall, more than one in five students at eight community colleges and 26 four-year institutions said they had gone hungry in the past month. And close to one in 10 said they had been homeless at some point in the past year. Nearly half described themselves as housing- or food-insecure, meaning that they could not regularly afford to pay rent or buy groceries.

More than half of the hungry students received Pell Grants, and 56 percent were employed — statistics that reveal gaps in the existing safety net and belie the notion that these students would be OK if they just got a job.

“When we have so many students who are doing everything right but still can’t afford food, it means we’re failing to provide these students with a viable path to success in their higher education,” said James Dubick, an organizer with the National Student Campaign Against Hunger and Homelessness, one of the four groups that prepared the report.

Increases in the number of homeless and hungry students result from several factors, including changing demographics and rising tuition. As college costs climb, state support for public higher education shrinks, and more low-income and first-generation students enroll, a growing number of students are being forced to choose between tuition and food and shelter.

Yet for all the greater awareness of



TAKEAWAY

Colleges help students meet basic needs

- Surveys show that a growing number of students are struggling to meet their basic needs, but reliable data on hunger and homelessness at the campus level is still scarce.
- More colleges are offering food banks, emergency aid, and housing help, but many remain unsure how to respond.
- Although there’s less stigma than there used to be, some administrators still associate homelessness with moral failure.
- Campus efforts to help needy students have been shown to improve their chances of academic success.

hunger and homelessness on campus, we still know little about the scope of the problems. Surveys by colleges, higher-education systems, and advocacy groups have found rates of food insecurity at 14 to 60 percent. Statistics on student homelessness are even scarcer. The only “official” numbers come from the Free Application for Federal Student Aid, which asks applicants if they have been homeless — or at risk of becoming homeless — in the past year or so. Last year 150,000 filers answered yes to that question, according to Department of Education data obtained by U.S. Sen. Patty Murray, Democrat of Washington.

The Department of Education doesn’t routinely share its financial-aid statistics with colleges, and only a few institutions and systems — many in California — have surveyed their students on food and housing insecurity. On many campuses, homeless and hungry students remain invisible.

The Kresge Foundation is financing a survey by the Wisconsin HOPE Lab, due out this spring, which will provide the broadest look to date at student hunger and homelessness. Rebecca C. Villarreal, a program officer at Kresge, says she hopes the results of the survey, which reached nearly 40,000 students at 70 colleges, will compel more administrators to act.

“One of the biggest challenges in providing support is that we don’t know who these students are,” she says.

But even colleges that have solid statistics aren’t always willing to share that data, as Yvonne Montoya, a formerly homeless student who attends Santa Monica College, discovered when she asked for it. “Santa Monica is an affluent community,” says Ms. Montoya, who led a successful campaign to force food vendors on some California college campuses to accept food stamps. “They were embarrassed and did not want to address this.”

Pam Y. Eddinger, president of Bunker Hill Community College, a Boston campus that offers a food pantry, emergency assistance-fund, and other aid programs, says it will take more than numbers to persuade some colleges to add services. Though there’s less stigma than there used to be, there’s still a perception, she says, that “if you’re intelligent enough to have gotten into college, you can pull yourself up by your bootstraps.”

STILL, A GROWING number of colleges are beginning to confront hunger and homelessness among their students. Four years ago, only 15 colleges belonged to the College and University Food Bank Alliance. Today the alliance has more than 400 members.

Other colleges have experimented with programs, such as Swipe Out Hunger, that allow students to donate their unused meal-card swipes. That organization, which was started by students at the University of Califor-

nia at Los Angeles in 2009, now has chapters on 23 campuses.

Emergency aid programs, which provide grants and short-term loans to students to help cover unexpected expenses like medical bills, have also proliferated, with nearly three-quarters of colleges reporting in a recent survey that they offered some form of the aid.

Less common are programs that help students navigate the complicated process of applying for cash assistance and other public benefits. Non-

profit organizations like Single Stop, the Benefit Bank, and Seedco have set up shop on a few dozen campuses, offering benefits assistance and other financial support. But only a handful of colleges have created programs of their own.

Early evidence suggests that such efforts can improve students’ chances of academic success. This past fall, the RAND Corporation released a study that found that students participating at Single Stop at 11 community col-

Continued on Following Page



Our educators forge new inroads into groundbreaking research.

Rosemarie Allen Assistant Professor of Early Childhood Education, MSU Denver

Assistant Professor Allen uses her data and insights to change the future of education for minorities.

As a child, Rosemarie Allen was in the principal’s office more often than not. Instinctively, she knew it wasn’t because she was “bad,” and that there had to be another reason. She wasn’t alone. A 2016 study by the U.S. Department of Education Office of Civil Rights showed that black preschool children are 3.6 times as likely to receive one or more out-of-school suspensions as white preschool children.

Today, Allen works to prevent exclusionary discipline and help educators recognize their own biases in how they teach. As part of her doctoral internship with President Obama’s My Brother’s Keeper initiative, Allen developed an online course to create more educational opportunities for young men of color to help decrease their disproportionate suspension rates. She is just one example of how the research and scholarship of MSU Denver has been transforming lives for more than 50 years.



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'When You're Starving, Everything Smells So Good'

YVONNE MONTOYA, 49, a student, and mother of three, knows what it's like to be homeless and hungry in college. After the recession hit and she lost her event-planning business and her home, Montoya, who had never finished her degree, spent several nights sleeping on the nearby campus of the University of California at Los Angeles.

One night, while trying to fall asleep in a garden near the public-policy building, she decided she had to give college another try. "I thought, This is ridiculous. I have too many skills to stay in this situation."

She eventually got a hotel voucher for herself (two of her children were adults, and her ex took care of the third, a teenager) and enrolled in Cerritos College. There she subsisted on soda, chips, and other "munchables" that she could find at CVS — the only place near campus that would take her food stamps.

"They had a culinary program, and students would sell their food on campus. It would kill me knowing that there was such nutritious food, and I couldn't get it," she says, recalling one turkey dinner in particular.

"When you're starving, everything smells so good."

So when Ms. Montoya transferred to Santa Monica College a couple of years later to study public policy, she was able to pick out the homeless students right away, she says. They were the ones who were "dragging stuff around," carrying their books in suitcases, showering in the gym.

She decided to help them. Housing seemed too heavy a lift, so she wrote



KENT NISHIMURA, LOS ANGELES TIMES

Yvonne Montoya's campaign to get her college to accept food stamps resulted in a California law requiring that food stamps be accepted at colleges in eight counties.

a proposal that called on Santa Monica, a two-year public college, and other California colleges to accept food stamps at campus eateries.

It seemed a modest request. But persuading colleges to embrace the idea was much harder than she expected.

It took her three months to get campus administrators to acknowledge that there were 417 homeless students on campus. One member of the Board of Trustees warned her

against making the number public. "They said, 'Can you imagine what the community would say if they knew that 417 students on campus were homeless?'" she recalls.

Other colleges seemed surprised when she called and asked if they took food stamps. "They all said, 'Nobody has ever asked us,'" she recalls. "They figured it must not be a problem." She presented the idea to her college's Board of Trustees in April 2014, but nothing came

of it. Frustrated, she turned to the Roosevelt Institute, a left-leaning think tank that has a network of college clubs. (At the time, she was president of Santa Monica's chapter.)

The institute put Ms. Montoya in touch with MSNBC, which did a story, and the campaign took off. Other interviews followed, and she decided to take time away from her studies to focus on the fight.

In 2016, she got the attention of a California assemblywoman, Shirley Weber, who introduced a bill that would require food vendors at public and private colleges in eight counties — including Los Angeles — to accept food stamps for hot meals.

When she learned last fall that the bill had been passed and signed into law, "I fell out of bed, literally."

Leaving college put her career plans on hold. "But if one person can eat who is homeless," she says, "I've done my job."

Ms. Montoya plans to complete her associate degree this year, and then apply to the University of Southern California to study public relations and public policy for non-profit groups. She hopes to continue her advocacy work on poverty.

In the meantime, the Roosevelt Institute has connected her with students in other states, who hope to persuade their colleges to follow California's lead. Her advice to them is simple, but not easy: Get the data on homelessness on your campus.

"If you don't have the data to back this up, they aren't going to pay attention to you," she says. "And if they still don't, and you have to go to the media, at least you will have the data." — KELLY FIELD

Continued From Preceding Page

colleges stayed in college longer than their peers did, and earned more credits.

And last year, the Great Lakes Higher Education Guaranty Corporation reported that 73 percent of Wisconsin community-college students who received emergency grants through its three-year pilot program either stayed in college or graduated.

To help homeless students make it through breaks, some colleges have started keeping certain dorms open when the college is closed, or finding faculty volunteers willing to house the students, or making arrangements with local shelters. New York University is starting a year-round program next fall that will pair students with elderly local residents with spare bedrooms, saving students thousands of dollars in rent.

For many colleges, the biggest challenge in helping homeless and hungry students is finding the money to pay for services and persuading embarrassed students to use them. To ease the stigma, some colleges let students

To ease the stigma, some colleges let students use their food banks anonymously.

use their food banks anonymously. Others, like Skyline College, in California, arrange for students who are receiving public benefits to screen and assist their peers. Humboldt State University ran an "Out With Stig-

ma" campaign that featured students who identified themselves as food-stamp recipients in social-media campaigns.

Meanwhile, advocates for homeless and hungry students have been trying to persuade Congress to expand the national school-lunch program to the nation's colleges, arguing that hunger inhibits learning. But they're not optimistic that it will happen under a Trump administration, so they plan to try to get state support for that idea.

Sara Goldrick-Rab, a professor of higher-education policy and sociology at Temple University and a chief proponent of the plan, says the social safety net has always been weaker at the college level than in schools.

"People view higher education as a privilege, not a right," she says, "and they view adults as personally responsible for their own poverty." ■

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Cybersecurity, Rising

Working to meet a national shortage of computer-safety personnel, colleges find customers and complications

BY PAUL BASKEN



ONCE head of the Transportation Security Administration and deputy director of the FBI, John S. Pistole doesn't have to struggle to explain the value of teaching cybersecurity.

Now president of Anderson University, in Indiana, Mr. Pistole notes that the computer systems of American companies both big and small are routinely getting hacked, costing them hundreds of billions of dollars annually. Hacking has also meant breaches of financial and personal privacy for millions of Americans. It is widely suspected of having played a key role in deciding the most recent U.S. presidential election. And right in Anderson, Ind., county-government leaders recently paid thousands of dollars in ransom to a foreign hacker who had shut down their computer systems.

"There's a critical shortage" of the workers and skills necessary to confront such problems, Mr. Pistole says.

That realization is spreading among colleges. But they aren't yet producing enough graduates or offering the broad training that many experts regard as essential to meet the growing threat. Cybersecurity job postings grew 114 percent from 2011 to 2015, with 86 percent of the jobs requiring at least a bachelor's degree, according to Burning Glass Technol-

ogies, a job-market-analytics company. Colleges are meeting only about 24 percent of the entry-level demand for those with four-year degrees.

Institutions like Anderson are adding undergraduate and graduate programs, seeing opportunity in a field long dominated by technical schools. Just this academic year, the university has added majors in cybersecurity and computer engineering.

Cybersecurity graduates can anticipate "negative unemployment as far as the eye can see in this realm," says Joseph F. Sawasky, a former chief information officer at Wayne State University who now leads a cybersecurity training effort in Michigan.

Encouraged by federal incentives, many colleges are teaching computer code. But hacking is a crime that involves creativity, an understanding of human behavior, and expertise in the full range of endeavors that involve computers. A bachelor's degree seems crucial to such training, and colleges are only beginning to identify what courses it should include.

"This is a serious shortcoming," says Jeremy Epstein, deputy director of the Computer and Network Systems Division at the National Science Foundation. "Many people are saying we need to turn out more cybersecurity people. But we don't agree on what 'cybersecurity people' means."

The confusion stems from the his-

Continued on Page B20

TAKEAWAY

Cybersecurity may be hot, but it's still evolving as a field

- Demand for cybersecurity graduates is strong and is running well beyond the ability of colleges to produce enough qualified graduates.
- Companies want colleges to produce good technical coders, but they are also seeking graduates who have a big-picture, interdisciplinary sense of what it takes to ensure computer-based security.
- Colleges could produce more-valuable graduates by providing a broader curriculum, and by arranging more internships, apprenticeships, and other real-world experiences.
- Higher education has a long way to go to incorporate cybersecurity basics — identifying basic risks, for example — into virtually every academic field.

Why dig up the past?



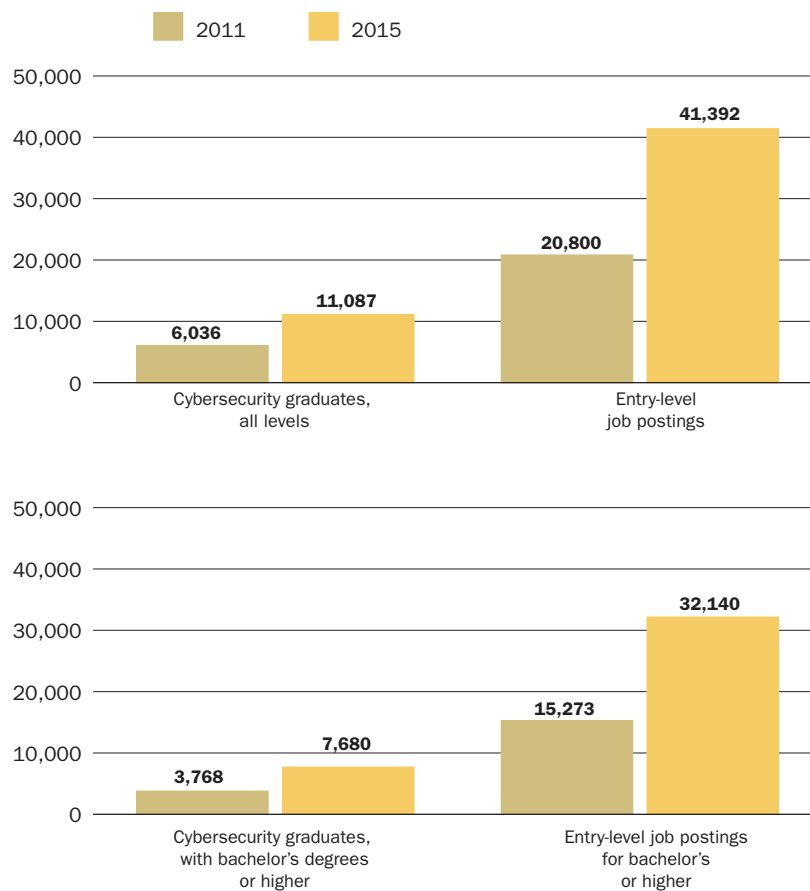
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Surging Demand

Corporate demand for cybersecurity workers far exceeds colleges' capacity to supply qualified graduates.



Note: "All levels" includes holders of certificates.

Sources: Job postings from Burning Glass Technologies; education data from U.S. Department of Education's Integrated Postsecondary Education Data System, compiled by Burning Glass.

Continued From Page B18

tory of the discipline. One of the organizational structures for teaching cybersecurity at the college level is the National Centers of Academic Excellence in Cyber Defense, run jointly by the National Security Agency and the Department of Homeland Security.

More than 200 American colleges have earned the Centers of Academic Excellence designation, which affirms to students and employers that their cybersecurity curriculum meets a set of detailed standards.

The program was founded by the NSA in 1998 with an eye toward producing graduates for the agency's specific needs — focused mostly on coding ability.

Its certification is enough for a university like Anderson to build a pipeline to government agencies, and to attract faculty members and students, Mr. Pistole says. It's about "building a brand, frankly, which is an important thing for schools to do."

In recent years, the national program has started to adapt, shifting toward a more comprehensive idea of what cybersecurity training could mean, says Daniel R. Stein, who directs cybersecurity education and training at the Department of Homeland Security. The federal certification process now requires colleges to show that a wide range of students,

Innovations in Cybersecurity Benefit Graduates and the Nation

UNIVERSITIES that have an expansive sense of cybersecurity, offering programs that go beyond just teaching code, may be better positioned to help their graduates find jobs and help the country thwart costly or deadly attacks. Following are some of the institutions that have developed such programs:

- **The U.S. Naval Academy**, given its clear career focus, has a set template for undergraduates who study cybersecurity: They learn technical skills in the early years, then apply those skills more broadly later by taking courses in policy, law, and other fields. It's an important balance, says Martin C. Libicki, a visiting professor of cybersecurity studies at the academy. "We're not talking about people who are going to be looking at zeroes and ones their entire lives," he says.

- **Northeastern University**, which is known for experiential learning, has a goal of creating "cyberliaisons," says Ryan C. Maness, a visiting fellow in political science and security and resilience studies. (The term "resilience" refers to specialists who know enough about both computers and a specific field to be able "to talk to the boss" about any cyber-related issue a company may face.) In its first two years of producing graduates, the Northeastern program has had a 100-percent hiring rate, Mr. Maness says.

- **Harvard University** teaches a course aimed at people already in real-world jobs — marketing executives, managers, lawyers, and others — who want to learn the basic issues involved in cybersecurity. Interest in the course has boomed, says one of its instructors, Benoit Gaucherin, who is the head of IT and security for campus services at Harvard. Some 226 students enrolled last semester, up from about 60 just two years ago, he says.

- **Le Moyne College**, in Syracuse, N.Y., features "Cybersecurity for Future Presidents," a course aimed at budding corporate leaders. It was created by a visiting professor, Carl E. Landwehr, a veteran government-computer expert who is now a cybersecurity research scientist at George Washington University. He designed the course to give policy leaders essential cybersecurity concepts.

- **Indiana University** is adding cybersecurity content to programs like law and business, to better integrate security into specific contexts where computers are used. In many cases, says Fred H. Cate, Indiana's vice president for research, experts understand secure computer practices, and the challenge lies mostly in getting them to put them in place. "At heart," Mr. Cate says, "cybersecurity is not a technical problem."

- **Columbus State University** teaches an "Introduction to IT" course that draws 300 to 400 students each semester from fields like nursing, the arts, and business. But even with a strong push from above, not all departments are jumping in yet, says Wayne Summers, a professor and chair of computer science at the university. "It's going to take some time to get everybody on board," he says. Those already benefiting from the change include Justin L. Sewell, a Columbus State undergraduate from Georgia who is pursuing a double major in accounting and computer science. He envisions a career in auditing at a public accounting firm, and sees Columbus State giving him a good background in coding as well as in more open-ended problem-solving. For him, the balance is critical: "Technology continues to grow, and the bad guys are always figuring out new ways to do bad things," he says.

— PAUL BASKEN

not just those in computer science, receive some cybersecurity training, Mr. Stein says.

AMONG the institutions that are shifting to a more comprehensive notion of cybersecurity is Clemson University. Its Humans and Technology Lab conducts research aimed at making automated systems better reflect the ways people actually behave, with protections designed accordingly. Recent projects include studying how patients use electronic health records and exploring the risks to privacy posed by wearable devices.

Nationwide, colleges have a long way to go to incorporate that kind of

Hacking is a crime that involves creativity and an understanding of human behavior as well as computer expertise.

broad approach into their educational and research agendas, says Kelly Caine, an associate professor of human-centered computing at Clemson, who heads the lab.

But even for institutions still focused mainly on teaching code, extensive worker shortages mean that cybersecurity graduates will find jobs, especially if they come with a solid liberal-arts education. Companies are accustomed to taking entry-level workers with raw ability and teaching them additional skills specific to their jobs.

Lisa Cannon, director of the IT department in Madison County, Ind., takes that approach. After paying foreign attackers who held the county's computer systems hostage — blocking access to official records for courts, tax collection, property deeds, and other services affecting 130,000 residents — she found a graduate of Ball State University to manage the county's newly tightened computer systems.

With his education, the technician was “a jack of all trades and a master of none,” she says. A week of “boot camp” run by Cisco made him proficient in the specific skills the county needed, Ms. Cannon says.

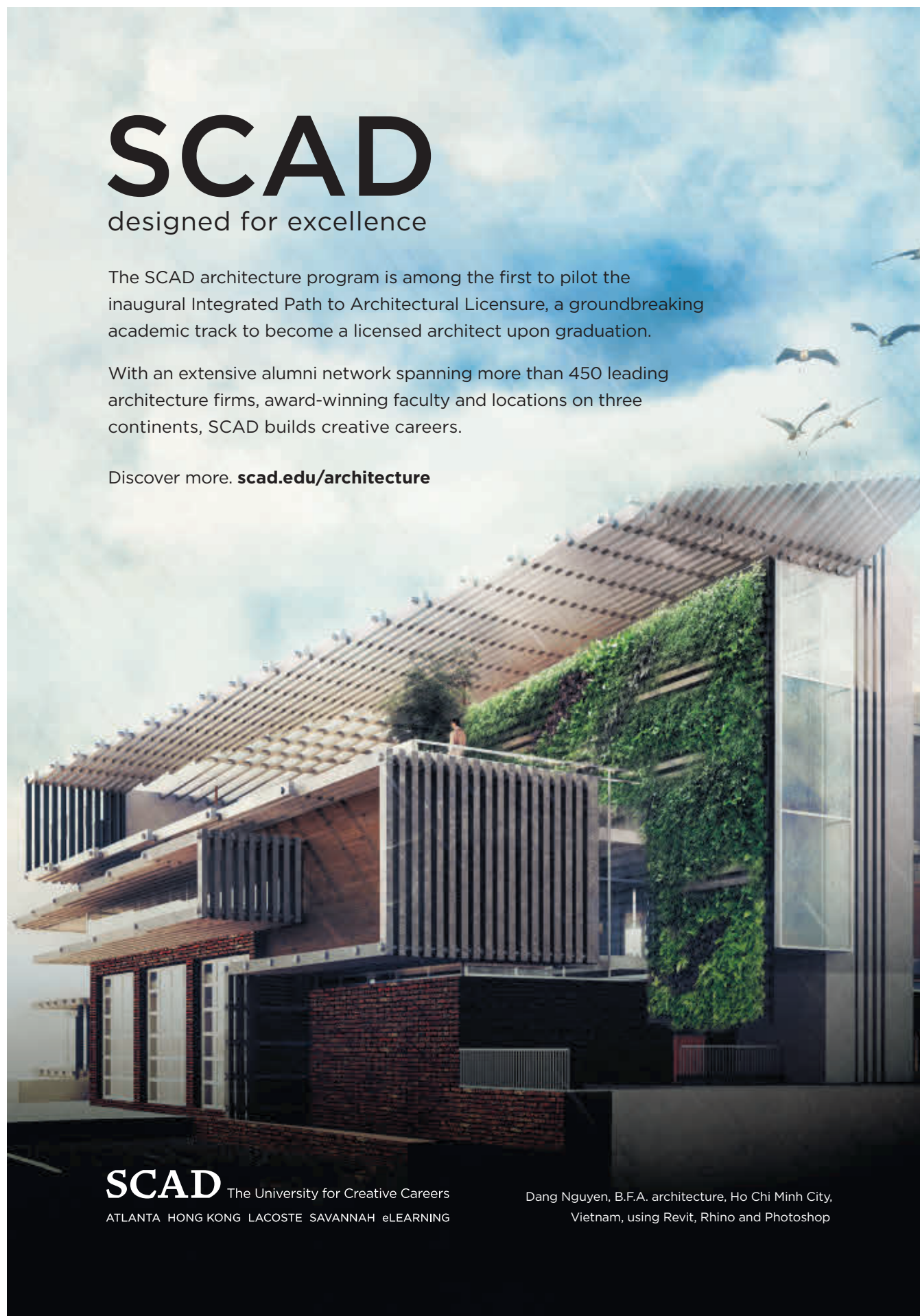
The hackers' attack happened less than two months after she was named director of technology, on the Friday evening before a scheduled Monday meeting to sign a contract establishing an off-site backup system. With more training, her predecessor might have recognized the need for the backup system, along with stricter rules that would have limited the

access afforded to outside vendors — one of which accidentally allowed the attack.

Colleges can't fight cybercrime alone. Incorporating holistic strategies requires incentives such as regulations and legal codes that put more responsibility on product designers for preventing computer-security problems, says Carl E. Landwehr, a cybersecurity research scientist at George Washington University.

Researchers and product designers also need to look anew at computer languages, says Mr. Landwehr, who previously worked at the Naval Research Laboratory. Many products and systems rely on programming languages that are prone to mistakes and were not designed with security as a primary objective, he says.

“Right now,” Mr. Landwehr says, “we're not building with very good lumber.” ■

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Sanctuary Campus

Some campuses consider ‘sanctuary’ status.
But can they protect students?

BY ERIC KELDERMAN



THE Trump administration’s pledge to crack down on undocumented immigrants has spurred protests and demands that colleges shield their students. It has also led to a wave of confusion over how — or how aggressively — the administration will carry out that pledge.

While colleges are bracing for uncertainty and conflicting messages in the months ahead, campus leaders are taking a variety of steps to support students who lack legal residency status. About a dozen colleges have declared their campuses “sanctuaries,” and many more are choosing to help undocumented students in other ways.

President Trump has said he would deport millions of immigrants who lack proper documentation. He has also, at times, said he would roll back protections provided by the Obama administration through the Deferred Action for Childhood Arrivals program (DACA), which has allowed more than 740,000 immigrants to study and work in this country on two-year renewable terms. The uncertainty and possible loss of DACA status has created confusion for campus leaders and has led undocumented students and their supporters to circulate petitions asking hundreds of colleges to declare themselves sanctuaries for immigrants enrolled there.

Wesleyan University is among those that have adopted the label of “sanctuary campus” to signal disapproval of the president’s policies. Michael S. Roth, the president, says that means that Wesleyan will protect information about students who are not legal residents, and will not cooperate with federal immigration authorities unless they have a warrant to carry out arrests.

Nothing Wesleyan is doing puts it at odds with federal law, Mr. Roth says. His university has information about which students have le-

Continued on Page B24

TAKEAWAY

Advocates of undocumented students debate ‘sanctuary’ status

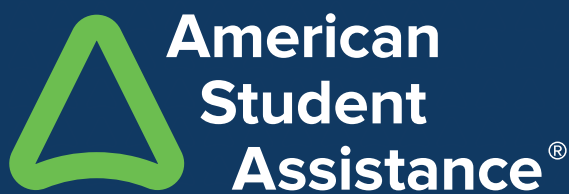
- Students and administrators across the country are concerned about the Trump administration’s promise to deport millions of undocumented immigrants.
- Some colleges are responding by promising to be “sanctuaries” for such students, and to support their efforts to remain in the United States.
- Groups like the National Immigration Law Center are providing alternative model actions and resolutions that colleges can adopt to support students.
- Some college presidents warn that the term “sanctuary” may be misleading because it has no legal basis and may overpromise what the college can do.



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Continued From Page B22

gal-resident status, but that information is also protected by federal student-privacy laws and would not normally be shared with agencies or law-enforcement officials without some legal requirement to do so.

“We’re using the law as we think it is meant to be used” — to demand due process, Mr. Roth says.

In fact, Steven McDonald, general counsel at the Rhode Island School of Design and an expert on student privacy, said in an email that releasing student records without a student’s consent or a subpoena would violate federal law under the Family Educational Rights and Privacy Act.

THE National Immigration Law Center, meanwhile, has compiled a list of policy recommendations and a model resolution for colleges that wish to create a “safe zone” to protect undocumented students. Jessica Hanson, a fellow at the center who helped develop the guidelines, says the center wanted to avoid the term “sanctuary” because it had been politicized by those who op-

pose the movement to protect undocumented immigrants.

A backlash to the sanctuary-campus movement has grown among some state and federal lawmakers, who have threatened to punish colleges for protecting undocumented students. Other college presidents are concerned about the possible impact on their students but warn that the term is too broad and may imply a level of protection that the campus cannot actually provide.

“Immigration lawyers with whom we have consulted have told us that this concept has no basis in law,” Princeton University’s president, Christopher L. Eisgruber, said in a statement. He said the university’s lawyers had advised that “colleges and universities have no authority to exempt any part of their campuses from the nation’s immigration laws.”

No college has pledged to actually defy or resist law-enforcement efforts, which could result in a civil offense, according to Ms. Hanson. Even the protection that many students have under the DACA program could be problematic, because it has given the government all the information they need to identify and locate those who have registered.

David Oxtoby, president of Pomona College, has said he supports the goals

of sanctuary campuses but does not use the term because of his institution’s limited legal authority. (See Commentary, below.) Instead, colleges like Pomona are promising to support students in ways within their authority, such as offering free legal counseling, awarding emergency grants for immigration and legal fees, and treating undocumented students the same as others for the purposes of admissions and financial aid.

Mr. Oxtoby is also one of more than 600 college presidents who have signed a letter urging President Trump to continue the DACA program.

Wesleyan’s president, Mr. Roth, says he understands the concerns about overpromising but also thinks it’s important to take a strong stance against Mr. Trump’s calls for mass deportations. “I think the far greater danger is to not send an indication to the new administration that we would not cooperate with mass deportation,” he says.

The term “sanctuary” may be more of a political moniker than a legal designation, he acknowledges.

“The idea of mass deportation is also political,” he says, as is “using immigrants as scapegoats.”

“And taking a stand against that is important.” ■

Commentary

BY DAVID OXTOBY

David Oxtoby has served as Pomona College’s president since 2003. He will step down at the end of this academic year.

Islands Are Not the Answer

THE AIMS of the campus sanctuary movement are deeply important and moral. No student — or staff or faculty member, for that matter — should have to fear harassment, detention, or deportation over their immigration status while on a college campus. Advocates for the movement are providing essential voices supporting DACA and undocumented students on our campuses.

(DACA, the Deferred Action for Childhood Arrivals policy put in place by the Obama administration, allows some young, undocumented immigrants to remain in the United States temporarily.)

Even as I wholeheartedly support the goals of the sanctuary movement, there are important reasons why I choose not to use the word “sanctuary,” as articulated in various declarations from colleges. The central issue is that I can’t be certain that private institutions like mine (I am president of Pomona College) can truly deliver all of the protections implied in the term “sanctuary campus.” We simply don’t hold the legal powers of states and cities, and we are not able to block every conceivable action by immigration enforcers.

What’s more, the sanctuary campus concept can mean different things to different people, and clarity in communication is critical in an uncertain, unfolding situation like the one we are facing. A sanctuary that is too narrowly defined, one that

comes with asterisks and restrictions, may not be the refuge the very word suggests. And if the real purpose behind sanctuary declarations is symbolic, I would make the case that we need concrete and unified action at this point much more than we need symbolism.

There is much we can do. Tangible steps that we and others in higher education have taken include:

- Treating undocumented students as domestic students for the purposes of admission and financial aid
- Offering on-site, pro-bono legal counseling, as well as off-site resources and information for alumni and students’ families
- Replacing DACA students’ campus-work funding with grants if work permits are revoked
- Offering emergency grants for immigration and legal fees
- Specifically directing campus safety officers not to ask about any person’s legal status

THOSE are a few of the measures we have taken at Pomona.

Collective action may be the most important step of all. I am deeply encouraged that the presidents of more than 600 institutions, from 44 states and Washington, D.C., have signed a statement in support of DACA and undocumented students. That statement has attracted national and international attention from the media, as well as from leaders in the nation’s capital.

An important reason it has drawn so much interest lies in the sheer breadth of support: Very different institutions, including public, private, and community colleges, along with faith-based institutions, have united in the effort to defend students and the DACA program.

Ultimately, I believe we can do much more for vulnerable community members by not only taking clear, tangible steps on each of our campuses, but also by joining together in

A sanctuary that comes with asterisks and restrictions may not be the refuge the very word suggests.

a growing movement and speaking out with persistence. In this new environment, our institutions cannot be islands set off from the larger society, nor is there time to focus our administrative resources on symbolic and carefully parsed declarations customized to each of our campuses. Protection for all members of our communities lies not in pulling back into a patchwork of self-defined sanctuaries, but in pushing outward into the public realm and insisting our voices be heard. ■

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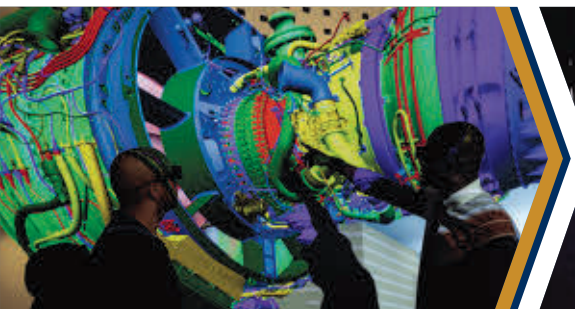
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Cultural Divide

Colleges respond to the complaint that they're liberal bubbles

BY KATHERINE MANGAN



AS A “dyed-in-the-wool Democrat” who had no doubt Hillary Clinton would be the next president, Jonathan Zimmerman was shocked and angry when Donald J. Trump won instead. Those feelings were replaced by shame when he realized how badly he’d misread the mood of the country.

“I had surrounded myself with people who think the way I do, and I’d consumed media that reinforced my beliefs,” says Mr. Zimmerman, a professor of education history at the University of Pennsylvania. “All of my assumptions about what was right and proper reflected my isolation.”

He decided to do something about it. His job as a citizen and educator, he says, was to get out and interact with people he didn’t agree with, to find out what motivated them.

Mr. Zimmerman reached out to an administrator at nearby Cairn University, formerly known as Philadelphia Biblical University, a campus whose demographic suggested a sharp ideological contrast with Penn’s. He and Paul T. Neal, Cairn’s senior vice president for marketing and enrollment, pulled together plans for two moderated events last month in which students, faculty and staff members, and people from the community could sit around tables and discuss “Politics in the Age of Trump: Speaking Across Our Differences.”

The Penn students who supported

TAKEAWAY

Some colleges try breaking out of the bubble

- On a college campus, it’s easy to surround yourself with like-minded people who don’t challenge your assumptions.
- Some colleges are making a concerted effort to connect with working-class Americans to understand the challenges they face and the issues they care about.
- One way they’re doing that is by expanding diversity recruiting efforts to include more students from working-class and rural backgrounds.
- At the same time, the image of the elitist professor in the ivory tower is often at odds with reality. Many professors earn modest salaries and are heavily involved in their communities.

Mr. Trump would be less likely to fear being called racist or ignorant in such an environment, organizers figured. Cairn students who were accustomed to talking politics with evangelical Christians would hear from a very different perspective.

The conversations are just one example of how colleges are responding, post-election, to complaints that they are too insular and out of touch with mainstream America (or much of the country, anyway).

Colleges that have focused diversity recruiting efforts on underrepresented minority groups are starting to make a greater effort to reach students from working-class and rural families. One of the goals is to bring more ideological diversity to campuses.

But many academics, while applauding efforts to expand educational opportunities to students who are typically underserved, refuse to accept the critique that they're out of touch.

On campuses across the country where people are protesting what they

see as threats to the environment, women's rights, diversity initiatives, and even truth itself, many say higher education should be doubling down on its ideals, not bending over backwards to try to reach across what they see as a moral divide.

Scott MacEachern, a professor of anthropology at Bowdoin College, who

Some colleges are reaching out more to working-class and rural students in their diversity recruiting.

was the first in his family to attend college, says he's tired of hearing academics with working-class backgrounds chastising their peers for not being sensitive to their communities. "There's an assumption that a white, working-class

background is somehow more quintessentially American than the experiences of black people or immigrants in the United States," he says.

Still, President Barack Obama warned against the tendency to seek refuge in the familiar in his farewell address in January. "For too many of us, it's become safer to retreat into our own bubbles," he said, "whether in our neighborhoods, or on college campuses, or places of worship, or especially our social-media feeds, surrounded by people who look like us and share the same political outlook and never challenge our assumptions."

Those assumptions, on many college campuses, are sometimes fed by a fixation on "identity politics," according to a common critique in the aftermath of Mr. Trump's victory.

Mark Lilla, a professor of humanities at Columbia University, argued in an essay in *The New York Times* that American liberals had become obsessed with politics that focus on personal, rather

Continued on Following Page

Hope and Care Can Bridge the Divide

I GREW UP in Seven Mile, Ohio, a sleepy village on the Great Miami River in what is now popularly known as the Rust Belt. My great-grandparents had moved to Butler County, Ohio, from Kentucky back in the 1930s, hoping to find jobs, and I had often heard stories about the "hillbilly" lives and traditions they left behind in those hills and hollers. So when I went to Kentucky for college, I was expecting a long-awaited homecoming with kinfolk.

Instead I was in for a profound cultural shock. I arrived at Transylvania University fully underprepared for both the rigor of the classroom and the stark liberalism shared by most of my professors. My grandma had poured my grandpa's retirement money into my tuition and even taken out a student loan so I could go to the "smart school." Many people I know weren't as lucky, and dropped out of regional colleges, repeated the cycle of broken homes, or fell into severe drug addiction. Without the help of some incredibly caring advisers, I probably would have dropped out, too. As a first-generation student who had never met a real Democrat before (former House Speaker John Boehner was the congressman for my Ohio district), I had constant fears of not belonging.

Those fears have helped me understand why colleges today, like much of the nation, face a deep cultural divide. The campaign leading up to Donald J. Trump's election has brought rural-urban tensions to a disturbing boiling point. And fear is fueling uncertainty for all Americans. Today, first-generation students from rural areas across the nation are facing more scrutiny and pressure than I can imagine. And so are their professors.

Yet I believe that colleges, which

are a microcosm of the chronic issues that divide us, are in a unique position to help close that divide. Higher education — or, more specifically, the relationships I had with my professors — fundamentally changed my life. The unknown of academe was soon replaced with the familiarity of caring instructors. Through individualized attention I was able to see how education could help me serve my community.

The transfer of ideas can provide a political and cognitive baptism for students and faculty members alike, regardless of their political affiliation. Despite what many Americans may think about the educated elite, professors are invaluable to our freedom, teaching the critical thinking and reasoning that Thomas Jefferson and James Madison believed would keep our republic from sinking into ignorance. Liberals do indeed have a connection with the Founding Fathers.

Most important, education is a great equalizer in any democracy. No politician will set us free from our individual plights, but knowledge has the power to release us from partisan political bondage.

THERE ARE some solutions we can work toward during this divisive period to better understand rural, first-generation, and politically conservative students, who fear they will be marginalized or misunderstood by their professors. I encourage all professors to think about why an 18-year-old would vote for Trump, and to show empathy toward all students. Please try to understand the immense pain that many people in small towns are facing as fathers lose their jobs, sisters overdose on Fentanyl, and grandmothers go broke under the financial burden of raising their grandchildren.

I saw Trump as a natural running mate to Genghis Khan, but I know the people from my hometown aren't ruthless. Or homophobic. Or misogynistic. Or racist. They are scared for their lives.

Faculty members have the power to befriend, and even love, a generation of young people who are looking for hope. For example, most rural students have a strong sense of community. Professors can tailor individual courses by asking detailed, intentional questions to gain an understanding of what skills each student could bring home to help their kinfolk.

A lot of students leave for college and never go back to their rusting towns and broken families. Regretfully, I am

I encourage all professors to think about why an 18-year-old would vote for Trump.

one of them, but I eventually hope to work as a high-school history teacher and help students like me realize their dreams. A collective "brain drain" will do rural areas no good. Accounting majors can help struggling families find tax relief. Local farmers need agronomists to better the soil quality. And our roads desperately need trained engineers.

Faculty members truly have an awesome responsibility. My professors gave me hope that a child from nowhere could go somewhere — and never have to leave his roots in doing so.

I don't think I'm alone. ■

Commentary

BY JONATHAN TYLER BAKER

Jonathan Tyler Baker is completing a master's degree in history at the University of Kentucky.

The Scholars Who Study the Working Class

WHEN critics accuse faculty members of being out of touch with working-class Americans, they probably aren't thinking about scholars like Sherry Lee Linkon and John B. Russo.

The husband-and-wife duo, who are now with Georgetown University's Kalmanovitz Initiative for Labor and the Working Poor, co-founded the Center for Working-Class Studies at Youngstown State University two decades ago. The Ohio center, located in a region that was devastated by the collapse of the steel industry in the 1970s, spurred the creation of an interdisciplinary field with centers and scholars at Stony Brook University in New York, Collin College in Texas, and on other campuses nationwide.

These scholars analyze the experiences of working-class people, who today could just as well be Uber drivers as auto workers, and teach courses about class. The centers also help scholars in other fields find ways to advocate for issues they care about personally, such as paid family leave and union organizing.

They're hoping the focus on working-class issues in the aftermath of President Trump's election will prove a boon to their centers, many of which operate on shoestring budgets.

When she arrived at Youngstown

State in 1990, Ms. Linkon says, there was plenty of focus on race relations but little that resonated personally with white students whose parents were former steel or auto workers.

"What was being left out of the discussion were the people who helped shape this election — white people who were not doing well," says Ms. Linkon, a professor of English at Georgetown. "They were increasingly feeling left behind, not

The field "offers a way of having those conversations that create better understanding."

recognized or appreciated or understood by American culture at large."

She and Mr. Russo, who is developing an undergraduate certificate program in working-class studies at Georgetown, encountered some resistance at first in Youngstown. "People were worried that focusing attention on class could be interpreted as me-tooism and that it would also divert attention from diversity efforts," Ms. Linkon says. "All these

programs that pay attention to marginalization are competing for limited resources."

Working-class studies, she says, "offers a way of having those conversations that create better understanding between white working-class people who feel society has denigrated them and brushed them aside and people of color who are angry about being beaten by police or subject to microaggressions."

In a blog post last month, Ms. Linkon wrote that it was time to create a more activist agenda that would reach more diverse audiences.

The Youngstown center closed after Ms. Linkon left for Georgetown in 2012, but was revived a few years later, says the current director, Timothy Francisco, a professor of English. Mr. Francisco, one of 10 siblings whose father was a truck driver and mother a homemaker, is one of about a dozen core faculty members in such fields as history, anthropology, sociology, and geography.

With the results of the presidential election, the decision to reopen the center (made before the campaign) proved prescient.

"It came from a sense that we were doing special and important work," says Mr. Francisco, "that the working class is still suffering, and that we needed to re-engage that mission." —KATHERINE MANGAN

Continued From Preceding Page

than group, identity. As a result, he argued, they are alienating many voters who feel left out, like the white working-class men who gravitated toward Mr. Trump. Higher education is largely to blame, he said, because of what he considers its intolerance and hostility toward Republicans, conservatives, and evangelicals.

In an opinion essay in *The Chronicle*, Roland Merullo, who teaches creative writing at Lesley University, described

Working-class white people bristle when academics talk about "white male privilege."

how working-class white people like the relatives and neighbors he grew up with bristle when academics talk about "white male privilege."

Mr. Merullo wrote that many less-educated white people resent the focus on racial diversity that they feel excludes them. When highly educated people mock Mr. Trump and his supporters as racists or idiots, he argued, it

only reinforces the perception that out-of-touch eggheads are looking down on people who lack their education or social status.

That's a sizable group, since about 60 percent of Americans of working age lack two- or four-year college degrees, according to the Lumina Foundation.

BOTH the Lilla and Merullo essays were widely circulated and sparked intense discussions. Some readers argued that it was unfair to blame campus diversity efforts for the alienation felt by many white, working-class men who are often skeptical of academe for other reasons. And the image of faculty members as elitists perched in their ivory towers rubbed some the wrong way.

"Nearly three quarters of faculty members are contingent, most being part-timers earning little more than they would make serving fast food," says Rudy H. Fichtenbaum, professor emeritus of economics at Wright State University and president of the American Association of University Professors. At regional state colleges in economically depressed regions, first-generation college graduates make up a significant portion of the teaching faculty, Mr. Fichtenbaum adds. "They're very aware of

the obstacles and the economic realities their students face."

Lisa A. Kirby, a professor of English at Collin College, outside Dallas, is more tuned in than many to the needs of working-class students since she heads the Texas Center for Working-Class Studies at Collin. Hers is one of a handful of such programs around the country that focus on this often overlooked population.

Ms. Kirby, whose father was a machinist and mother a nurse, says many of the two-year college's students are also working full-time.

"We try hard to recognize that sometimes that 10-page paper is going to have to take a back seat to the fact that the student had a sick child and then had to go to work," she says.

Even for those who are sensitive to such struggles, the election was "a wake-up call to everyone" about the sense of abandonment many people feel, she says.

Colleges should continue to find ways to connect with people outside academe, she says. Ms. Kirby has conducted writing workshops at her local public library, where people compose stories about their lives. Local labor activists and union organizers were scheduled to speak in February at a working-class-studies conference she organized.

"We make those real-world connections whenever we can." ■

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Defending Diversity

Using solid data and tracking progress are key to race-conscious admissions

BY ERIC HOOVER



WITHOUT precise goals, reams of research, and continuing discussions among campus leaders, your college's race-conscious admissions program is probably toast.

Although the U.S. Supreme Court's ruling last year in *Fisher v. University of Texas at Austin* wasn't so blunt, the takeaways are clear. Campus leaders concerned about enhancing diversity — and helping their institution survive a legal challenge — are wise to stay knee-deep in good data. "The question of evidence is front and center," says Arthur L. Coleman, managing partner of EducationCounsel LLC, which advises colleges on student-diversity strategies. "We've moved from the concept of diversity being a compelling interest to, now, a clear lens on the illustrative kinds of evidence that it takes to make a case for diversity policies."

Since the court affirmed once again that colleges could use race as one of many factors in admissions, so long as those policies are "narrowly tailored" to achieve educational goals, colleges have been taking stock of their own practices. Many institutions are using big data to refine their recruitment, admissions, and retention strategies in ways that might enhance diversity. That's just a first step. To comply with the legal precedents restated in *Fisher*, enrollment officials know they must carefully track their progress. Without measures of effectiveness, a diversity policy is legally risky and, perhaps, educationally unsound.

Given the ever-present threat of lawsuits, colleges might seem confined by a long list of proscriptions. Yet Philip A. Ballinger was encouraged by a key line in the court's opinion: "Public universities ... can serve as 'laboratories of experimentation.'"

Mr. Ballinger, associate vice provost for enrollment and undergraduate admissions at the University of Washington, is overseeing an admissions experiment. In 2015 the university incorporated robust geodemographic information — data on where people live — into its review of applicants. More socioeconomic data points, he hoped, would give admissions officers a better glimpse of students' life circumstances, and, in turn, help the university enroll a more diverse class. "Before, we were missing all this information," he says, "about the families from which students come, their neighborhoods, what's happening in their schools."

So the university created a "Geo-

TAKEAWAY

How to craft an admissions program that stands up legally

- Evidence counts. Colleges must be able to demonstrate the impact of race-conscious admissions programs.
- Reviewing diversity policies isn't a one-time thing. Continuing assessment of campus-specific data is crucial.
- The Fisher case affirmed that colleges "can serve as laboratories of experimentation," meaning they should look to refine policies and practices.

Index,” which merges information from students’ applications with census and high-school data. All that is distilled to a single number (from 1 to 5), designed to measure the adversity experienced by each applicant.

Because Washington banned racial preferences in 1998, the Geo-Index does not include data on race or ethnicity. It can reveal disadvantages among white students from rural areas as well as among black students in urban neighborhoods, Mr. Ballinger says: “This is based purely on the word ‘Where.’ It’s more contextual, a really powerful distillation of what we’re asking about in holistic review.”

After just one year, it’s difficult to judge Washington’s experiment. There were more underrepresented minority freshmen in the fall of 2016 than in the preceding year, which Mr. Ballinger suspects is a result of several factors. To gauge the Geo-Index’s effectiveness, the

university will have to study it over time. “We do think it can make a difference on the margins,” he says.

AT TEXAS, a robust blend of evidence helped the university prevail in the *Fisher* case.

Mr. Coleman, the consultant, a former deputy assistant secretary in the U.S. Department of Education’s Office for Civil Rights, has seen more institutions gathering a broader variety of data. Some are surveying underrepresented minority students about their experiences on campus, and compiling statistics on the number of courses in which such students are underrepresented. Anecdotal insights gleaned from focus groups can help, too.

“We recommend, without exception, that senior leadership engage periodically with students,” Mr. Coleman says.

“The student voice can be instrumental.”

The University of Maryland at College Park has taken an especially deep look at its race-conscious strategies over the years. “The takeaway from *Fisher*, as from previous cases, is that this is a continual process,” says Shannon Gundy, director of admissions. “You can’t rest on your laurels.”

After the Supreme Court’s 2003 rulings in the University of Michigan affirmative-action cases, which upheld the use of race as one of multiple factors in admissions evaluations, Maryland officials engaged in some soul-searching: What did the institution value? What was most important when choosing applicants?

The answers led to the “Statement of Philosophy of Undergraduate Admissions,” which describes diversity as “an integral component of the educational process and academic excellence.” The document links specific institution-

al goals to Maryland’s holistic review process, which includes 26 factors that could influence admissions decisions, including an applicant’s race, ethnicity, and socioeconomic background, as well as leadership, community involvement, and “breadth of life experiences.”

Maryland’s rendering of its admissions process reflects the tight fit between institutional goals and practices that legal experts say is crucial. Moreover, its policies clearly define an array of diversity components that go beyond race. The 26 admissions factors are “flexibly applied”; eschewing a rigid formula, admissions officers conduct individualized reviews of applicants and their unique circumstances.

To help justify the necessity of race-conscious programs, Maryland has investigated alternatives. Recently the university used data to determine whether a race-neutral plan like the one in Texas might limit diversity (the answer was yes). Several years ago, the admissions staff spent much of the summer “re-reviewing” a subset of that year’s applicant pool without considering any student’s race. The experiment allowed Maryland to document the extent to which a race-neutral policy would hinder its efforts to enroll underrepresented minority students. “It’s daunting and it’s expensive,” Ms. Gundy says. “But you have to do the work to collect the evidence.”

Admissions policies get all the attention, but the *Fisher* case affirmed that colleges must consider the full spectrum

How Studying Classroom Diversity Helped the U. of Texas Win Its Case

GARY M. Lavergne compiled a mountain of data that loomed large in the Supreme Court case *Fisher v. University of Texas at Austin*. Perhaps no numbers were more crucial to the university’s legal victory than his 2003 study on classroom diversity at Texas. At the time, the study revealed, 90 percent of the classes with fewer than 24 students had just one black student — or none at all. Recently, Mr. Lavergne, program manager in the office of enrollment analytics at Texas, shared some thoughts on the importance of statistics like that one and the use of enrollment data in general.

Q: The *Fisher* case affirmed the necessity of having evidence in support of race-conscious policies. How would you describe its importance?

A: It comes down to the thoughtful use of numbers. People tend to be one-dimensional when they look at stats, thinking of them in terms of right or wrong. What few people do is really get into whether or not you can explain what you have done, and not just saying, “Ninety percent of our classes with an enrollment of five to 24 had none or only one African-American student.” That’s a statistic. OK, so, what does that mean? Why does that matter? You have to attach some meaning or importance to the numbers.

Q: So numbers have to tell a story.

A: Amassing data is pretty simple. I’m a whiz with Excel, but writing about the data is far more challenging. The challenge is integrating it into a common explanation of policy. A lot of people look at the production of numbers as an end. To me, it’s a beginning.

Q: How can different kinds of evidence, quantitative and qualitative, work together?

A: We had qualitative data on why some admitted students didn’t end up here. When you look at classroom-level diversity data, and then you hear from minority students that they feel somewhat isolated and alone, those two kinds of data kind of explain each other.

Q: What inspired the study on classroom diversity?

A: After the *Grutter* opinion came out [the Supreme Court ruled in 2003 that colleges could consider race as one of several factors in admissions evaluations], I collected all the evidence Michigan produced and basically devoured it. I kept thinking about diversity. What does it mean? I started thinking about classroom discussions.

Q: Why was that so compelling?

A: Most universities talk about “structural diversity.” How diverse is your whole incoming class? Very little had been done about diversity on the classroom level. When it came to producing educational benefits,



MATT NAGER

Gary Lavergne, program manager in the office of enrollment analytics at the U. of Texas at Austin

you had to go beyond the global stats of the entire campus and look at diversity at the classroom level. That’s where you have the robust exchange of ideas. Who would’ve known back then that it was going to become one of the linchpins of the debate in the Supreme Court?

Q: What advice do you have for people who oversee admissions and enrollment data?

A: You begin with humility, the idea that you don’t already know the answer. It takes time to know what’s going on on your campus, the consequences of your policies. And never assume that what you’re doing is routine when it comes to data. You never know when discovery or an open-records request is going to require you to hand it over. — E.H.

“It’s daunting and it’s expensive. But you have to do the work to collect the evidence.”

of enrollment policies. “The discussion is reorienting around the question of what success looks like,” Mr. Coleman says. “It’s not just a question of compositional diversity, but a question of student success on campus, which includes student satisfaction and students feeling like they belong.”

At College Park, discussions of students’ success are continuous. Recently, Barbara Gill, associate vice president for enrollment management, participated in a four-hour strategic-planning exercise with colleagues from other departments. They described the kind of experiences they wanted students to have in 2022. And they discussed ways of promoting more interaction among students from different backgrounds. “In classrooms, there’s that mixing, but in terms of how students define their social lives, it’s more homogeneous than they want,” she says. “So the next question is, How do we do that?”

Whatever the university decides, the answers are sure to be well documented. ■

Reckoning With History

American colleges are in a position to do justice to their own history of entanglement with slavery

BY LAWRENCE BIEMILLER

MANY older American colleges take great pride in their history, preserving venerable buildings, displaying early library books and gilt-framed portraits of long-ago presidents, and including the ornate meeting rooms of 19th-century debating societies on admissions tours. But increasingly colleges also find themselves facing difficult questions about the past, sometimes from angry students demanding immediate responses. And answering has sometimes proven to be a challenge.

In the past, questions have concerned such issues as admissions limits for Jews, discrimination against gay students and faculty and staff members, and whether administrators stood up for academic freedom during the McCarthy era. Lately the hottest topic is colleges' links to slavery — a particularly difficult issue, but one for which Brown University's high-profile Steering Committee on Slavery and Justice, created back in 2003, offers a model response. The committee was appointed by Ruth J. Simmons, then Brown's

president. She charged it both to "examine the university's historical entanglement with slavery and the slave trade" and to reflect on "the complex historical, political, legal, and moral questions posed by any present day confrontation with past injustice." The committee's final report, released in 2007, runs just over 100 pages and is as eloquent as it is thorough.

Its intellectual heirs aren't hard to find, especially now that Black Lives Matter activists have put the issue front and center. Already this year Yale University has dropped John C. Calhoun's name from a residential college because Calhoun, a member of the Class of 1804 who served as U.S. vice president from 1825 to 1832, was a slavery proponent. Columbia University has created a website noting not only that its early presidents owned slaves but also that its first donors included many whose wealth "derived either from slave trading or from commerce in goods produced by slaves." The University of Virginia is considering where to put a memorial to enslaved laborers — some owned by the university and others hired from nearby residents — who terraced its famous Lawn and built build-



ings designed by one of the republic's most prominent slaveholders, Thomas Jefferson.

Even some institutions you might not expect to have had any involvement with slavery are caught up in controversies related to it: The University of Oregon's president, Michael H. Schill, said in January that he would not recommend removing Matthew P. Deady's name from a campus building, even though Deady "ran as a pro-slavery delegate to the Oregon Constitutional Convention in 1857" and at the convention "actively promoted the exclusion of free blacks and Chinese from Oregon," according to a 2016 report by a university committee.

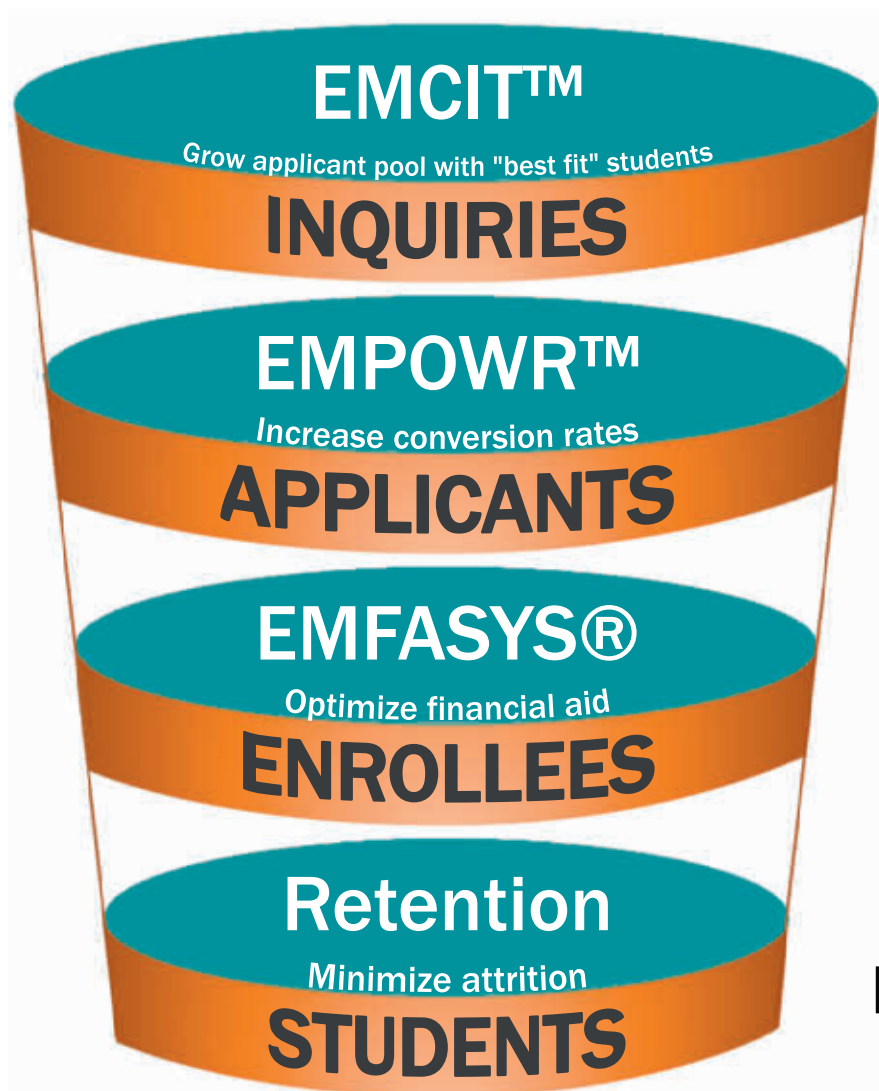
The report also says that Deady, who became a federal judge and president of the university's Board of Regents, later "wholeheartedly supported the Fourteenth and Fifteenth amendments to the Constitution" and wrote decisions that shielded innocent and vulnerable Chinese immigrants from mob violence. Mr. Schill said he would instead propose creating a display in the building to describe Deady's views. "In some ways, I think that's more powerful than obliterating the name of Deady," he told *The Oregonian*. "Then people won't know anything."

Perhaps no institution is more entan-
Continued on Page B34

TAKEAWAY

Facing an awkward or difficult question about an incident in your college's past?

- Convene a committee of stakeholders willing to put time into doing research and making recommendations. Make sure that committee members have the access and the resources they need.
- When the committee completes its report, share it with the governing board and then release it publicly.
- Follow through on recommendations that the trustees adopt. If they reject some recommendations, explain why.



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Slavery Isn't the Only Historical Blemish That Colleges Have Had to Confront

“If this nation is ever to have a serious dialogue about slavery ... then universities must provide the leadership.”

QUESTIONS about universities' ties to slavery are only the latest example of how they have confronted troubling incidents from their pasts. The slavery discussions follow inquiries into other difficult topics, among them whether colleges discriminated against Jews and gay men and whether administrators and trustees stood up for academic freedom in the early years of the Cold War.

■ Several Ivy League universities enforced a variety of quotas limiting the number of Jewish students; in Yale University's case those quotas were said to have lasted into the 1960s. When the proportion of Harvard University students who were Jewish rose above 20 percent in the early 1920s, the president, A. Lawrence Lowell, sought to cap Jewish undergraduates at 15 percent. He is said to have worried not that Jewish applicants wouldn't make good Harvard students, but that they would drive away the university's traditional Protestant applicants and supporters.

■ Questions about discrimination against gay students and faculty and staff members have arisen less often, but a fascinating 2002 article in *The Harvard Crimson* brought to light a secret five-member “court” that expelled students for homosexual behavior in 1920. The group was convened after the brother of a gay student who had committed suicide brought the university the names of other gay students, some of which the brother had gathered after beating an older Boston man



NATIONAL ARCHIVES AT FORT WORTH
A ship's manifest lists the names of 272 slaves Georgetown U. sold in 1838 to a buyer in New Orleans.

who had been the dead student's lover. Other names were taken from letters from two other Harvard students, Ernest Weeks Roberts and Harold W. Saxton, that arrived after the suicide.

The court concluded that 14 men, including seven undergraduates, were guilty as accused. The students

were ordered to leave Cambridge, and notes were put in their files in the university's Alumni Placement Service: “Before making any statement that would indicate confidence in the following men, please consult some one in the Dean's office. If they do not know what is meant, tell them to look in the disciplinary file in an envelope marked ‘Roberts, E.W. and others.’” After the *Crimson* article was published, Lawrence H. Summers, then Harvard's president, issued a statement saying Harvard deeply regretted “the way this situation was handled, as well as the anguish the students and their families must have experienced eight decades ago.”

■ How colleges responded to anti-Communist crusaders in the late 1940s and early 1950s has been repeatedly investigated. In 1999, for instance, the University of California at Berkeley held a symposium marking the 50th anniversary of a loyalty oath imposed by the Legislature in 1950. Some 31 faculty members had been dismissed by the university system for refusing to sign the oath, but they sued the university and were rehired.

This year, however, ties to slavery seem likely to remain the hot-button topic. Among other events, a consortium of Universities Studying Slavery that got its start in Virginia in 2015 has scheduled a meeting at Georgetown University in March. And Princeton University was planning to look at its links to slavery with a fall symposium and a series of short plays. — LAWRENCE BIEMILLER

Continued From Page B32

gled with its slaveholding past right now than Georgetown University. In 2015, after black students staged a sit-in at the president's office, Georgetown stripped two campus buildings of the names of the presidents responsible for the 1838 sale of 272 slaves from Jesuit plantations in Maryland to pay off the institution's debts. But no one anticipated what happened when a white alumnus, Richard J. Cellini, started to wonder what had become of the slaves.

Mr. Cellini didn't buy the university's traditional answer — that all 272 had perished without a trace soon after being sold to two sugar-plantation owners in Louisiana — and began working with genealogists to find their descendants. Hundreds of them still live in and around Maringouin, La., where the Georgetown Memory Project, an independent organization created by Mr. Cellini, is seeking them out and hopes to “acknowledge them as

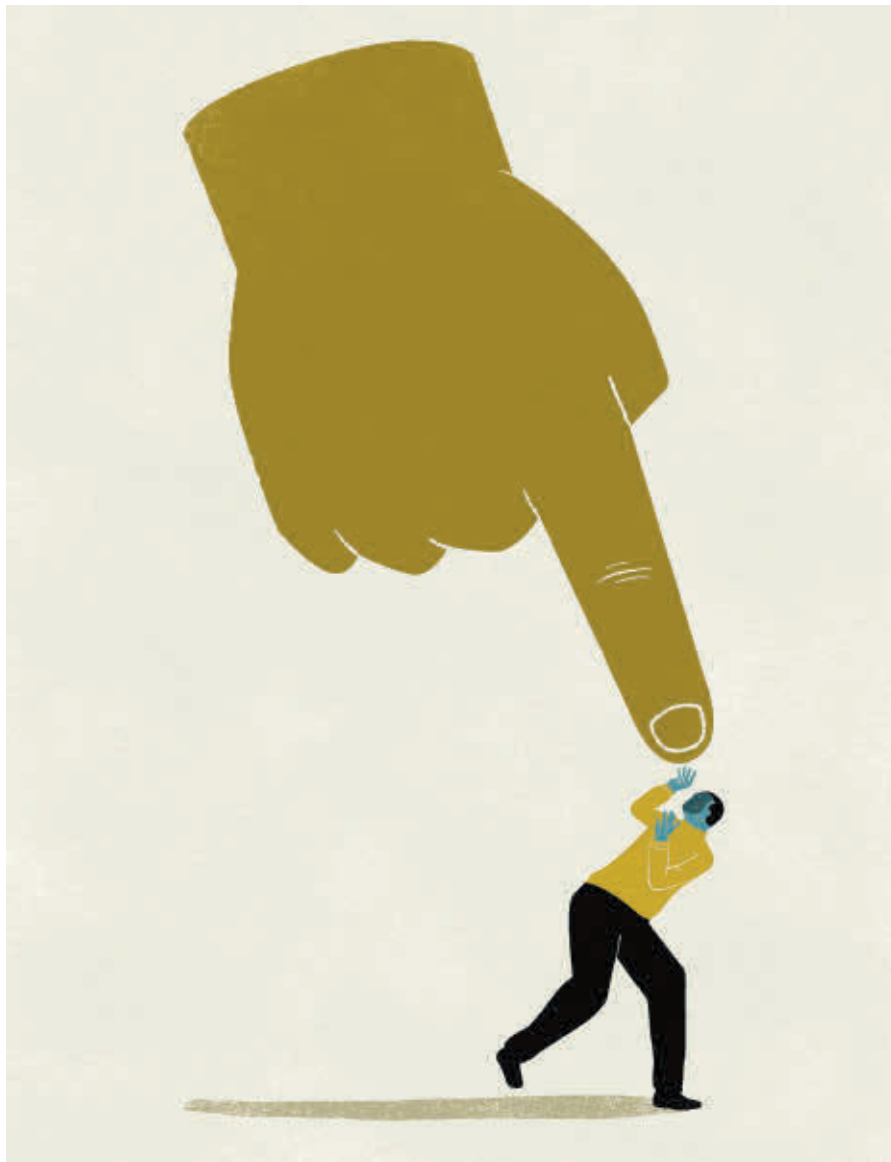
members of the Georgetown family.” Last summer, Georgetown's president, John J. DeGioia, visited Maringouin, and subsequently the university announced that it would offer descendants of the slaves the same admissions preferences given to children of alumni.

At Brown, the committee had discovered that the university's links to slavery were just as strong, if not as easy to track into the present. Despite living in Rhode Island, members of the Brown family owned slaves, and at least 30 members of the Brown Corporation either owned slave ships or served as captains on them. Indeed, says the report, slavery “permeated every aspect of social and economic life in Rhode Island, the Americas, and indeed the Atlantic World,” and there is “no question that many of the assets that underwrote the university's creation and growth derived, directly and indirectly, from slavery and the slave trade.”

Among other actions, the report

suggested that Brown expand opportunities “for those disadvantaged by the legacies of slavery and the slave trade,” create a memorial acknowledging the role the slave trade played in the university's history, and create a center for continuing research on slavery and justice. Several years later, an update reported that some of the recommendations had been carried out successfully, but not all.

Still, the report's conclusion seems as relevant as ever: “If this nation is ever to have a serious dialogue about slavery, Jim Crow, and the bitter legacies they have bequeathed to us, then universities must provide the leadership. For all their manifold flaws and failings, universities possess unique concentrations of knowledge and skills,” the report concludes. “The fact that so many of our nation's elite institutions have histories that are entangled with the history of slavery only enhances the opportunity and the obligation.” ■



The Trends REPORT

SINCE 2011, colleges have faced greater pressure to conduct prompt, thorough investigations each time they receive a sexual-assault report.

That's because the U.S. Department of Education's Office for Civil Rights put out a "Dear Colleague" letter that year indicating that federal officials were stepping up enforcement of Title IX, the gender-equity law, as it applied to campus sexual violence.

But according to a growing number of lawyers and due-process advocates, in taking sexual assault more seriously, colleges have trampled on the rights of many students — most of them young men — accused of misconduct.

More students who say they were the targets of false allegations are filing lawsuits and federal complaints against their institutions. Many tell stories of being suspended or expelled, losing job opportunities, and struggling with their mental health as a result.

These students are gaining more public sympathy — and, slowly but surely, they are winning legal victories.

For many colleges, that shift has been a wake-up call, says Justin Dillon, a partner at KaiserDillon PLLC, a law firm based in Washington. Mr. Dillon often represents accused students in campus hearings and, from time to time, in lawsuits against colleges. "There was a problem," he says, referring to the poor treatment of campus rape victims before 2011. "But I think it was wildly overcorrected."

He believes people are realizing that, in many of these cases, the best evidence available indicates that both the man and the woman were "equally into it" and equally drunk.

Under the Trump administration, lawyers and advocates say they are hopeful that the federal government's approach to Title IX enforcement will place more emphasis on the rights of students who face misconduct allegations. Though it's unclear whether President Trump's Education Department will make campus sexual assault a priority, accused students have the support of many Republican elected officials.

The party's 2016 platform addressed

Title IX and sexual assault, saying that such incidents "must be promptly investigated by civil authorities and prosecuted in a courtroom, not a faculty lounge" and that "questions of guilt or innocence must be decided by a judge and jury, with guilt determined beyond a reasonable doubt."

Over the past year, lower courts have ruled in favor of several accused students, mostly in cases alleging that institutions violated their due-process or contractual rights. (Due-process claims can be brought only against public universities, not private ones.)

Cases brought by accused students based on Title IX tend to fall flat — but in July, one such lawsuit, alleging that several Columbia University officials had demonstrated a pro-female bias, was allowed to move forward.

Accused students made progress outside of the courts last year, too. In October, in an apparent first, the Education Department found Wesley College, in Delaware, in violation of Title IX in its treatment of an accused student.

"This is probably the moment of the respondent," says Peter F. Lake, director of the Center for Excellence in Higher Education Law and Policy at Stetson University. He says he's already seen the department's justification for the Wesley finding included in numerous court cases brought by accused students.

Jonathon P. Andrews is one of the students who says the campus process was stacked against him. He attended Hanover College, in Indiana, and describes himself as a liberal and a staunch feminist. Last academic year, Mr. Andrews says, a male student filed two sexual-assault complaints against him. The first disciplinary panel investigated and did not find him responsible; the second one did.

Mr. Andrews says the allegations against him are false, and he filed a complaint with the Office for Civil Rights last August, alleging that the college had violated Title IX by mishandling his case. He's now working as project coordinator at a nonprofit group called Stop Abusive and Violent Environments, or SAVE, which advocates for better due process in campus disciplinary cases.

Beyond policy changes at Hanover,
Continued on Following Page

Title IX Due Process

More accused students are filing complaints — and winning

BY SARAH BROWN

TAKEAWAY

The fairness of sexual-assault cases comes under scrutiny

- More students accused of sexual misconduct are suing their colleges and talking publicly about their experiences with the campus disciplinary process.
- Accused students continue to face challenges in court, but more of them are finding favor.
- It's unclear what's to come under President Trump, but due-process advocates say they're hopeful his administration will approach Title IX enforcement with an eye on better protecting accused students' rights.

Continued From Preceding Page

Mr. Andrews would like to see all colleges use a higher standard of proof to determine whether an accused student violated the campus sexual-assault policy — such as “clear and convincing.” That’s lower than the standard used in criminal cases, but higher than the “preponderance of the evidence,” or more likely than not, standard that the Office for Civil Rights says colleges should use.

DESPITE making some progress, accused students still face an uphill battle if they believe they’ve been subjected to unfair treatment by colleges. One key obstacle to taking on colleges in court is the legal cost. While some nonprofit groups will provide free legal help to students who say they are sexual-assault victims, no such assistance exists for those who believe they have been falsely accused, says Mr. Dillon, the Washington lawyer.

Even if a student has the money, challenges persist. Mr. Dillon says he doesn’t file suit unless he believes he has a compelling case, and he’ll often advise those

who hire him not to sue. An accused student’s best chance of winning a favorable decision, he says, is still the campus disciplinary process.

But say a student puts reliable evidence in front of the campus fact finder — an investigator or a hearing panel — and the student believes that evidence is ignored. Then that student’s lawyer can build a much stronger legal case against the college, he says.

Neither Mr. Dillon nor Mr. Andrews believe all sexual-assault cases should be funneled to the criminal-justice system. “It would have a chilling effect on reporting,” Mr. Andrews says. But Mr. Dillon would like campuses to invite lawyers to participate in hearings, allow “some form of cross-examination,” and offer mediation, with students having the option to settle complaints privately instead of going through a formal disciplinary process.

Mr. Lake, of Stetson, believes the Supreme Court will eventually weigh in on the question of college students’ due-process rights in sexual-violence cases. In the past, he says, the court has warned colleges that taking too legalistic an approach to discipline could interfere with their educational mission.

In the meantime, it seems that lawyers who represent accused students will stay busy.

Andrew T. Miltenberg, managing partner of litigation at the New York-based Nesenoff & Miltenberg LLP, describes his schedule during one recent week: He talked at length by phone with two accused students on Monday. Then he flew to Denver to represent a Colorado State University student in the campus disciplinary process on Tuesday and Wednesday.

On Thursday and Friday, he talked with three more accused students, including one at Syracuse University who was recently expelled. A student at a Florida college also got in touch, saying that he’d just been suspended without a hearing and his recent acceptance to medical school had been deferred.

Within the next few weeks, Mr. Miltenberg says, he’ll be filing new lawsuits against four institutions. While the legal wins for accused students are still few and far between, he says the handful of recent decisions in their favor is heartening for due-process advocates.

“It’s opened the door,” he says, “for courageous jurists to look at these cases differently.” ■

Inside 3 Lawsuits Brought by Accused Students

IN 2016, dozens of students who say they were falsely accused of sexual misconduct pushed ahead with legal challenges. *The Chronicle* examined what’s at stake in three of those cases.

BRANDEIS UNIVERSITY

Background: A former student, John Doe, sued the university in 2015 after he was found responsible for sexually assaulting his ex-boyfriend in 2014. He wasn’t expelled, but he was given a disciplinary warning, and a notation was added to his academic transcript. Mr. Doe also filed a complaint with the Department of Education’s Office for Civil Rights, alleging violations of the federal gender-equity law known as Title IX.

Legal claim: Mr. Doe alleged a “breach of contract,” based on the fact that students and colleges have a contractual relationship: The student pays money to the college, which agrees to educate the student and abide by its stated policies. Many of the accused-student lawsuits that find success involve 14th Amendment due-process claims, but only students at public universities have such constitutional rights, and Brandeis is private.

Allegations: Mr. Doe said that before he was given a chance to respond to the allegations, he was barred from entering his dorm, working at his campus job, and attending classes. During the disciplinary process, he said Brandeis officials refused to provide him with a clear statement of the charges or with a copy of the investigation report.

What happened: Brandeis tried to have the suit dismissed, but in March 2016 a Massachusetts district-court judge, F. Dennis Saylor IV, declined to do so. Mr. Saylor’s 89-page ruling didn’t determine whether Brandeis had broken the law, but said the university “appears to have substantially impaired, if not eliminated, an accused student’s right to a fair and impartial process.”

What’s next: Mr. Doe withdrew his lawsuit in September. His lawyers issued a news release saying that he felt “vindicated” by Mr. Saylor’s ruling and that he wanted to save money and move on with his personal and professional life. His federal complaint remains under investigation by the civil-rights office.

COLUMBIA UNIVERSITY

Background: A former student athlete sued Columbia in 2014 after he was found responsible for sexually assaulting a female student in 2013. The student, John Doe, was suspended for a year.

Legal claim: Mr. Doe alleged that several campus officials involved in his case had demonstrated a pro-female bias, a violation of Title IX. Lawsuits brought by accused students based on Title IX tend to fall flat. Such cases allege reverse discrimination — Title IX was originally intended to protect women, while most accused students are male — and it’s difficult to prove that a pro-female bias existed on a campus, says Andrew T. Miltenberg, one of Mr. Doe’s lawyers.

Allegations: Mr. Doe said Colum-

bia officials failed to interview several witnesses he had provided and to inform him of his rights during the disciplinary process. He also said he believed the university had felt pressured to find him responsible because of the criticism officials were receiving for not taking female students’ sexual-assault reports seriously.

What happened: In July 2016, the U.S. Court of Appeals for the Second Circuit reversed an earlier decision that threw out the lawsuit, allowing the student’s case against Columbia to move forward. The ruling did not mean that Mr. Doe had proved that he was discriminated against because of his gender. It meant, rather, that the appeals court believed that his Title IX case was plausible enough to go ahead.

What’s next: The case will go back to a lower court for a trial, though the timeline is unclear. In the meantime, Mr. Miltenberg says it was “the most important decision” made so far in any accused student’s Title IX case.

UNIVERSITY OF VIRGINIA

Background: A recent UVa law graduate filed suit against the Office for Civil Rights in 2016 after he was found responsible for sexually assaulting a female student in 2015 — a few weeks before he was to graduate and start a job at a prominent law firm. After the student, John Doe, was found in violation of campus policy, his degree and job were put on hold for nearly a year.

Legal claim: Mr. Doe did not sue the university, but challenged the civil-rights office’s recent guidance on Title IX,

which has prompted sweeping changes in how colleges handle sexual-assault cases. The most notable guidance was the office’s 2011 “Dear Colleague” letter, which signaled to colleges that the federal government was stepping up enforcement of Title IX and wouldn’t hesitate to investigate institutions for potential violations of the law.

Allegations: Mr. Doe’s lawsuit argues that in failing to notify the public or seek feedback before putting in place what amounted to new requirements for colleges, federal officials violated the Administrative Procedure Act, a 1946 law that spells out how federal agencies can establish regulations. (The civil-rights office says its guidance documents simply clarified existing law and were not new regulations.) The suit also says that the retired judge who determined Mr. Doe’s responsibility said she handed down that verdict only because the civil-rights office’s guidance forced UVa to change its policies and use a lower standard of evidence.

What happened: The lawsuit was filed recently and had not moved forward as of early 2017.

What’s next: Mr. Doe’s case has invigorated critics who have long said that the civil-rights office’s recent Title IX guidance is on shaky legal ground. These critics also say the guidance doesn’t include enough protections for accused students. “Schools have the right and the responsibility to adjudicate sexual-assault cases,” says Justin Dillon, one of Mr. Doe’s lawyers. “They just have to do it fairly.”

— SARAH BROWN

Harassment Vigilance

At academic meetings, less boozing, more schmoozing and hiking

BY ROBIN WILSON

WHEN the American Geophysical Union held its annual meeting in San Francisco in December, two dozen of its staff members were wearing something new: green-and-blue badges that said “Safe AGU.”

Posters displayed throughout meeting spaces told attendees they could go to staff members for help. “If it’s unwanted or unwelcome,” the posters said, “it’s harassment.”

The AGU is among a growing number of scholarly associations and academic departments that are becoming more vigilant about monitoring sexual harassment after well-known cases arose in the sciences, philosophy, and other disciplines. Over the past few years, male professors at the

University of California at Berkeley, Northwestern University, the University of Miami, and the University of Colorado at Boulder have resigned or been fired following charges that they sexually harassed female students.

“A number of high-profile incidents made this news, and some of these came from the astrophysics community, which has an overlap with the American Geophysical Union,” says Eric A. Davidson, the group’s president, who is a professor of environmental science at the University of Maryland’s Center for Environmental Science. “Sexual harassment has been happening for decades. But the fact that it is gaining attention is new. We felt it was incumbent on us to be right there — leading the charge.”

The geophysical union is also considering making sexual harassment a

form of “scientific misconduct” and banning those found responsible for harassment from attending its meetings and publishing in its journals.

In a talk this year at the Conference for Undergraduate Women in Physics, C. Megan Urry, director of Yale University’s Center for Astronomy and Astrophysics and past president of the American Astronomical Society, gave her usual talk on “Steps to Success for Young Women.” But this time she added a 12th step to her slide presentation: “Watch Out for Sexual Harassment.” She highlighted it in red.

“When I made the original slide a few years ago, I hadn’t realized how widespread sexual harassment is,” says Ms. Urry. “Then came survey data in 2014 that showed most young trainees doing research in the field experience sexual harassment or assault, on top of which came the succession of pub-

lic scandals. It is now clear that young people are at serious risk.”

THE American Philosophical Association has shut down the open bar that was a common feature at the main reception of its annual meeting. Instead, at its latest annual meeting, held last month in Baltimore, the association gave each attendee two drink tickets. “It changes the perception of APA as a source of endless free alcohol,” says Amy E. Ferrer, the executive director.

At past meetings, female graduate students had complained of male professors’ behavior at the reception, she says. “There was a culture that was rooted in an old boys’ network that philosophy used to be known for.

Continued on Page B38



TAKEAWAY

Male-dominated disciplines get more aggressive against sexual harassment

- In the wake of several high-profile cases of sexual harassment, scholarly groups and academic departments are focusing more attention on prevention and education.
- Some groups are trading alcohol-infused gatherings for more professional and family-friendly outings and meetings.
- Scholars have used annual meetings to warn female graduate students and professors about sexual harassment, and to encourage them to report it when it occurs.
- Scholarly groups and academic journals have banned professors found responsible for harassment from attending meetings and contributing articles.

Continued From Page B37

We're changing the face of the profession."

Academic departments are trying similar tactics to professionalize their respective cultures. In the wake of sex-harassment charges that led to the departure of Peter Ludlow, a prominent professor, in November 2015, Northwestern University's philosophy department traded in its raucous graduate-student recruitment weekends for alcohol-free dinners at a local restaurant. The director of graduate studies began bringing along her young children.

"The entire culture of the profession has changed significantly in the past few years," says Jennifer Lackey, a professor of philosophy at Northwestern and director of graduate studies in the department. "There are far fewer events that revolve around alcohol, more sensitivity to the needs of a diverse group of people in the profession, and far more concern for and awareness of sexual harassment."

After three male philosophers were forced to leave the University of Colorado at Boulder, the department eliminated a faculty-student mountain re-

treat in favor of more daytime, family-friendly activities, including hikes, teas, and visits to a farmers' market. New York University's philosophy department has instituted rules on how people should behave with one another in formal settings — "be nice," no eye-rolling or making faces, no laughing at other participants — in the hope that a new sense of respect will govern all interactions among professors and students.

The heightened attention to harassment, though, makes some academics leery of socializing with graduate stu-

dents at all. Some wonder, why would a male professor mentor a female student and risk accusations of sexual harassment? Others say something is lost when professors and grad students can't have a drink together.

Some graduate students welcome the new kinds of social opportunities. Cheryl E. Abbate has been impressed by the hikes and teas with philosophy professors at Boulder, which she says make students feel like part of the community rather than "second-class citizens." At the same time, she has gone out for drinks after class with small groups of grad students and professors. "That's very healthy, too, because people are able to relax and engage in conversations they wouldn't have had if they were sitting in the classroom," she said in an interview last summer, in the aftermath of the Boulder incidents.

Some of those conversations, she said, led to ideas that later inspired papers. ■



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What Colleges and Associations Have Done

Recent actions by departments and scholarly groups to try to end sexual harassment:

■ **American Astronomical Society:** Agreed with organizers of an after-hours bar bash traditionally held during the society's annual meeting to eliminate the event. At the society's meeting last summer, its president described in a speech what it felt like to be a young woman at the meeting getting romantic attention instead of intellectual attention. She told fellow astronomers: "You are not here to find a date."

■ **American Philosophical Association:** At an annual meeting in January, each attendee at the key reception was offered two drink tickets instead of access to an open bar.

■ **American Geophysical Union:** Two dozen staff members wore "Safe AGU" buttons at its annual meeting, in December, and encouraged attendees to report problems, including sexual harassment.

■ **Philosophy department at the University of Colorado at Boulder:** Replaced a faculty/student mountain retreat with more family-friendly activities.

■ **Philosophy department at New York University:** Adopted rules on how people should behave with one another in formal settings.

— ROBIN WILSON

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