



Yale SCHOOL OF MANAGEMENT
Chief Executive Leadership Institute

Covid's Educational Legacy: What Became Endemic After the Pandemic

Key Themes

Yale School of Management VIRTUAL event • January 26, 2022

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Covid's Educational Legacy: What Became Endemic After the Pandemic

The seventh Yale School of Management Higher Education Leadership Summit, led by Yale Professor Jeffrey Sonnenfeld, was held virtually on January 26, 2022.



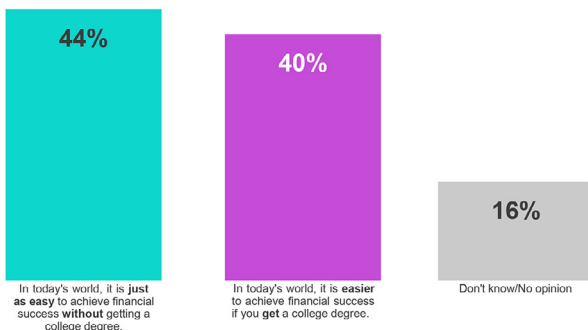
Jeffrey Sonnenfeld, Senior Associate Dean, Yale School of Management

This Summit brought together college and university presidents, board chairs and trustees, administrators, faculty members, and experts on higher education. Participants discussed how they have pivoted because of the pandemic, formed new types of partnerships, and leveraged technology in new ways. They discussed the benefits and risks of technology, the importance of combating hate on campus, and further progress that needs to be made in advancing diversity and inclusion.

The Legend in Leadership Award was presented to Freeman A. Hrabowski III, President of the University of Maryland, Baltimore County.

Many Americans are skeptical of the value of higher education, requiring leaders to share data and continuously make the case for education.

In his introductory remarks, Yale President Peter Salovey observed, "Americans are deeply divided in their view of colleges and universities." The data bears this out. A poll of Americans by Morning Consult shows that 44% of Americans believe it is just as easy to achieve financial success without getting a college degree, while only 40% believe it is easier to achieve financial success with a college degree.



Summit attendees strongly disagree, with 98% believing it is easier to achieve financial success with a college degree than without.

Congressman Ro Khanna shared the following data: during Covid, the peak unemployment rate for college graduates was about 8%, for those who didn't have a college degree it was 17%, and for those without a high school diploma it was 21%. Looking back at the Great Recession, peak unemployment for those with a college degree was 5.3%, for those without a college degree it was 11%, and for those without a high school degree, unemployment was 17%.

Khanna argued that it is essential to celebrate education and to push back against the anti-intellectualism in America.

"The reality is the more education, the better your shot in a 21st-century economy. The doesn't mean everyone needs a four-year degree; there can be other options for getting postsecondary education, but we should celebrate more education."

—Ro Khanna, US Congress, State of California - 17th District



Ro Khanna, US Congress, State of California - 17th District; Author, *Dignity in a Digital Age*

Higher education is innovating by creating and leveraging partnerships.

A central theme of this Summit was how Covid has amplified the need and accelerated the demand for partnerships. These include partnerships between educational institutions and between higher education and business.

Partnerships between Institutions

Multiple examples were shared of institutions working together. A few examples include:

- A 13-entity partnership focused on sustainable food, funded with a grant from the NSF. Among the participants are American University and the University of Albany. Sylvia Burwell, president of American University, stated, "We need to differentiate, do the pieces, and recognize that there is value to each of the pieces. We are not all going to be everything, but we can join together in partnership."



Sylvia Burwell, 22nd US Secretary of Health and Human Services; 15th President, American University

- **A partnership focused on climate solutions**, led by Stony Brook University. This is a consortium involving other academic partners, such as Yale, and community groups. This group is a finalist to become an international hub in New York City, focused on climate change with equity and justice at the heart of the solution.
- **Partnerships in Massachusetts, focused on multiple areas.** Several institutions in Massachusetts have partnered and worked together on subjects including Covid response, pathogen readiness, and a green high-performance computing center. In addition, the presidents of Wellesley College and Boston University are working with the Boston Chamber of Commerce on the diversity of the workforce and on how Boston-area educational institutions can be the engine of the region's future workforce.



Paula A. Johnson, 14th President, Wellesley College



Lawrence S. Bacow, 29th President, Harvard University

Ted Mitchell, president of the American Council on Education, which represents more than 6,000 colleges and universities, said, “Covid has brought on a new era of collaboration. We’ve moved from a world in which best practices might be imitated from time to time from institution to institution to a sense of collaboration, where people are actually taking on problems and challenges together. That is yielding not only more creative solutions to problems, but more durable ones.”

Partnerships with Industry

The announcement by Intel of its plan to make an enormous investment in building a chip manufacturing site in Ohio, which will create thousands of good jobs in the “Silicon Heartland,” was met with tremendous enthusiasm by college and university presidents. Just as higher-ed institutions have partnered with Intel in other parts of the country, institutions in the Midwest are excited to partner with Intel for STEM jobs, manufacturing jobs, and a host of other needs.



Patrick Gelsinger, CEO, Intel Corporation

“We are talking a lot about workforce development. How do we make sure we are ready to get the workforce ready for these well-paying jobs . . . this has to be collaboration.”

—John Comerford, 21st President, Otterbein University

Importantly, the wide range of jobs that are needed at Intel and in other high tech companies are not just STEM jobs. Companies need accountants, project managers, and individuals with a wide range of skills – which are the types of competencies developed through a liberal arts education. Also, the demand for future jobs in the Silicon Heartland and around the country won’t just be filled by new college graduates; it will be necessary to reskill adult learners.

Another example of a partnership between higher education and industry is Quinnipiac University’s partnership with Hartford Healthcare. Quinnipiac President Judy Olian explained that this partnership “is much broader than typical healthcare partnerships . . . it helps us co-create the pipelines of the future and the knowledge of the future.” Recruiting on campus will go beyond just healthcare to include areas such as data analytics, law, communications, logistics, and more.

“This partnership is really about co-creation . . . Hartford Healthcare will have a pipeline [of talent] that is prepared for exactly what they and their other partners in the state and across the nation need. It’s truly a win-win. It’s very broad and very deep.”

—Judy D. Olian, 9th President, Quinnipiac University

Lynn Pasquerella, the president of Mount Holyoke College and of the AAC&U, which represents over 1,000 institutions, emphasized the need for liberal arts institutions to be focused on workforce development. Linking education with workforce needs has not always been a priority for liberal arts institutions.

“We believe that in preparing students for the 21st century we need to advance liberal arts education in the context of the workforce, not apart from it. And so we do surveys of employers every two years that show which skills employers are looking for the most and the ways in which a liberal arts education truly does position students for success in the workforce.”

—Lynn C. Pasquerella, 20th President, Mount Holyoke College; 14th President, AAC&U

Partnerships with Community Colleges

A key partnership that is often overlooked is the need for partnerships between four-year institutions and community colleges. Joe Bertolino, president of Southern Connecticut State University, said that more than 50% of his institution’s students come from community colleges. He encouraged all college and university presidents to engage with community colleges.

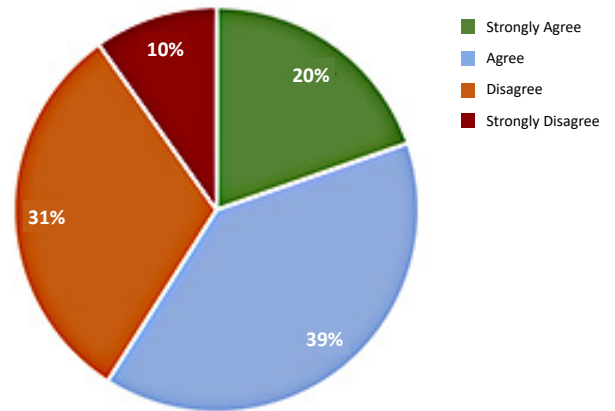
During Covid, institutions adapted through testing and technology.

With a goal of keeping students, faculty, and staff safe, many institutional leaders pivoted quickly to adopt strategies involving extensive Covid testing. After a vaccine became available, a majority of institutions mandated vaccination. While approaches varied by geography and based on whether an institution was public or private, most institutions have achieved high rates of vaccination.

Real-Time Polling Question	Yes	No
Does your college/university have a vaccine mandate?	87%	13%

However, as Covid becomes endemic, a majority of Summit participants (59%) agree that the current Covid containment regime is becoming inappropriate.

Polling question: The current Covid containment regime is becoming increasingly inappropriate for colleges and universities as Covid becomes endemic



In addition to testing for Covid and mandating vaccination, the other major way that higher education has pivoted is adopting and incorporating technology into teaching. Almost all leaders found Zoom to be crucial and most anticipate that Zoom/technology will remain important going forward. But leaders acknowledge that students are growing tired of virtual instruction and that the lack of continuous in-person instruction damages the student experience.

Real-Time Polling Question	% Agree	% Disagree
Zoom has been crucial in helping my college/university navigate through the pandemic	99%	1%
Zoom will play a crucial role in our programs even after the worst of the pandemic passes	85%	15%
Students are growing tired of restrictive measures and virtual instruction	94%	6%
Lack of continuous in-person instruction damages the student experience	96%	4%

Temple University President Jason Wingard described how the shift to remote teaching and learning has forced faculty to adjust their modalities, revisit the curriculum, and rethink classes involving a physical component such as a laboratory session. Looking ahead, Wingard believes the hybrid environment is here to stay and that institutions will have to further adapt.



Jason Wingard, 12th President, Temple University

Benefits of Technology



Eric S. Yuan, Founder & CEO, Zoom Video Communications

Summit participants—almost all of whom use Zoom—commended Zoom for enabling continued delivery of education during the Covid crisis. Educational leaders see enormous potential benefits from technology in education, including the ability to increase access to education, modernize education, and personalize the educational experience so each person can learn different things at different speeds.

Astrid Tuminez, president of Utah Valley University, who previously worked at Microsoft, said that academia has been a laggard in the adoption and use of technology. She has created a position of vice president of digital transformation at her institution—and she encouraged educational leaders to understand and embrace technology, which she characterized as “an incredible leveling tool” for society.



Astrid S. Tuminez, 7th President, Utah Valley University

Drawbacks of Technology

However, even Zoom CEO Eric Yuan acknowledged, “It cannot replace the in-classroom experience.” Summit participants identified several drawbacks associated with technology. These include:

- **Lack of faculty expertise.** Faculty are often not comfortable or knowledgeable in using technology as part of the educational experience. More training is needed along with more creativity in using technology.
- **Lack of student interaction.** A common theme was that remote learning inhibits interaction among students. Summit participants want Zoom and other technology providers to focus on improving the interaction among learners.
- **Lack of relationships and intimacy.** Not only it is difficult for students using technology to interact via Zoom, but the use of technology diminishes the value of the college experience, where a great deal of learning and growth take place outside of the classroom. Several college presidents made the argument for the value of the experience at a small, intimate liberal arts college, which could be eroded by technology.
- **Social isolation.** With lack of interaction and intimacy comes isolation. While some information can be learned through use of

technology, many learners are at risk of being isolated when learning alone, remotely. A particular at-risk group is young men, many of whom are increasingly isolated and may or may not be participating in education. Technology alone is not a solution and may be exacerbating the damage that is occurring.

- **Disadvantaging underprivileged students.** When asked if remote instruction disadvantages students from underprivileged backgrounds, 82% of Summit participants agreed that it does.
- **Consolidation of power.** NYU Professor Scott Galloway said that typically when digitization or innovation comes to an industry, there is a consolidation of power. He sees this occurring as the top 100 schools are gaining power and other institutions are feeling a strain. This power, says Galloway, gives the top institutions the ability to increase prices without increasing access or value.



Scott Galloway, Professor of Marketing, NYU Stern School of Business

Two other massive problems on campuses: increased hate speech and lack of diversity.

Jonathan Greenblatt, CEO of the Anti-Defamation League, termed hate “a corrosive force that doesn’t just erode communities, it can undermine our whole society.” He cited statistics showing a 13% increase in hate crimes in 2020 and a 32% increase in crimes against people based on race or ethnicity.



Jonathan Greenblatt, CEO & National Director, Anti-Defamation League

The topic of hate speech and hate crimes is relevant for educational leaders because college campuses are “crucibles for society.” Clearly, campuses are a place to have robust debates, but Greenblatt argued that “even good discussions deserve guardrails.” In light of the increase in hate speech on college campuses and in society, Greenblatt called on college and university leaders to demand that conversations are based in facts and to act as leaders in weeding out hate speech.

"I would just implore you to use your bully pulpits, lead by example, with a kind of clear, consistent, cogent calling-out of hate that this moment demands."

—Jonathan Greenblatt, CEO & National Director, Anti-Defamation League

Another problem demanding the attention of college and university presidents is the lack of diversity and equity in higher education. A recent study by McKinsey found lack of student, faculty, and staff diversity on many campuses and little or no progress over the past decade. Even though diversity has gotten more attention in recent years, the progress has been inadequate. And, the focus has mainly been on student representation, with little attention to faculty and staff or research and scholarship. Much more progress is needed to accelerate diversity and equity.

College and university presidents are taking actions to address problems of cost and isolation.

The presidents of Colgate, Colby, and Bates described initiatives at their institutions to make college more affordable for students from lower and middle-income families. Colgate, for example, has a "no loan initiative" where it is replacing student loans with grants in financial aid packages for students from families with incomes between \$80,000 and \$130,000. This is increasing access for a group of students who have lacked it.

Colby has created a tiered pricing model where a student coming from a family with income of \$150,000 would only pay \$15,000 to attend. As a result of this program and active marketing outreach, Colby has dramatically increased the number of applications received from students of color, resulting in doubling the number of students of color on campus in a short period of time.

"By expanding the top of the funnel, this allowed us to be able to attract students who never would have thought that Colby was accessible to them."

—David A. Greene, 20th President, Colby College

To combat isolation, Roslyn Artis, president of Benedict College, focused on the importance of leadership presence. In an interview she said, "I think presence matters. I have chosen to spend my career in small private institutions." Artis expounded on the importance of educational leaders developing one-on-one personal relationships with students.

"Technology does not enhance the personal care and the contact . . . I think there are a certain number of students who simply require a deeper level of engagement . . . I think our institutions have a very special role to play in this ecosystem. Very often, that's a one-on-one role in the lives of the students that we educate."

—Roslyn Clark Artis, 14th President, Benedict College

The intimacy and nurturing environment is part of the success of many HBCUs. Tony Allen, president of Delaware State University, noted that HBCUs represent only 3% of all colleges and universities in the country, but produce 25% of all Black graduates. Among the reasons is the supportive environment created by leaders such as Artis, Allen, and Freeman Hrabowski.

In responding to the issue of social isolation among young males, particularly Black males, Chris Howard quoted one of his mentors who said, "Men quite often learn better shoulder to shoulder rather than eye to eye." The importance of personal intimacy as part of learning must not be forgotten. Howard also commended the experimentation being led by David Thomas, president of Morehouse College, which has launched the Black Men's Research Institute as well as a program for men who have begun but not completed college.

"We might have to be creative in how we create opportunities for men to be successful and we might have to be old school about it."

—Christopher B. Howard, 8th President, Robert Morris University



Christopher B. Howard, 8th President, Robert Morris University

Legend in Leadership Award

Freeman A. Hrabowski III, President,
University of Maryland, Baltimore County

Freeman Hrabowski was recognized as a true legend in higher education, one of the most influential university presidents of our time, and a role model for everyone in education.

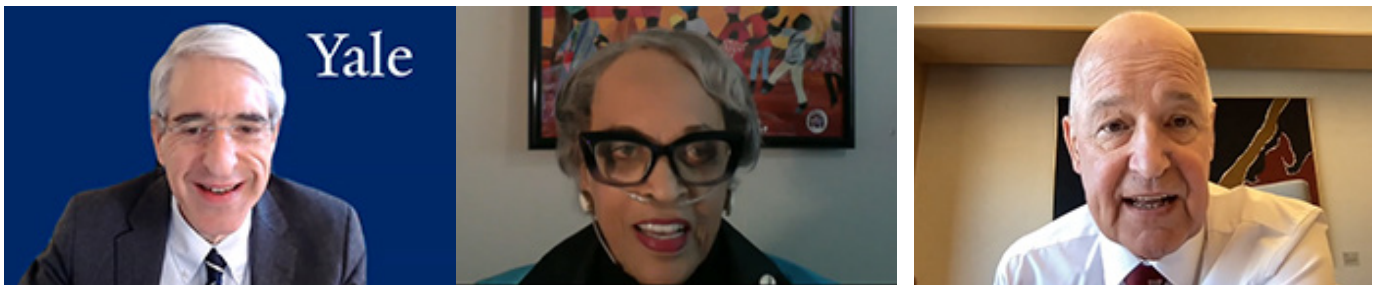
Over the past 30 years Freeman Hrabowski has transformed UMBC by more than doubling the graduation rate, building a dynamic, inclusive environment, and educating more students from all races, ethnicities, and backgrounds. UMBC has significantly increased the number of Black students in science and engineering who have gone on to earn graduate degrees. Through his work and example, he has changed the landscape of higher education in his region and in the country.

Hrabowski is a visionary leader, a rock star in higher education, and an inspiring educator who genuinely cares about his students, sets incredibly high standards, and gives them the support they need to soar. He has transformed the lives of countless numbers of students.



Freeman A. Hrabowski III, President, University of Maryland, Baltimore County

In accepting this award, Hrabowski said that serving as a university president has not been a job, it has been his life. He, like other educators, believes passionately in the power of education to transform lives and fulfill dreams. He challenged all Summit attendees to keep hope alive and to remember that our words become our actions, our actions become our habits, our habits become our character, and our character becomes our destiny. He ended by reiterating, "Keep hope alive."



Presented by Peter Salovey, 23rd President, Yale University; Johnnetta B. Cole, 7th President, Spelman College and 14th President, Bennett College; Andrew D. Hamilton, 16th President, New York University

Participants

Michael B. Alexander, President, Lasell University
 Tony Allen, 12th President, Delaware State University
 Heidi M. Anderson, 16th President, University of Maryland Eastern Shore
 Roslyn Clark Artis, 14th President, Benedict College
 Dennis N. Assanis, 28th President, University of Delaware
 Lawrence S. Bacow, 29th President, Harvard University
 Mark P. Becker, 7th President, Georgia State University
 Joanne Berger-Sweeney, 22nd President, Trinity College
 Joe Bertolino, 12th President, Southern Connecticut State University
 Elizabeth H. Bradley, 11th President, Vassar College
 Robert A. Brown, 10th President, Boston University
 Ingrid C. Burke, Dean, Yale School of the Environment
 Sylvia Burwell, 22nd US Secretary of Health and Human Services; 15th President, American University
 Kai Bynum, 109th Head of School, Hopkins School
 Lori J. Carrell, Chancellor, University of Minnesota Rochester
 Brad Carson, 21st President, The University of Tulsa
 Brian W. Casey, 17th President, Colgate University
 Ana Mari Cauce, 33rd President, University of Washington
 Johnnetta B. Cole, 7th President, Spelman College; 14th President, Bennett College
 John Comerford, 21st President, Otterbein University
 Anne Coyle, Higher Education Practice, Russell Reynolds Associates
 Ronald A. Crutcher, 10th President, University of Richmond
 Christina R. Cutlip, Senior Managing Director, TIAA
 James W. Dean Jr., 20th President, University of New Hampshire
 John J. DeGioia, 48th President, Georgetown University
 Anne Doyle, President, Lasell Village
 Michael A. Fitts, 15th President, Tulane University
 Katherine E. Fleming, Provost, New York University
 Carol L. Folt, 12th President, University of Southern California
 Scott Galloway, Professor of Marketing, NYU Stern School of Business
 Stanley J. Garstka, Professor, Yale School of Management
 Patrick Gelsinger, Chief Executive Officer, Intel Corporation
 Tamar Gendler, Dean of the Faculty of Arts & Sciences, Yale University
 Jonathan Greenblatt, CEO & National Director, Anti-Defamation League
 David A. Greene, 20th President, Colby College
 Andrew D. Hamilton, 16th President, New York University
 Anne F. Harris, 14th President, Grinnell College
 Christine Heitz, Associate Partner, McKinsey & Company
 Joseph J. Helble, 15th President, Lehigh University

Gregory D. Hess, 16th President, Wabash College; President & CEO, IES Abroad
 Christopher B. Howard, 8th President, Robert Morris University
 Freeman A. Hrabowski III, President, University of Maryland, Baltimore County
 Robert W. Iuliano, 15th President, Gettysburg College
 Paula A. Johnson, 14th President, Wellesley College
 Michael Kahn, Chair, Board of Trustees, Grinnell College
 Ro Khanna, US Congress, State of California - 17th District; Author, *Dignity in a Digital Age*
 Rakesh Khurana, Dean of Harvard College, Harvard University
 Charag Krishnan, Partner, McKinsey & Company
 Annie Lamont, Co-Founder & Managing Director, Oak HC/FT
 Pericles Lewis, Vice Provost for Academic Initiatives, Yale University
 Linda Lorimer, Retired Vice President for Global and Strategic Initiatives, Yale University
 Dannel P. Malloy, Chancellor, University of Maine System
 Richanne C. Mankey, 19th President, Defiance College
 Patricia A. McGuire, 14th President, Trinity Washington University
 Maurie D. McNinnis, 6th President, Stony Brook University
 Liz McMillen, Executive Editor, *The Chronicle of Higher Education*
 Ted Mitchell, President, American Council on Education
 Liz Morse, Managing Director, Head of Associations, TIAA
 Robert S. Murley, Chairman, Educational Testing Service
 Mark R. Nemece, 9th President, Fairfield University
 Judy D. Olian, 9th President, Quinnipiac University
 Saad B. Omer, Director, Yale Institute for Global Health
 Lynn C. Pasquerella, 20th President, Mount Holyoke College; 14th President, AAC&U
 Harris Pastides, 28th President, University of South Carolina
 John A. Pérez, Board of Regents, University of California
 John J. Petillo, President, Sacred Heart University
 Duwain Pinder, Partner, McKinsey & Company
 Gregory S. Prince Jr., 4th President, Hampshire College
 Scott Pulsipher, President, Western Governors University
 John Rice, Founder & CEO, Management Leadership for Tomorrow
 Christine M. Riordan, 10th President, Adelphi University
 Dorothy K. Robinson, Retired General Counsel, Yale University; Board Member, TIAA
 Havidan Rodriguez, 20th President, The University at Albany
 Rodney K. Rogers, 12th President, Bowling Green State University
 Meredith Rosenberg, Digital Education and EdTech, Russell Reynolds Associates
 Quinton T. Ross Jr., 15th President, Alabama State University

Michael S. Roth, 16th President, Wesleyan University
Peter Salovey, 23rd President, Yale University
Jimmy Sarakatsannis, Partner & Leader, Education Practice NA,
McKinsey & Company
Lawrence Schovanec, 17th President, Texas Tech University
Paula R. Singer, President, Walden University
Ava Clayton Spencer, 8th President, Bates College
Stephen Spinelli Jr., 14th President, Babson College
G. Gabrielle Starr, 10th President, Pomona College
Caryl M. Stern, Executive Director, Walton Family Foundation
David A. Thomas, 12th President, Morehouse College
Stephen Joel Trachtenberg, 15th President, The George Washington
University
Astrid S. Tuminez, 7th President, Utah Valley University
Sten H. Vermund, Dean, Yale School of Public Health
Laura R. Walker, 11th President, Bennington College
Jennifer Widness, President, Connecticut Conference of Independent
Colleges
Jason Wingard, 12th President, Temple University
Lynn Perry Wooten, 9th President, Simmons University
Adam C. Wright, President, Dallas Baptist University
Eric S. Yuan, Founder & CEO, Zoom Video Communications