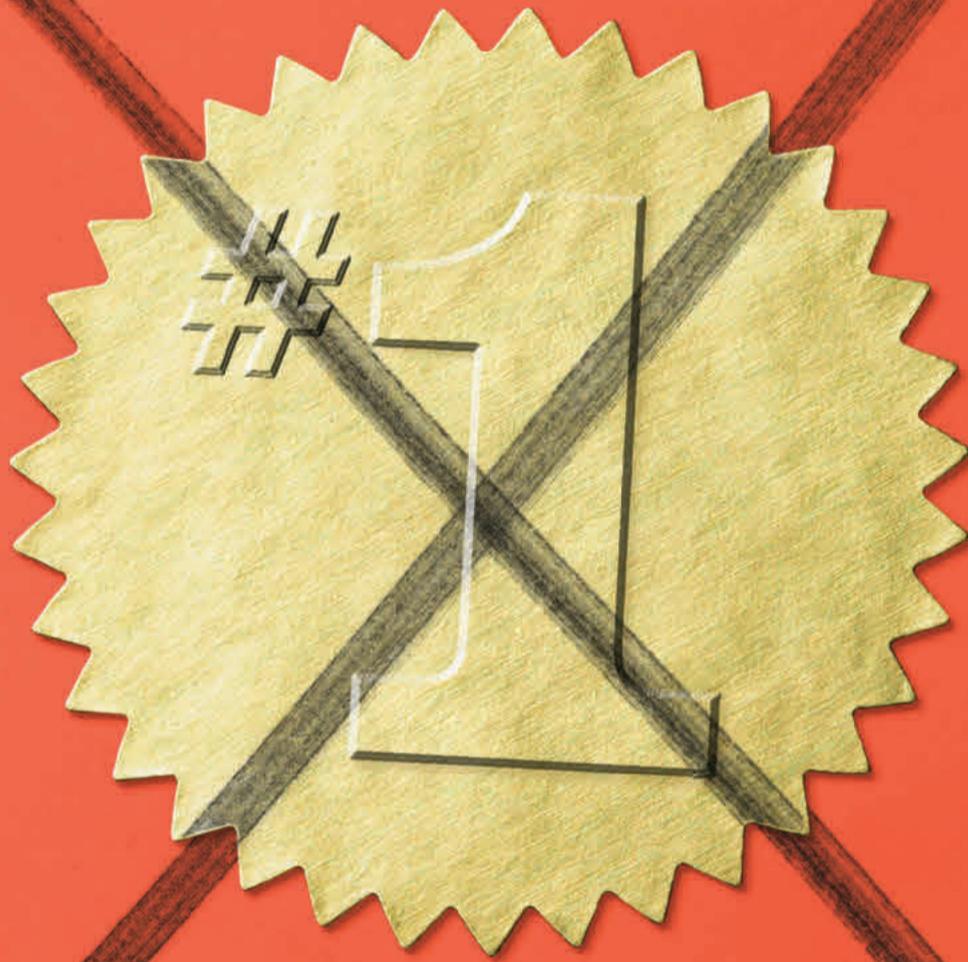


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When Rankings Don't Add Up

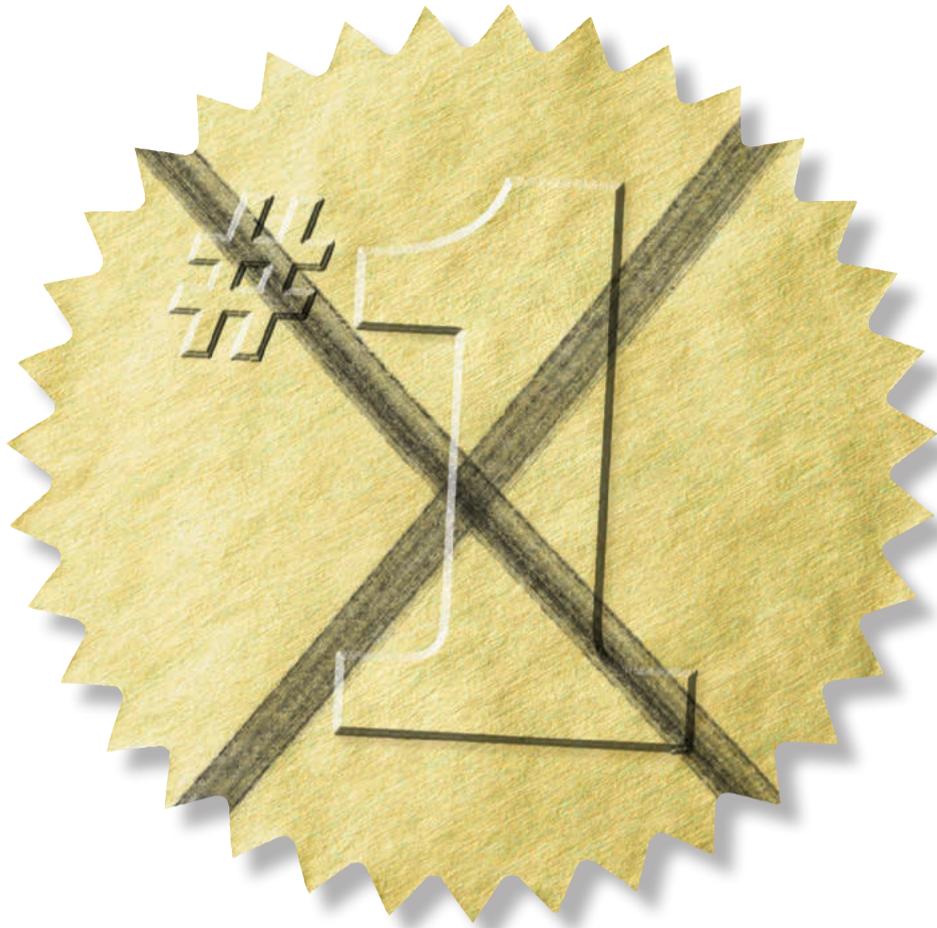
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THE CHRONICLE OF HIGHER EDUCATION

chronicle.com | Volume 68, Number 16 | April 15, 2022

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THE CHRONICLE OF HIGHER EDUCATION (ISSN 0009-5982) IS PUBLISHED BIWEEKLY (EVERY OTHER WEEK) JANUARY THROUGH NOVEMBER AND MONTHLY IN DECEMBER, 25 TIMES A YEAR, AT 1255 TWENTY-THIRD STREET, N.W., WASHINGTON, D.C. 20037. SUBSCRIPTION RATE: \$119.00 PER YEAR (DIGITAL) AND \$139.00 PER YEAR (PRINT PLUS DIGITAL). PERIODICAL POSTAGE PAID AT WASHINGTON, D.C., AND AT ADDITIONAL MAILING OFFICES. © 2022 THE CHRONICLE OF HIGHER EDUCATION INC. THE CHRONICLE OF HIGHER EDUCATION® IS A REGISTERED TRADEMARK OF THE CHRONICLE OF HIGHER EDUCATION INC. REGISTERED FOR GST AT THE CHRONICLE OF HIGHER EDUCATION INC. GST NO. R-129 572 8 30. POSTMASTER: SEND ADDRESS CHANGES TO THE CHRONICLE OF HIGHER EDUCATION, P.O. BOX 85, CONGERS, N.Y. 10920. THE CHRONICLE RESERVES THE RIGHT NOT TO ACCEPT AN ADVERTISER'S ORDER. ONLY PUBLICATION OF AN ADVERTISEMENT SHALL CONSTITUTE FINAL ACCEPTANCE OF THE ADVERTISER'S ORDER.

What Rankings Have Wrought

THERE'S A BROAD CRITIQUE of college rankings so familiar that it practically rolls off the tongue: America's colleges are so different, and their missions so diverse, that to line them up and rank them is only to flatten them in arbitrary order. It's troubling enough that such lists proliferate. Worse still is the fact that they determine America's hierarchy of institutions so hungry for prestige that they grudgingly acquiesce to the rule of *U.S. News & World Report*.

That macro critique has been around for decades. But lately critics' attention has been fixed to a more granular question: What if the numbers that underlie the ubiquitous *U.S. News* rankings are, to put it bluntly, bad? A Columbia University professor has made that argument about his own institution, which *U.S. News* places in a tie for second atop its ranking of national universities. Michael Thaddeus, a mathematician, cross-referenced some of the data Columbia submitted to the magazine with publicly available information and found discrepancies. Columbia denied that the data it submitted was inaccurate, while *U.S. News* said it relies on colleges to provide accurate data.



CHRONICLE PHOTO

How do they do that? As Francie Diep reports in this issue (Page 24), the foot soldiers in this effort are institutional researchers. They are only human — subject to error and, yes, creative interpretations of the data that place their college in a flattering light. Columbia, for example, in its *U.S. News* submission classifies patient-care spending as instructional spending, positing that medical professors may be teaching students while they care for patients. If that seems like a stretch, consider the many other opportunities colleges have to “put their best foot forward,” as one researcher described it.

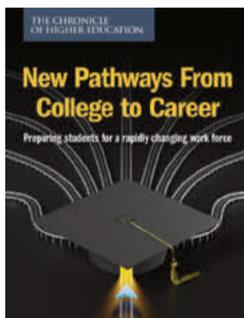
But the accuracy of submissions is hardly the only problem. Colin Diver, a former president of Reed College, presents in this issue (Page 16) a painstaking accounting of how rankings' web of weights and metrics leaves the consumer awash in a feeling of “faux precision.” Even with perfect data, an impossibility, rankings necessarily paper over complexity in service of positioning colleges in an orderly line.

Does the recent skepticism signal a reckoning for rankings' supremacy? If history is any guide, it will take much more than number crunching and hole poking to undo their hold on us.

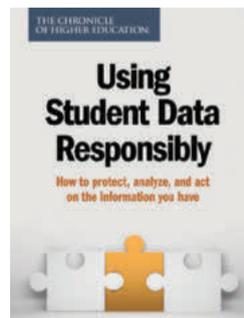
— ANDY THOMASON, ASSISTANT MANAGING EDITOR

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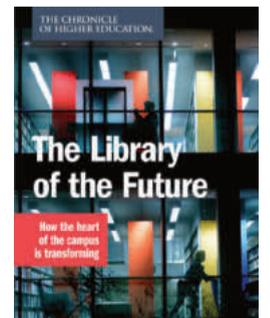
The world of work is constantly changing, and colleges are under pressure to help graduates successfully make the transition from classroom to career. **Examine the shifting recruitment landscape, the rise of remote work, and the persistent inequities in employment outcomes for students.**



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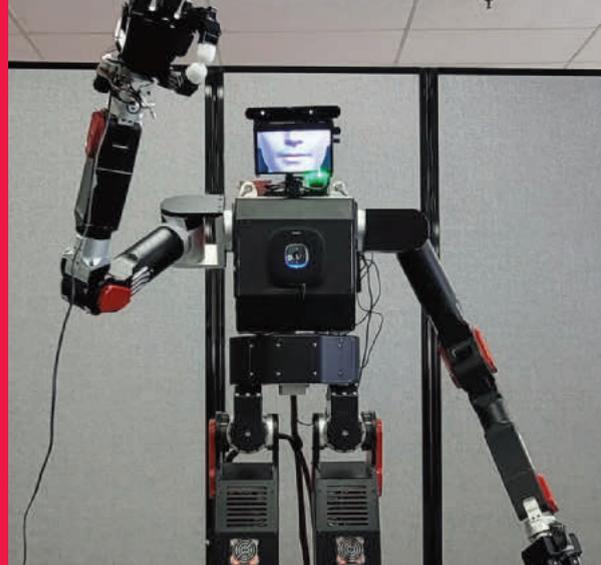


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REBELS

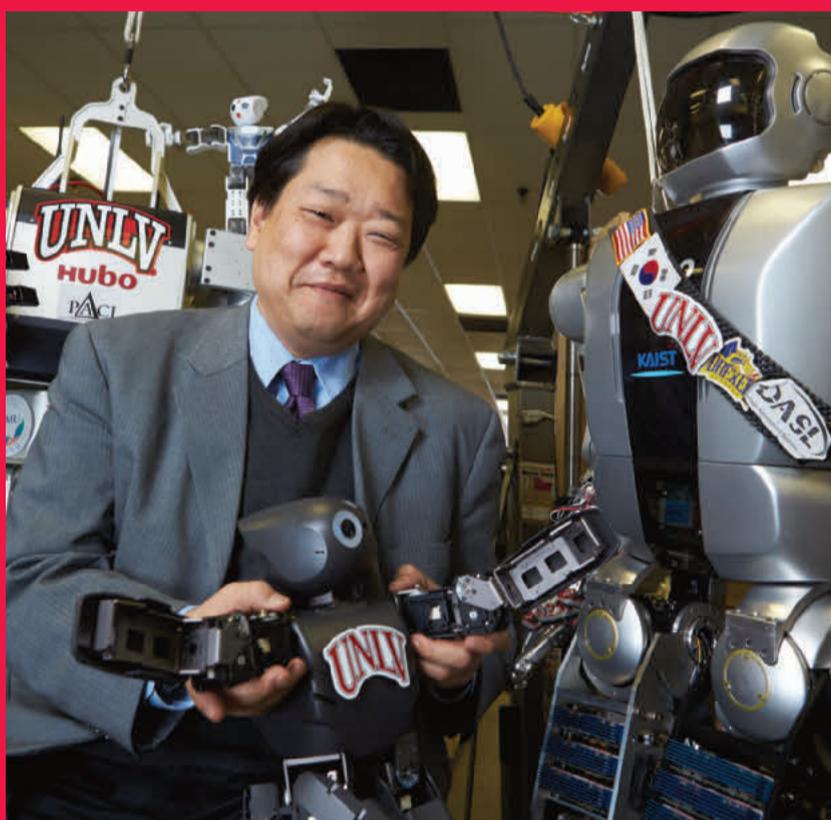


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HAPPEN

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UNLV

The Experiential Learning Showcase features students' results and reflections from research and internship experiences.



Unparalleled Opportunities

Students at Trinity University connect across disciplines and differences through diverse, experiential learning pathways.

Aroosa Ajani, a Trinity University graduate from the Class of 2018, came to Trinity with her sights set on being an urban planner. Her coursework had taught her to analyze large

data sets, perform complicated analyses, and make significant recommendations for improvements, but most importantly, it had challenged her toward one fundamental narrative: How can we use data to help us make better decisions?

Little did Ajani know, it was exactly this type of question that would land her a coveted internship with multinational tech company Dell Technologies—an internship reserved specifically for students like her.



Aroosa Ajani '18 used an interdisciplinary major in urban studies to become a global recruiter and business analyst for Dell Technologies.

For the past five years, Trinity and Dell have partnered to place deserving undergraduates in summer internships—so much so, the university has been named a core school for recruiting interns and employees into Dell's supply chain operations. Dell interns-turned-full-time-employees have come from majors as varied as economics, engineering science, finance, international studies, mathematics, modern languages, sociology, urban studies, and business analytics and technology.

Mike Owens, parent of a 2019 Trinity University graduate, former vice president at Dell, and previous executive sponsor for Dell's recruiting relationship with Trinity, notes, "The things Dell needs in an employee are in direct alignment with Trinity's curriculum."

And what are those "things"? For Owens, they're grit, resilience, and optimism. "Having a foundational set of skills you can apply broadly makes you versatile," Owens says. These skills send Trinity students through the recruitment process at rates similar to students from Dell's other go-to institutions, including Penn State and Arizona State University, which enroll 70,000-80,000 undergraduates on multiple campuses. Trinity's highly selective undergraduate student body is typically nearer to 2,500.

Grit, resilience, and optimism are at the core of Ajani's playbook. "Trinity University

Today, Ajani also program manages Dell's Trinity recruiting team in Global Operations, working in close collaboration with many other Trinity University alumni. She says her recruiting team prioritizes multiple touch points on Trinity's campus, including steady engagements on campus and active mentorship.

Professional Pipeline

Trinity University's internship pipeline with Dell Technologies is just one example of the university's investment in hands-on experiential learning opportunities for its undergraduates.

"Trinity University makes it easy to follow your interests outside your major—and outside your comfort zone."

- Aroosa Ajani, Trinity University Class of 2018
Dell Technologies Global Operations Recruitment Manager

makes it easy to follow your interests outside your major—and outside your comfort zone," says Ajani, who today works in Supply Chain Risk and Resilience for Dell. Her summer internship there led to a full-time position after graduating with majors in urban studies and business analytics.

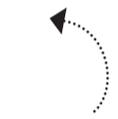
"The Dell recruiters were interested in students who could think about systems and organizations in a critical way," Ajani says. The recruiters pointed to a project Ajani participated in while at Trinity. Conducted for San Antonio Mayor Ron Nirenberg '99, the project looked at equal funding versus equitable funding of San Antonio's 10 council districts. The project carried over specifically into her role with Dell, where she now assesses policy, business risk, and the resilience of Dell's supply chains and systems. "It marries my interest in policy and systems planning with my experience in supply chain and data analytics," she says.

"At Trinity University, we believe that experiential learning is an important part of how students learn to apply knowledge in a real world environment, while developing essential skills to complement classroom learning," says Danny Anderson, Trinity University president.

This real world? They're watching. They're recruiting. They're hiring.

And Trinity University has the proof: Its undergraduate Class of 2021 has achieved a 98% placement rate—the highest in the University's recorded history, according to Trinity's Center for Experiential Learning and Career Services (CELCS).

This placement rate, which the National Association of Colleges and Employers (NACE) calls a "positive outcome rate," refers to student outcomes within six months of



With passion and commitment, Dakota Brown '24 gave passion and interned for San Antonio's Carver Community Center.

graduation, with outcomes including types of employment, graduate or professional school enrollment, and those still seeking employment or further education.

But in simpler terms? It means new Trinity graduates are busy making their mark in whatever path they choose, whether that be a new job, graduate school, a fellowship, and more.

"We are committed to growing the number of opportunities that prepare our students for a competitive world."

- Danny Anderson, Trinity University President

Katie Ramirez, director for CELCS and the Office of Career Services, says the record-breaking statistics are due to a number of factors, including the value of a liberal arts education, development of new employer pipelines, and, specifically, a degree from Trinity.

"Students come to Trinity for that holistic experience that permeates every aspect of their collegiate experience, and employers are noticing that," she says. "One of the things we hear from employers all the time is that they can bring a Trinity student in, and as that company needs to pivot the Trinity student is able to respond. They're able to problem solve, think creatively, and look at a situation from a lot of different perspectives."

The university aims to see to it that these trends continue to rise. "Trinity University

is committed to growing the number of opportunities that prepare our students for a competitive world," Anderson says. "Our students frequently tell us these experiences are a transformative point in their Trinity journey on the path to discover, grow, and become the next generation of problem solvers, critical thinkers, and leaders."

Learning Through Leading

What better way for the next generation to live into leadership? Through service to each other and the community in the Arts, Letters, and Enterprise (ALE) summer internship program. Founded in 2013, ALE is Trinity University's one-of-a-kind connection between the liberal arts classroom and the professional world. The program connects arts, humanities, STEM, and social science students with area nonprofits for highly competitive internships. These internships are fully sponsored by Trinity and made possible through the generosity of donors and the dedication of mentors at each nonprofit.

Dakotah Brown '24 was one of 22 undergraduates who put her sociology and Spanish studies to practice for the summer of 2021. As an intern with the Carver

Community Center—"a hidden gem for San Antonio and a hub for Black history, and a beautiful place for art exhibits and performances," she says—Brown worked alongside the supervisor and director of the Carver, observing the ins and outs of hosting events, rehearsals, camps for children and adults as well as participating in the behind-the-scenes preparation.

But for Brown, the internship wasn't only about learning the ins and outs of a nonprofit organization; it was about learning new things about herself and who she wants to become. "I have a similar goal of the mission of the Carver: a celebration of the diverse cultures of our world, nation, and community, with emphasis on its African and African-American heritage," Brown says. "I believe this is necessary to pay homage to Black history. I wanted to connect with my African American culture and celebrate my heritage and all the heritages of San Antonio."

Ultimately, ALE internships are a bridge between knowledge and application, showing students that there's really no teacher like experience. Since its inception in 2015, the ALE summer internship program has generated 125 summer internships at 47 different nonprofits and partner organizations in the community. Students selected for these opportunities have come from more than 40 majors.

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FIRST READS

Manic memorandum | Consolidated leadership | Academic hiring | Workplace inequity

Manic memorandum

A Resignation Rescinded?

ANGELA BRYANT doesn't remember firing off an angry notice of resignation written during a mental-health crisis in November 2020. When she realized, to her horror, that she had emailed it during a manic episode of bipolar disorder, she tried to rescind it. Ohio State University said it had accepted the resignation and there was no turning back.

Now Bryant, who had been a tenured associate professor of sociology with 13 years of teaching experience at Ohio State, is fighting to regain her job. Her case is drawing national attention to the struggles faculty members with mental-health disabilities face when their illness interferes with their work — and the challenges universities face in responding.

Bryant was diagnosed in January 2020 with a severe case of bipolar disorder — bipolar I — as well as post-traumatic stress disorder, and was excused from teaching duties. She said she has recovered with therapy and medication and is eager to return to teaching. She has the backing of dozens of colleagues, who wrote a letter to administrators demanding her reinstatement.

But as in any case involving sensitive personnel matters, the university is constrained in what it can say, and insists there's a

lot her supporters don't know. Her discrimination case was dismissed last year by the Ohio Civil Rights Commission.

In September 2021, the commission found that it was "not probable" that the university had discriminated against her. While the commission said she was a qualified disabled employee, it added that neither she nor her medical providers had given the university formal medical documentation of her disability or her need for formal accommodations. As a result, it said, the university was not "officially" made aware of her disability.

Fred Gittes, a lawyer for Bryant, contested that, saying the university had received ample evidence of her mental-health condition, including a letter from her therapist and another from a well-known psychiatric hospital. The therapist wrote in December 2020 that "it is my professional opinion that Ms. Bryant's state of mind on November 10 was incompetent to rationally evaluate the consequences of submitting a formal resignation to her employer, and the decision was made under duress of a manic episode resulting from bipolar disorder and PTSD."

Bryant said she learned about the email she had sent from a social worker who was communicating with the university on her behalf while she was hospitalized.

"When I read the email I had sent, as a rational person who had recovered from an episode of a treatable illness, it wasn't a letter of resignation," Bryant said in an interview on Friday. "It was clearly a cry for help."

The letter to the then chair of the sociology department, which contained expletives and indicated that she was resigning, effective immediately, made no sense to Bryant. "I had a good working relationship with my dean and my department,"

she said. "I don't know where that would come from."

After learning about the letter, Bryant's parents, who had been granted emergency guardianship over her, contacted university administrators, pleading with them to reconsider accepting the resignation.

After hearing her case, the University Senate's Committee on Academic Freedom and Responsibility recommended in April 2021 that Bryant be reinstated. Members of the University Senate's Faculty Hearing Committee also criticized the university's handling of her case.

"Over the course of our investigation, we could find no evidence of any administrator from the Ohio State University asking Dr. Bryant the simple question, 'Are you OK?'" the statement said. "In a university that has dedicated itself to the health and well-being of students, staff, and faculty members, we find this to be an egregious failing."

Last month the university's provost, Melissa L. Gilliam, and president, Kristina M. Johnson, responded to the faculty members, saying that they appreciated their concern for their colleague but that they couldn't discuss private personnel issues.

In a prepared statement, a university spokesman, Benjamin Johnson, said Ohio State is "committed to supporting the health and well-being of our faculty, staff, and students. While the university takes individual privacy concerns seriously and cannot comment further on this specific case, the Ohio Civil Rights Commission has affirmed Ohio State's handling of this sensitive employment matter."

Bryant isn't convinced. "As someone who is a mental-health advocate with an MSW [master's in social work], I've asked myself what I would have done if I'd received an email like that," she said. In addition to reaching out to the sender, "I might have even called the police to do a well check." The way she sees it, "the university viewed my mental illness as a problem — something they wanted to get rid of — rather than seeing this as a temporary crisis in a treatable illness." — KATHERINE MANGAN



COURTESY OF ANGELA BRYANT



FEARLESSLY

FORWARD

 **WHAT WILL IT TAKE TO SOLVE THE GRAND CHALLENGES OF OUR TIME, LIKE RACISM, CLIMATE CHANGE AND PANDEMICS?** Bold, groundbreaking research. Arts exploration that fires our imagination and reveals our shared humanity. A welcoming of diverse perspectives and an open exchange of ideas. Matchless learning experiences that go far beyond a classroom. To all of this, the University of Maryland brings a shoulders-squared, chin-up grit and a fierce commitment to doing good.

Consolidated leadership

A Push to Cut Bloat

THE UNIVERSITY OF MISSOURI'S system of-
fice used to have a staff of 10, including
two vice presidents. Now only two people
are left.

That's been an intentional choice, to
curb administrative costs, said Mun Y.
Choi, president of the Missouri system and
chancellor of its flagship, in Columbia.
During a visit to *The Chronicle's* headquar-
ters last month, Choi said the university
reduced spending on administrators by
13 percent, totaling about \$25 million be-
tween 2016 and 2021.

The administrative cost-cutting is part
of a larger effort Choi said he is leading
across the Missouri system to measure
performance and investment return in ev-
ery unit and department.

Choi noted that he's not just making
cuts. In March, he announced a \$1.5-bil-
lion initiative called Mizzou Forward,
which includes a faculty-recruitment push
and \$500 million in performance-based
raises for faculty and staff members over
the next five years.

But some faculty leaders have ques-
tions. Where is all that money coming
from? Where is the money going? How
are decisions about cuts being
made? How is faculty perfor-
mance being measured? The-
odore Koditschek, president
of Mizzou's AAUP chap-
ter and a professor

emeritus of
history, said in a
phone interview that
they haven't yet gotten
satisfactory answers.

In February, 94 percent of
voting faculty members at Mizzou
approved a resolution saying that there
was a crisis in shared governance on the
campus. The faculty also passed a resolution
calling for an end to a policy spearheaded

by Choi that allows tenured professors' sal-
aries to be reduced by up to 25 percent. Ko-
ditschek said the faculty have a deep lack of
trust for the administration.

Choi said that he's not going to rescind
the pay-cut policy, but that there's always
room to improve shared governance. As a
college leader, he sometimes has to make
unpopular decisions based on the in-
formation he has. "My job is not to tally
votes," he said.

Some of the University of Missouri sys-
tem's administrative-spending cuts came
from layoffs, buyouts, and eliminating pro-
grams. More than \$2 million, according
to the university, comes from a decision
in 2020 to give Choi a dual title as system
president and chancellor of the flagship
campus in Columbia.

The consolidation of the president and
chancellor roles was panned by some
faculty members who felt that Choi was
making a power grab. Choi has denied
that, saying the consolidation has actual-
ly given the Missouri system's three other
campuses more of a voice. In the past, he
said, the Mizzou chancellor and the Mis-
souri system president often disagreed
on where investments should be
made — causing conflicts
that became a

challenge when, for instance, lobbying
the state legislature.

Choi said reducing administrative costs
has helped win the good graces of state
legislators. When Choi's tenure began five
years ago, many Missouri lawmakers were
upset with the way that former university
leaders had handled racial-justice protests
at Mizzou that drew international media
attention. The lawmakers wanted to know,
where is the leadership? Where is the ac-
countability?

Choi said he has spent a lot of time

rebuilding legislative relationships. This
year, he said, the University of Missou-
ri system is getting its largest increase in
state and federal funding in more than
three decades.

Choi said the \$1.5-billion investment
in Mizzou Forward is coming from two
sources: \$900 million in new revenue —
including gradual tuition increases over
the next 10 years — and \$600 million in
"reallocations." When the time comes to
distribute the \$500 million in pay raises,
chairs and deans will have to make a case
for their employees, Choi said.

As the president-chancellor sees it,
measuring performance isn't particu-
larly subjective. For faculty members, it
mostly falls into the three core areas of
teaching, research, and service. The uni-
versity wouldn't rely exclusively on nu-
merical student-evaluation ratings, he
said, but he believes students' comments
are worth considering.

Choi has also moved to reduce the pay
of some professors
deemed less pro-
ductive. The policy
primarily applied to
people at the School of
Medicine, Choi said, where
professors are expected to earn
a portion of their salary through ob-
taining grants. But faculty members have
feared that the policy could be expanded.

Koditschek said he's concerned that the
administration is trying to use simple met-
rics to de-
termine
wheth-
er faculty
members are
productive. In
some STEM fields, faculty members pub-
lish a lot of journal articles, often with mul-
tiple authors. In history, Koditschek said,
publishing books — far less frequently — is
more common.

The faculty's resounding vote in Febru-
ary indicates that there's a larger problem
with shared governance, communication,
and transparency at Mizzou, Koditschek
said. While senior leaders come to facul-
ty meetings, faculty leaders are not getting
enough information about how decisions
are being made, he said: "What we feel
we're getting frequently is infomercials."

— SARAH BROWN



ISTOCK

Academic hiring

Diversity, by Committee

COLLEGES have for decades tried to increase faculty diversity, with mostly limited success. Much of that responsibility falls to the faculty-search committees that make hiring decisions.

The search committees often run up against human biases and institutional barriers that can hold back those efforts, whether or not its members realize it.

That's according to a new study by Leah Hakkola, an assistant professor of higher education at the University of Maine at Orono, and Sarah Dyer, a Ph.D student there, who set out to shed light on how those biases and barriers can come up even when institutional leaders say they are committed to change.

The article, "Role Conflict: How Search-Committee Chairs Negotiate Faculty Status, Diversity, and Equity in Faculty Searches," was recently published in the *Journal of Diversity in Higher Education*.

Faculty hiring is a lengthy and often murky process. Certain stages, Hakkola says, create room for bias, such as the creation of assessment standards and evaluation criteria for faculty candidates. "There are lots of holes in this entire hiring process that could contribute to biases being made and inequities, or the perpetuation of the status quo," she says.

For the study, Hakkola and Dyer interviewed 17 search-committee chairs — all at the same unidentified predominantly white institution in the Northeast — to better understand how they viewed the role of diversity and equity in the search process, and to explore the barriers they have faced in attempting to diversify their institutions.

The researchers found a disconnect "between how individuals discussed their understanding of diversity and how it was perceived as an institutional value in the search process," according to the study.

One interview subject, a white woman, did not bring up race or ethnicity as important identities in the search process when asked how she defined diversity to search-committee members. Instead, she described diversity as a part of "those checklists that everybody has," the article says.

When asked to define diversity, the woman said: "I think of representing difference and the whole of humanity, the whole of being as people."

Her response was similar to that of many of the other chairs interviewed.

Participants referenced their own gender, religion, nationality, or field of study most often when asked how their identity influences their understanding of diversity.

How the search-committee chairs talked about diversity and equity was contingent on whether they were tenured as well as their race, gender, and other identities, and the institution's overall approach to

handling diversity and equity measures and messaging, Hakkola says.

The researchers found that junior faculty members who lead searches were more likely to defer to senior faculty members on their committees. As a result, the views of more senior committee members about diversity ended up superseding the junior faculty members' efforts to make the searches more diverse and inclusive.

Most search-committee chairs interviewed for the study believed that the human-resources and equal-opportunity offices were responsible for making sure the search process was equitable. Even so, participants reported that the people in those offices did not provide consistent clarity on what search chairs needed to be doing to improve.

To combat such problems and help clarify the hiring process, Hakkola would like to see colleges issue clearer, more unified messages about their commitment to diversity.

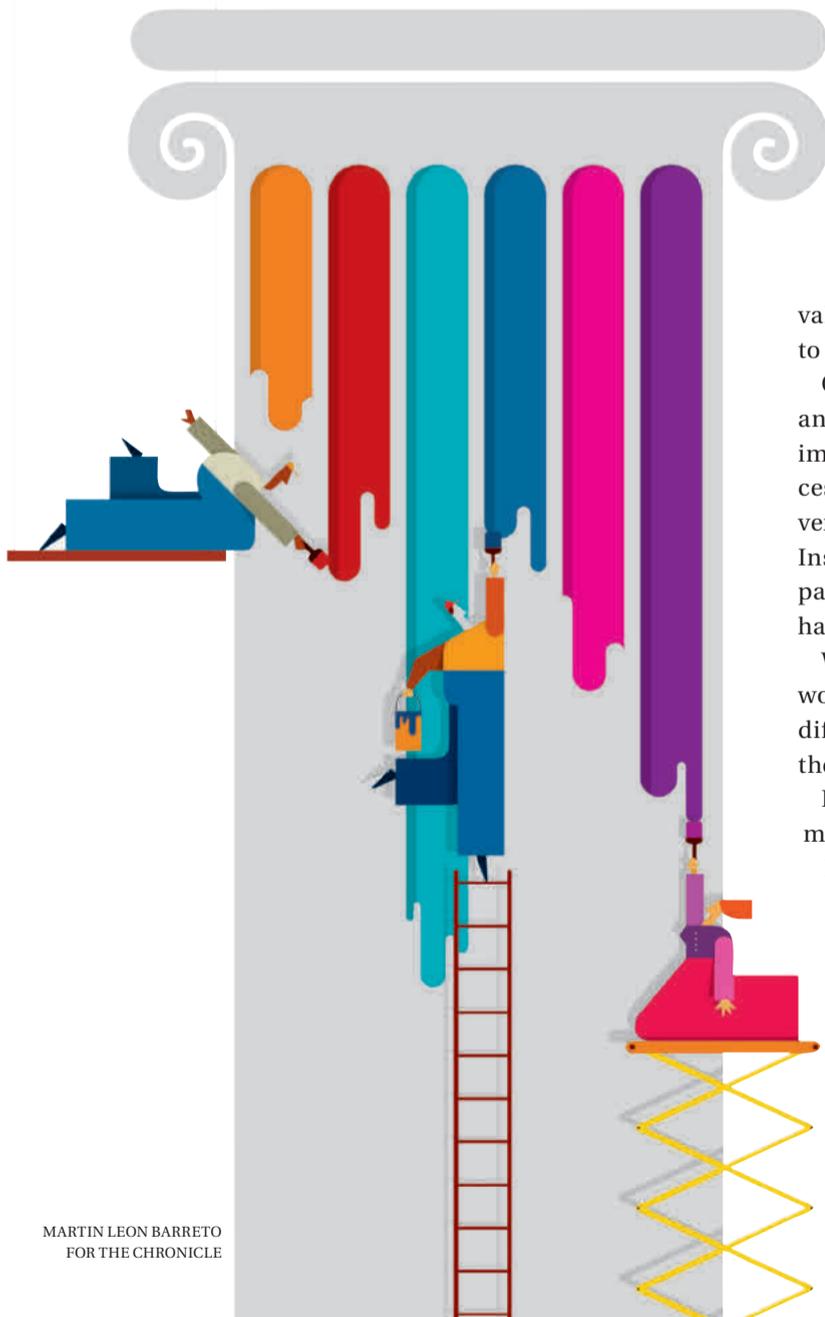
Dyer, who is also the diversity, equity, and inclusion officer at nearby Husson University, says it's important for faculty members to hold one another accountable in conversations about faculty hiring — and in other areas. "We really need to look at if we have a hierarchy in our institution, and if this is the normal process, can we really expect equity in these other spaces?" Dyer says.

Creating the assessments or evaluations in faculty searches is subjective, and can be imbued with biases depending on who creates them, she says. How candidates are evaluated is another factor. Whether they are being evaluated by individual committee members, or by all members together, can influence decisions, as can faculty members' seniority and whether or not they are meeting in real time.

While hiring a more diverse faculty has been one of the most persistent challenges in higher ed, institutions must look at more than just equity in hiring practices and make sure it is built into the institution as a whole, Dyer says.

"It's not just one division, or one person's role to advocate for equity and diversity," Hakkola says. "Our article, I think, demonstrates that it needs to be on the forefront of everyone's agenda in order to truly engage with equity."

— ABBI ROSS



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Research for Impact: Empowering Subsistence Marketplaces

For low-income entrepreneurs and consumers, business education is a force for empowerment. Through LMU professor Madhu Viswanathan's pioneering research, marketplace literacy education has reached more than 100,000 people around the world – taking a bottom-up approach to addressing global poverty.

Workplace inequity

28% of Women in Higher Ed Fault Gender Bias

RESEARCH SHOWS that women are paid less than men are, perform a disproportionate amount of service work, struggle disproportionately with work-life balance, and have especially done so during the pandemic. In addition, women navigate a tenure system in which it's already difficult for them to succeed.

According to data from a new survey of higher-education faculty and staff members, some women believe their gender is the culprit for many of their difficulties with career advancement.

Twenty-eight percent of women working at American colleges said they believed they had been passed over for a promotion or other opportunity because of their gender. The share of men expressing the same belief was only 11 percent.

Hispanic and Asian women were more likely than their peers to feel passed over because of their gender, the data show.

Passed Over for Promotion

Hispanic and Asian women were more likely than their peers to believe that gender was a barrier to their promotion.

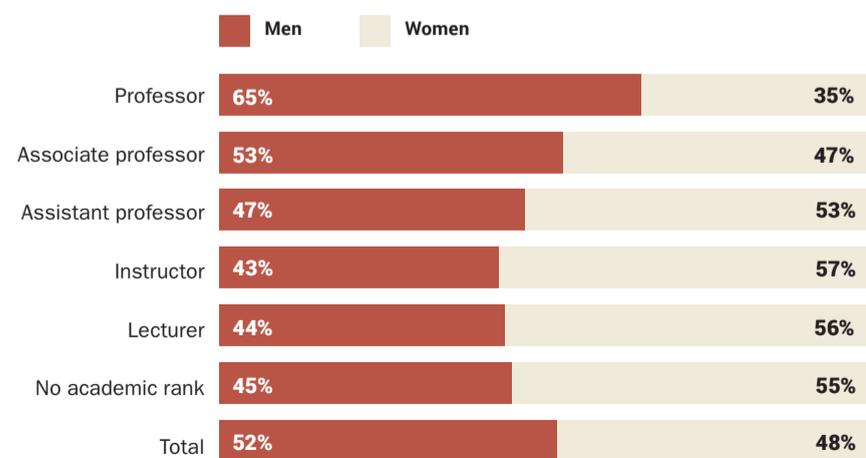
Have you ever felt you were passed over for a promotion or opportunity at work because of your gender, or not?

	Percent who said yes
Hispanic female faculty and staff	33
Asian female faculty and staff	30
White female faculty and staff	28
Black female faculty and staff	24
All female faculty and staff	28
Female faculty	29
Female staff	27

Note: Interviews were conducted October 5-29, 2021. Data reflect 10,594 faculty and staff members at Title IV, degree-granting two- and four-year colleges and universities. Source: Gallup

Underrepresentation at the Top

Among full-time instructional staff members, women are overrepresented as instructors and lecturers, and underrepresented as full professors.



Note: Data represent 3,485 Title IV, degree-granting institutions in the United States with at least 15 full-time instructional staff members. Source: U.S. Department of Education, Fall 2020

The data, which reflect responses to an October 2021 Gallup survey of 10,594 faculty and staff members at two- and four-year colleges, also show gender gaps in other areas. About a quarter of female faculty and staff members – compared with about three out of 10 men – strongly agreed that they had the same advancement opportunities as colleagues with the same level of experience and past performance as they possessed.

The survey's findings are "a call to action for colleges and universities that have been silent on pay and advancement equity," wrote Stephanie Marken, executive director of education research at Gallup, in a blog post. "It is more important than ever before that these institutions commit to creating an equitable and inclusive workplace."

For more on the data, see below.

— AUDREY WILLIAMS JUNE

Belief in Advancement Opportunities Not the Same

Black, Asian, and Hispanic female faculty and staff members are less likely than their white female peers to strongly agree that they have the same opportunities for advancement as other employees at their institution.

I have the same opportunities for advancement as other employees at my institution with similar experience and performance levels.

	Percent who strongly agree
All female faculty and staff	23
All male faculty and staff	32
Female faculty	25
Male faculty	32
Female staff	21
Male staff	32
White female faculty and staff	25
White male faculty and staff	33
Black female faculty and staff	15
Black male faculty and staff	22
Hispanic female faculty and staff	18
Hispanic male faculty and staff	24
Asian female faculty and staff	16
Asian male faculty staff	17

Note: Interviews were conducted October 5-29, 2021. Data reflect 10,594 faculty and staff members at Title IV, degree-granting two- and four-year colleges and universities. Source: Gallup

Different Perceptions of Pay

Roughly a third of female faculty and staff members said they "agree" or "strongly agree" that they were paid fairly, compared with nearly half of men.

I am paid fairly for the work I do.

	Percent of female faculty and staff	Percent of male faculty and staff
Strongly agree	12	18
Agree	23	29

Note: Interviews were conducted October 5-29, 2021. Data reflect 10,594 faculty and staff members at Title IV, degree-granting two- and four-year colleges and universities. Source: Gallup

2030

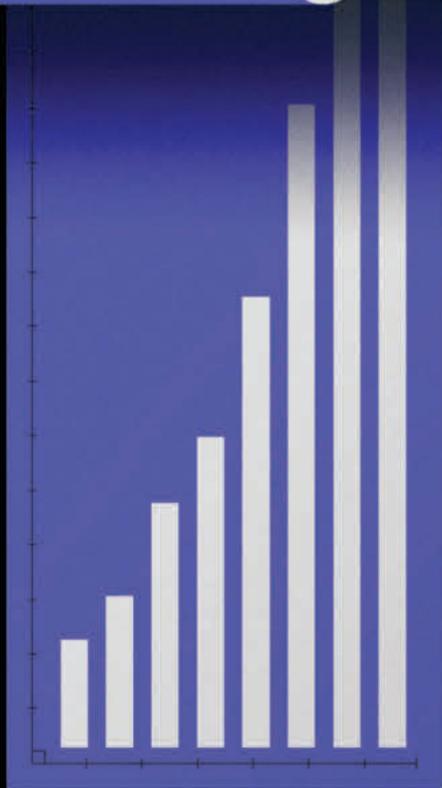
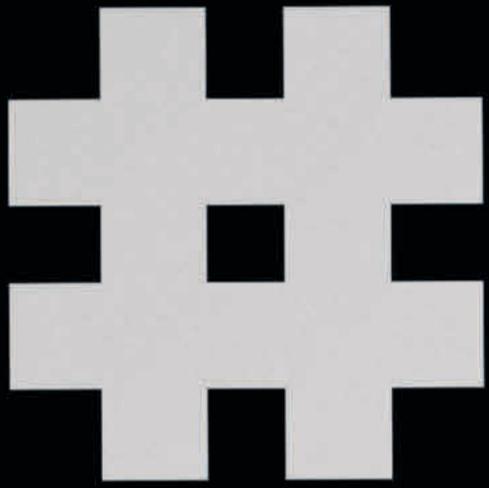
As a university committed to the discovery, transmission and application of knowledge, we must assure we are contributing to addressing the most fundamental challenges of our time. Great universities of the world generate both the ideas and the technologies that change our future. There is no more urgent challenge now than moving toward a sustainable future. That's why Rice University is resetting its goal to reach carbon neutrality to 2030.

And, utilizing our expertise in science, engineering, architecture and other disciplines to find solutions to climate change.

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The Rankings Farce

‘U. S. News’ and its ilk embrace faux-precise formulas riven with statistical misconceptions.

BY COLIN DIVER

ON JULY 1, 2002, I became president of Reed College in Portland, Ore. As I began to fill the shelves in my office with mementos from my previous life as a law-school dean, I could feel the weight already lifting from my shoulders. “I’m no longer subject to the tyranny of college rankings,” I thought. “I don’t need to worry about some news magazine telling me what to do.”

Seven years before my arrival at Reed, my predecessor, Steven S. Koblak, decreed that Reed would no longer cooperate with the annual *U.S. News Best Colleges* rankings. As a practical matter, this meant that college staff members would no longer have to invest hours in filling out the magazine’s annual surveys and questionnaires. Most importantly, it signaled that Reed would no longer be complicit in an enterprise it viewed as antithetical to its core values. And it would no longer be tempted to distort those values to satisfy dubious standards of excellence.

The fact that Reed had taken this rebellious stance was one of many features that attracted me to apply for its presidency. I took it to be a statement that Reed viewed education as a path to a genuinely fulfilling life, not just a ticket to a high-paying job. The college defined its goal as imparting learning, not just conferring credentials. It measured itself by internal standards of academic integrity, not just external applause.

THE REVIEW ESSAY

TYLER COMRIE
FOR THE CHRONICLE

were my alumni. If we dropped from eighth to 10th, alumni would ask what went wrong. If we moved up to seventh, they would ask why we weren't in the top five. Each year, Penn's president would proudly present to the Board of Trustees a list of the university's schools whose ranking numbers had improved. (She'd make no mention of those whose numbers had slipped.)

During that time, I also served as a trustee of my undergraduate alma mater, Amherst College. By the standards of the rest of the world, *U.S. News* treated Amherst very kindly, almost always placing it in the top two liberal-arts colleges in the nation. Amherst was far too genteel to boast publicly. But the topic often arose at the fall meeting of the Board of Trustees, right after the release of the latest *U.S. News Best Colleges* edition. If Amherst came in second, someone would always ask, "Why is Williams College ahead of us again?" I came to understand that, in the world of college rankings, everyone feels resentment, frustration, and anxiety. Everyone thinks they are being treated unfairly, except during those fleeting moments when they sit at the top of the sand pile.

There is a growing cottage industry of college evaluators, many spurred by the commercial success of *U.S. News Best Colleges*. I call it the "rankocracy" — a group of self-appointed, mostly profit-seeking journalists who claim for themselves the role of arbiters of educational excellence in our society. It wasn't just the *U.S. News* rankings that were incompatible with Reed's values. Virtually the whole enterprise of listing institutions in an ordinal hierarchy of quality involves faux precision, dubious methodologies, and blaring best-college headlines. To make matters worse, the entire structure rests on mostly unaudited, self-reported information of dubious reliability. In recent months, for example, the data supporting Columbia's second place *U.S. News* ranking have been questioned, the University of Southern California's School of Education has discovered a "history of inaccuracies" in its rankings data, and *Bloomberg's* business-school rankings have been examined for perceived anomalies.

Maintaining Reed's stance turned out to be more of a challenge than I had realized. Refusing to play the game didn't protect us from being included in the standings. *U.S. News* and its coterie of fellow rankocrats just went ahead and graded the college anyway, based on whatever data they could scrape up and whatever "expert" opinions

LIKE MANY MEMBERS of my generation, my education in gourmet cooking began by watching Julia Child's syndicated TV show, *The French Chef*. Judging by my occasional attempts at haute cuisine, I was not a very good student. But I do remember one important lesson: When you combine a lot of ingredients into a stew, you want to bring out the flavor of each one. You should still be able to taste the bacon and the porcini mushrooms in the beef bourguignon.

The art of composing a college ranking is like preparing a stew. You select a group of ingredients, measure each one carefully, combine them in a strict sequence, stir, cook, and serve. If you do it just right, you might end up with a delicious, classic French dish. If you do it badly, you end up with gruel.

The rankings of *U.S. News* and its followers typically produce gruel. A careful look at the "recipes" for preparing these rankings shows why.

To create its 2022 listings of national universities, for example, *U.S. News* combined 17 different ingredients, grouped under nine headings (graduation and retention rates, social mobility, graduation-rate performance, undergraduate academic reputation, faculty resources, student selectivity, financial resources, alumni giving, and graduate indebtedness) to produce an overall score for each ranked college, on a scale of one to 100. The data fed into this recipe derive from replies to the magazine's annual statistical questionnaires and peer-evaluation surveys. Most of the quantitative information is also available from the U.S. Department of Education, but some (such as class-size data or the alumni-giving rate) is not. Since there is often a time lag in federal reports, *U.S. News* takes some pride in publishing data that are, in at least some instances, more current.

In a practice begun back in 1997, *U.S. News* adjusts some of the metrics in its formula in an attempt to measure institutional value added. These calculations use proprietary algorithms to estimate the extent to which a college's performance on a particular criterion is higher or lower than one might expect, given the distinctive characteristics of the institution and its student body. For example, in addition to calibrating the raw overall graduation rate, *U.S. News* also includes something called "graduation-rate performance," to reward institutions, such as Berea College, that achieve a higher graduation rate than might be expected, given the academic preparation of their students.

Other comprehensive rankings have used formulas that are broadly similar to those used by *U.S. News*. For its 2022 edition, the *Wall Street Journal/Times Higher Education* rankings employed 15 measures, grouped under four headings (resources, engagement, outcomes, and environment). Some of its factors (graduation rate, for instance) are also used by *U.S. News*. Several others, such as vari-

Reed College's rebellion against rankings was a sign that it viewed education as a path to a genuinely fulfilling life, not just a ticket to a high-paying job.

they could sample. Every once in a while, when I saw that *U.S. News* had once again assigned us a lower number, I would feel those old competitive juices flowing. In moments like that, I had to take a deep breath or go for a walk. And throw the magazine into the trash.

I came by my rankings aversion honestly. In 1989, I became the dean of the University of Pennsylvania's law school. The next year, *U.S. News* began to publish annual rankings of law schools. Over the next nine years of my deanship, its numerical pronouncements hovered over my head like a black cloud. During those years, for reasons that remained a complete mystery to me, Penn Law's national position would oscillate somewhere between seventh and 12th. Each upward movement would be a cause for momentary exultation; each downward movement, a cause for distress.

My admissions dean reported that prospective applicants were keenly attuned to every fluctuation in the annual pecking order. So

ACCELERATING THE PACE OF DRUG DEVELOPMENT

FLORIDA INTERNATIONAL UNIVERSITY, Miami's Carnegie R1 public university, has extended its research enterprise with a facility in Port St. Lucie, Florida, that complements two nearby entities also dedicated to investigative medicine. The FIU Center for Translational Science completes a dynamic triangle that makes possible scientific collaboration with a nearby hospital and separate research facility both run by Cleveland Clinic.

Located 125 miles north of FIU's main campus in Miami, the center will house 300 scientists focusing on pulmonary vascular disease, brain injury and aging, environmental medicine, inflammation and immunity, among other areas, in efforts to make a difference in patients' lives by reducing the time needed to get promising pharmaceuticals from the laboratory to the marketplace.



Stephen Black, PhD

Director, Center for Translational Science

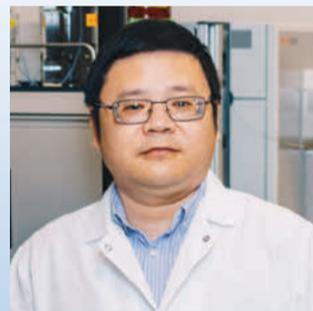
Professor, Herbert Wertheim College of Medicine and Robert Stempel College of Public Health and Social Work



Heidi Mansour, PhD

Program Leader, Center for Translational Science

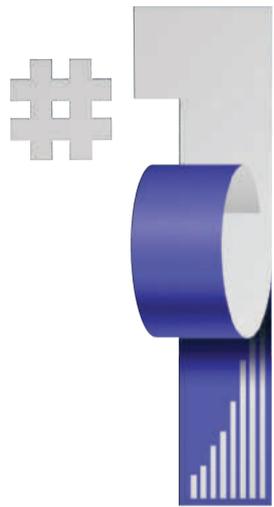
Professor, Robert Stempel College of Public Health and Social Work



Haiwei Gu, PhD

Associate Professor, Herbert Wertheim College of Medicine and Robert Stempel College of Public Health and Social Work





Everyone thinks they are being treated unfairly, except during those fleeting moments when they sit at the top of the sand pile.

vey-based ratings of student engagement and postgraduate salaries, are more distinct. *Washington Monthly* divides its rankings into three portions, each comprising many factors, while *Forbes* uses well over a dozen (including an institution's alumni representation in the *Forbes* "30 Under 30" list). Niche, a platform that both recruits for colleges and helps parents and students find the right institutions, surely wins the prize for formulaic complexity, by somehow managing to incorporate over 100 ingredients (via Bayesian methods and "z-scores") into a single ordinal list of 821 best colleges.

Taken individually, most of the factors are plausibly relevant to an evaluation of colleges. But one can readily see that any process purporting to produce a single comprehensive ranking of best colleges rests on a very shaky foundation.

PROBLEM NO. 1: SELECTION OF VARIABLES

How do rankocrats decide what to include or leave out in their formulas? What we call a "college education" has literally hundreds of dimensions that could potentially be examined. While there is widespread agreement about the general purposes of higher education, when it comes to rankings, that consensus quickly dissolves into argument.

Why, for example, does *U.S. News* look at spending per student, but not endowment per student? Why does it measure faculty salaries but not faculty research output? Why does it calculate graduation rate but not postgraduate earnings? Why do some rankings systems include racial and ethnic diversity, while most ignore it? Indeed, why do some formulas use just a handful of variables, while others incorporate dozens or even hundreds? At best, the rankers give vague replies to such questions, offering no supporting evidence for their preferred variables. Very rarely do they explain why they have left out others, including those that their competitors use.

PROBLEM NO. 2: ASSIGNING WEIGHTS TO VARIABLES

Equally arbitrary is the process of determining what weights to assign to the variables. The pseudoscientific precision of the mathematical formulas used in the most popular rankings is really quite comical. For 2022, *U.S. News* decreed that the six-year graduation-rate factor was worth precisely 17.6 percent in its overall formu-

la, and the freshman-to-sophomore-year retention rate, exactly 4.4 percent. *Washington Monthly* somehow divined that its Pell graduation-gap measure (comparing the graduation rate of lower-income Pell Grant recipients with non-Pell recipients) factored in at 5.55 percent of its overall rating, while a college's number of Pell students receiving bachelors' degrees deserved a measly 2.8 percent.

U.S. News has long been well aware of the arbitrariness of the weights assigned to variables used in its formulas. In 1997, it commissioned a study to evaluate its methodology. According to Alvin P. Sanoff, managing editor of the rankings at that time, its consultant concluded: "The weight used to combine the various measures into an overall ranking lacks any defensible empirical or theoretical basis." The magazine evidently just shrugged its shoulders and kept right on using its "indefensible" weighting scheme. As have all the other formulaic rankers, one strongly suspects.

PROBLEM NO. 3: OVERLAP AMONG VARIABLES

A third problem is the degree of overlap among variables — a condition statisticians call "multicollinearity." In statistical terms, the ranking formulas purport to use several independent variables (such as SAT scores, graduation rate, class size, and spending per student) to predict a single dependent variable (numerical rank). It turns out, however, that most of the so-called independent variables are, in fact, dependent on each other. A 2001 analysis found "pervasive" multicollinearity in the formula then used by *U.S. News*, with many pairs of variables overlapping by over 70 percent. For example, a college's average SAT score (for its entering students) and its graduation rate were almost perfectly correlated.

Why is this a problem? When factors such as SAT scores and graduation rates are collinear, the true impact of either one on colleges' overall rankings can be quite different from the weighting percentage nominally assigned by the formula. For example, the 2001 study found that a college's average SAT score actually explained about 12 percent of its ranking, even though the *U.S. News* formula nominally assigned that factor a weight of only 6 percent. The SAT statistic had this outsized influence because it directly, and strongly, affected seven of the 14 other variables. For this reason, Robert Zemsky and Susan Shaman argued quite persuasively in their 2017 book that it takes only a tiny handful of variables to explain almost all of the differences in the *U.S. News* rankings. In other words, many of the factors so carefully measured and prominently featured by the magazine are just window dressing.

Furthermore, most of the criteria explicitly used by *U.S. News* (and, by extension, most of the other comprehensive rankers) turn out to be heavily dependent on an unidentified background element: institutional wealth. This should be intuitively obvious for the faculty-resources and financial-resources measures. As studies have repeatedly shown, however, the degree of institutional wealth also corresponds directly with the level of entering students' SAT scores, freshman retention rates, graduation rates, alumni giving, and even peer reputation. A ranking that gives separate weights to each of those factors ends up largely measuring the same thing.

PROBLEM NO. 4: THE SALIENCE OF NUMBERS

A further problem with the rankocrats' systems is the outsized impact exerted by the numerical scores that those systems produce. Scholars call this quality "salience" — that is, the tendency of one measure to dominate all the others, simply because of its greater visibility. Taking an example from the 2022 *U.S. News* edition, we can ask whether the University of California at Berkeley (ranked 22nd among national universities) is really better than its downstate neighbor, the University of Southern California (27th). These two numbers said yes. Yet, when you look at the underlying data (to say nothing of all the qualitative factors ignored by the formula), the only plausible conclusion is that the two institutions, while very different, were



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equivalent in overall quality. Those colleges' total scores on *U.S. News's* magic 100-point scorecard (82 and 79, respectively) were also almost identical. Berkeley seemed to be superior on some measures (peer evaluation and student excellence), and USC on others (faculty resources and financial resources). Yet there it was, in neon lights: No. 22 versus No. 27 in rank.

As one moves farther down the ladder, the numerical differences among the colleges — and surely the real quality differences — shrink to the vanishing point. Ursinus and Hendrix Colleges, two very fine small liberal-arts colleges, received overall raw scores of 58 and 55 from *U.S. News*. Yet Ursinus was ranked 85th (in a tie) among national liberal-arts colleges, and Hendrix 98th (also in a tie). The notion that, in this case, a student should choose Ursinus over Hendrix simply because of these numerical differences is ludicrous. But, as many scholars have documented, rankings numbers speak loudly, often drowning out other, more edifying ways of assessing an institution's strengths and weaknesses.

In a 2007 study of the enrollment decisions made by high-achieving students who attended Colgate University between 1995 and 2004, Amanda Griffith and Kevin Rask noted that over half of the surveyed students chose Colgate merely because it was ranked higher than the other colleges to which they were admitted. This deciding factor, they observed, was independent of other measures of academic quality, such as student/faculty ratio or expenditures per student. A 2013 investigation examined the impact of a 1995 decision by *U.S. News* to increase the number of institutions that were ordinarily ranked. Before 1995, colleges that received raw scores between 26th and 50th in its formula were merely listed alphabetically in a "second tier." The researchers found that when the magazine began assigning a specific number to those additional institutions, they experienced a statistically significant increase in applications, wholly independent of any changes in the underlying quantitative measures of their academic quality.

PROBLEM NO 5: FIDDLING WITH THE FORMULA

Compounding the inherent arbitrariness of the rankings' methodology, rankocrats keep changing it, so as to render comparisons from one year to the next essentially meaningless. Ever since 1983, *U.S. News* has made repeated alterations in the variables used in its formula, the weights assigned to those factors, the procedures for measuring them, and the number of colleges listed.

Why does *U.S. News* keep changing its recipe? Many observers accuse the publisher of instituting changes just for the purpose of shaking things up, to generate enough drama to keep readers coming back year after year. Its editors firmly deny that charge. Instead, they typically give rather vacuous explanations for the changes, often citing "expert" opinion. But, unlike academic experts, the magazine's editors don't cite the results of peer-reviewed studies to substantiate their assertions.

In fact, it's not difficult to guess the reasons for at least some of the changes. One can readily explain several adjustments — for example, the belated inclusion of social mobility and college affordability — as responses to widespread criticism of the formula's blatant wealth bias. Other revisions reflect efforts to discourage cheating. *U.S. News* has been engaged in an ongoing Whac-a-Mole exercise with institutions bent on gaming their system. Find a loophole, close it. Find another loophole, close that one. Ad infinitum.

Additional alterations may have been made to avoid the embarrassment of implausible results. In the magazine's first ranking of law schools, Yale finished first, and Harvard wound up an ignominious fifth. That implausibility was quickly corrected by subsequent rankings formulas. Until quite recently, it's been Yale (first) and Harvard (second) at the top. A more celebrated example involves the ranking

of the undergraduate program at the California Institute of Technology. In 1999, the *U.S. News* statisticians made an obscure change in the way the magazine plugged spending per student into its overall score computation. As a result, Caltech (which spends much more per student than its peers) vaulted from ninth place in 1999 to first place in 2000. Oops! Soon Caltech settled back to its "proper" position in the pecking order, below the perennial top dogs.

The Caltech episode illustrates a related problem: buyer's remorse. Since a college's numerical position in the hierarchy can bounce around from year to year, often for reasons that bear no relation to changes in its underlying quality, applicants who rely on those numbers to make college choices can get unpleasant surprises. Imagine an applicant who, in 2000, chose Caltech because it was ranked first in *U.S. News*, in preference to, say, Princeton (then fourth). A year later, that person wakes up to discover that the two institutions have traded places. By graduation time, Princeton is still first, while Caltech has sunk to eighth.

PROBLEM NO. 6: ONE SIZE DOESN'T FIT ALL; THE 'BEST COLLEGE' ILLUSION

Just as there is no single best stew, there can be no single best college. It takes real chutzpah to claim that a formula comprising arbitrarily chosen factors and weights, which keep changing from year to year, can produce a single, all-purpose measure of institutional quality. Of course, all of the rankocrats concede this fact and take pains to advise readers to use their numerical listings only as a starting point in the search, not as an absolute method for making decisions. In service to that advice, most publications offer numerous single-dimension assessments in addition to their comprehensive best-colleges lists. And many of them supply tools to help prospective applicants construct even more-personalized intercollege matchups. (Usually for a fee, of course.)

And yet all of the rankers use their best-colleges lists as public-relations bait to hook their audiences. By the time curious readers get to the underlying information and the specialized rankings, they have been told by a seemingly authoritative organization what *the* correct ordering of colleges is, from best to worst. The unstated message comes through loud and clear: "Berkeley is better than USC. Ignore that relative assessment at your peril."

What we have, in sum, is a group of popular rankings that simplify the complexity of evaluating a college's performance by arbitrarily selecting a collection of measures, many of which overlap substantially, and then assigning equally arbitrary weights in order to purée them together into a single offering. The result is a tasteless mush. ■

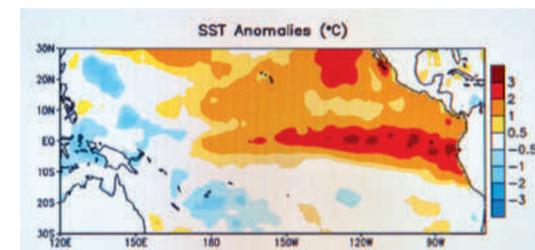
Colin Diver, a professor of law and economics emeritus at the University of Pennsylvania Law School, was formerly the president of Reed College and the dean of the University of Pennsylvania Law School. He is the author of the forthcoming book, Breaking Ranks: How the Rankings Industry Rules Higher Education and What to Do About It (Johns Hopkins University Press), from which this essay is adapted.



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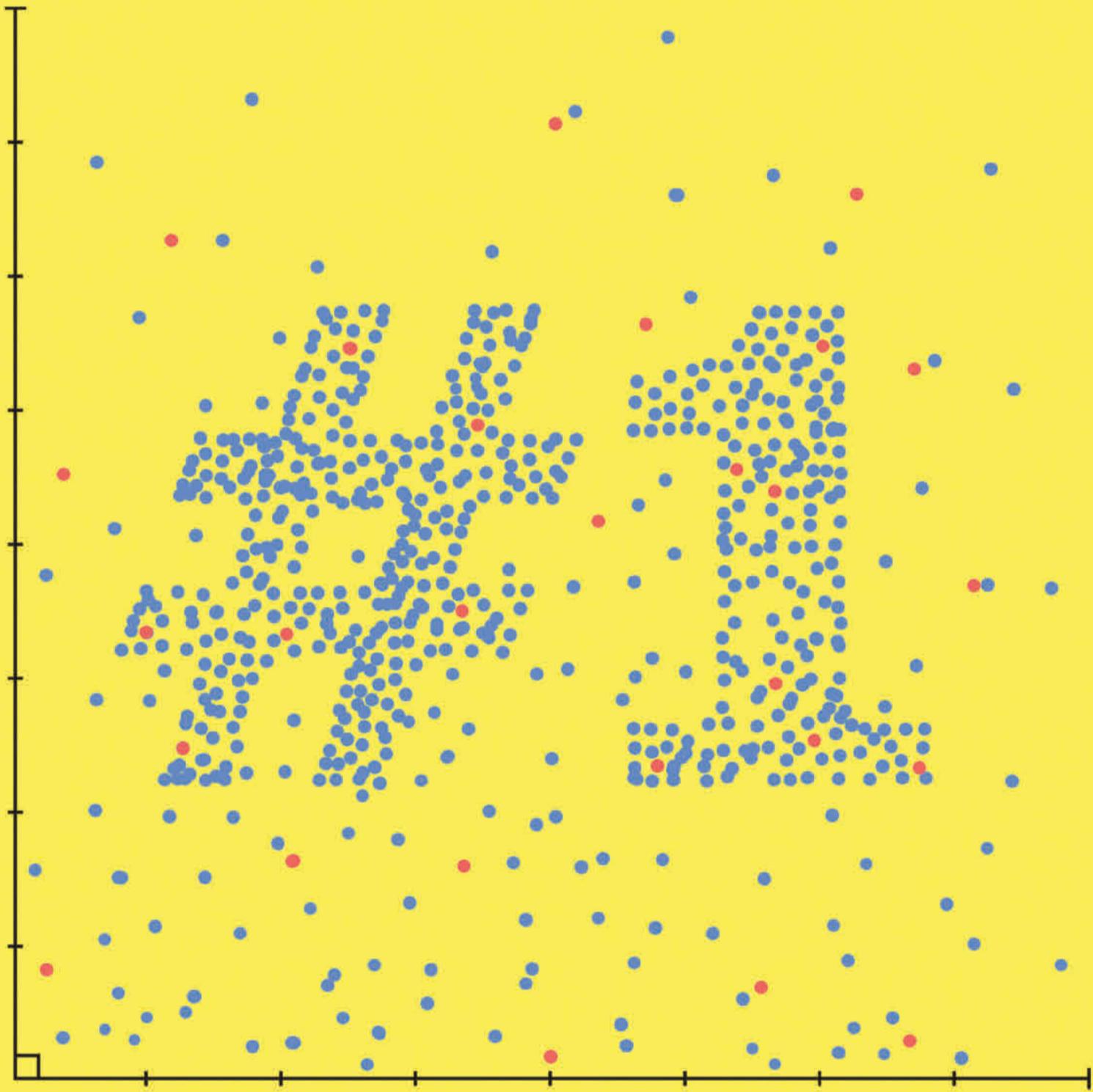
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Dubious Data?

Researchers who submit to 'U.S. News' say survey answers are subject to errors, ambiguity, and pressure to look good.

BY FRANCIE DIEP

ROBERT MORSE, the lead designer of *U.S. News & World Report's* rankings methodology, speaks at the professional conference for college data crunchers every year. And every year, attendees say, his workshop is packed.

"Every time I've gone to that session, it's been standing-room-only and people leaning in the door," said Jeffrey A. Johnson, director of institutional research and effectiveness at Wartburg College. Conference-goers always ask tough questions, said Todd J. Schmitz, assistant vice president for institutional research for the Indiana University campuses. But Morse's audience is rapt: "He has this room of 300 people hanging on his every word," Johnson said.

The scene captures the complicated relationship between colleges' data submitters and *U.S. News*, the best-known college-ranking system in the United States. Many resent the time and oxygen the ranking takes up. After *The Chronicle* asked to interview her, Christine M. Keller, executive director of the Association for Institutional Research, conducted an informal poll of the group's members about their views of *U.S. News*. One major theme: Answering the magazine's survey requires too many resources, a situation they see as taking away from internal data projects that contribute more to student success than rankings do. Yet they know that responding to the survey is an important part of their jobs, and often campus leaders are paying close attention.

Recently that relationship has undergone renewed scrutiny, as rankings-data controversies have piled up. First, a former dean of Temple University's business school was sentenced to 14 months in federal prison for leading an effort to inflate statistics his school had sent to *U.S. News*. Then a Columbia University mathematics professor publicized his belief that his institution is sending inaccurate data to Morse and his colleagues, a contention Columbia has denied. Finally, the University of Southern California pulled out of the rankings for its graduate program in education because it discovered it had submitted wrong data for at least five years.

The headline-grabbers are the latest in a decades-long history of

scandals about colleges gaming *U.S. News* and unintentionally sending inaccurate data to it. Every few years, it seems, another incident comes to light. Criticisms of the rankings have also been longstanding, but there's been some fresh attention since the popular journalist Malcolm Gladwell covered them on his podcast last year.

Willis Jones, an associate professor at the University of Miami who studies higher-education leadership, has noticed more of a social-justice bent to rankings criticisms lately. Increased societal awareness of historically Black colleges and universities highlighted that rankings are "one of the many things that were creating disparities among HBCUs versus predominantly white institutions in state funding and things like that," he said.

Another observer, Akil Bello, director of advancement for the National Center for Fair and Open Testing, an advocacy group known as Fair-Test, has noticed more critiques of rankings methodologies making it into the mainstream. "There are some cracks being created in the belief that there is an objective foundation to the creation of the rankings," he said.

As the college staffers typically responsible for gathering and submitting the high-stakes data, institutional researchers are on the front lines of this much-scrutinized process. And while outright lying may be relatively rare, there's always human error, plus ample room for interpretation in the *U.S. News* questions. That ambiguity can create incentives to finesse the data in a way that makes one's institution score better in the magazine's rubric.

IN 2018, after the Temple data problems became public, "eight or 10" higher-education clients of the audit firm Baker Tilly asked for reviews of their processes for submitting data to *U.S. News*, accreditors, the federal government, and other requesters. "They didn't want to be in a position to end up like Temple," said Adrienne Larmett, a senior manager there.

"Not one of them had a clean audit," Larmett said. Colleges were

making unintentional mistakes, often as a result of software systems not working well together, the timing of data pulls (at what point in the year enrollment is counted, for example), and human errors in data entry.

“High risk” statistics, where Baker Tilly auditors often saw problems, included the number of applicants, admitted students’ test scores and GPAs, and faculty-to-student ratios. Test scores can be problematic if colleges rely on numbers shared by applicants rather than by testing companies. And who counts as a faculty member or a student can be defined in many ways, depending on who’s asking.

The differences between what colleges reported and what Baker Tilly found were generally small, Larmett said. But you never know what will be enough to give an institution a lower or higher ranking than it deserves, she said, given that *U.S. News* doesn’t disclose exactly how it weights survey answers in its rankings.

Even with perfect quality control, two institutions may still count the same number in different ways.

“There’s this overarching tension when you have any type of survey, ranking, or data gathering, where you’re trying to capture the universe of higher education,” Indiana’s Schmitz said. “You’ve got a panoply of different types of institutions, and yet you’ve got one survey instru-



Cracks are forming in the belief that there is an objective foundation to the creation of the rankings.

ment and set of definitions that try to be at the same time sufficiently vague and sufficiently specific, so that institutions can see themselves in these survey questions and they’re not totally off the rails.”

“At the same time, there is a lot of interpretation that happens with the *U.S. News & World Report* survey questions,” he added. “It is up to folks like myself in the profession, who know what the gold standard should be.”

The *U.S. News* survey appears to try to provide plenty of guidance. The 2022 main survey, for example, devotes several paragraphs to defining “faculty” and “class section,” concepts that feed into faculty-to-student ratios and average class sizes, both influential factors in a college’s ranking.

Nevertheless, Schmitz said, people could interpret those questions differently. At one point, the survey asks for the number of faculty members who “teach virtually only graduate-level students.” If there are one or two undergraduates in a class, he said, does that count as “virtually only” graduate students? What if the undergraduates are auditing the class and aren’t receiving credit?

When and how to measure class sizes bring yet more ambiguity. “You can defensibly use the start of the semester or the end,” Schmitz said. “You could also artificially limit section seating caps.” *U.S. News* calculates a score for class sizes using the number of classes that fit into different buckets, including how many classes have fewer than 20 students. Thus a seating cap of 19, rather than 20 or higher, for some classes could raise a college’s score.

One question of interpretation loomed large in the analysis by Michael Thaddeus, the Columbia professor who challenged his institution’s place in the rankings. Columbia classifies patient care provided by medical-school faculty members as instructional spending, a decision the university defends on the grounds that the professors may be training students while seeing patients. Still, it’s unusual in the field to consider such expenses as instructional, said Julie Carpenter-Hubin, a former assistant vice president for institutional research at Ohio State University, who retired in 2019.

The inevitable gap between guidance and practice leaves a lot of responsibility on data-gatherers’ shoulders. “You can make those decisions well and defensibly, or you can make them in ways that are indefensible,” Wartburg’s Johnson said. “What you can’t do is simply fall back on the rules and say, ‘Yep, the rules tell us exactly what to do,’ because they don’t.”

THE CHRONICLE spoke with institutional researchers at two large public universities and two small private liberal-arts colleges, to get a sense of what it’s like to make those high-stakes decisions. Most said that while they personally had not experienced pressure to report positive data, they had heard of others who had. That kind of within-the-rules-but-not-the-spirit massaging is more common than outright fraud, they believe.

“I don’t want to say that anybody would ever pressure folks to misreport,” Carpenter-Hubin said. Instead there can be pressure to “find the best possible way of saying something.” (She emphasized that was not the case at Ohio State; she was speaking generally, she said.)

“The incentives are in place for everyone to want to put their best foot forward to describe their institution in the most favorable light” to *U.S. News*, said Keller, from the Association for Institutional Research.

One interviewee, however, said she had little experience of the kind of data shenanigans that make the news.

“This is probably a point of privilege,” said Bethany L. Miller, director of institutional research and assessment at Macalester College, “but I don’t know a lot of people who are nervous about reporting data.”

She pointed to counterpressures at work to keep people honest: the reputational hit colleges take when data misreporting comes out; fines and potential prison time for misreporting to the U.S. government, if not to a private company like *U.S. News* (though the Temple case shows that lying to *U.S. News* can bring prison sentences too); and the Association for Institutional Research’s ethics code.

The institutional researchers *The Chronicle* interviewed said they thought their peers did the best they could, had quality-control checks in place, and made only small mistakes, if any. Institutional researchers’ beef with *U.S. News* isn’t the data’s integrity. “It’s more the fact that they are imposing their framework for how colleges and universities should be ranked on everyone else,” Keller said. “In the end, the data is likely not perfect, but it’s how the data is being used that is the issue for me and a lot of my IR colleagues.”

Meanwhile, despite the criticism, the rankings remain as important as ever to some audiences. College marketing teams still tout high rankings, and boards of trustees still fret when their standings fall, Jones, of Miami, said. The share of first-year students at baccalaureate institutions who say that “rankings in national magazines” were “very important” in their choice of college has hovered at just below one in five for more than a decade, although it fell to about one in seven in 2019, the latest available data.

And the assumptions behind the rankings still shape the way people talk about colleges. “How do you unring the bell of the socially accepted rankings?” FairTest’s Bello said. “That’s the biggest challenge right now — is that the ‘These colleges are good’ and ‘These colleges are bad’ has entered the ether of the higher-ed admissions landscape.” ■

Francie Diep is a senior reporter covering money in higher education.

OPENING THE DOORS TO DISCOVERY

The Facility for Rare Isotope Beams opens in spring 2022 at Michigan State University.

The world's most powerful heavy-ion accelerator will soon become a center for scientists all over the globe, attracting them to collaborations and next-level nuclear science research to understand the universe and advance scientific discovery in fields as diverse as medicine, material science and environmental studies.

The accelerator is the heart of the Facility for Rare Isotope Beams, or FRIB, which will open in late spring at Michigan State University. A user facility for the U.S. Department of Energy Office of Science that supports the mission of the DOE-SC Office of Nuclear Physics, MSU is the only university in the nation to operate this type of facility on its campus.

With its physical location on the campus of a leading research university, FRIB is uniquely positioned to engage undergraduate and graduate students alike. Whether pursuing a degree in nuclear science or a related field such as engineering, medicine or plant science, they will be afforded opportunities to participate in research at a world-class facility.

MSU has been a site of life-changing scientific discovery and a worldwide leader in nuclear science for more than a half-century, a tradition MSU articulated to DOE-SC during site selection for FRIB.

The most powerful facility of its kind, FRIB is capable of producing 80% of the isotopes projected to exist in the universe. It's a monumental leap forward from current technology. The main difference between current accelerators and FRIB is the power of the beam. As FRIB Laboratory Director, Thomas Glasmacher, explains, "One of the metrics of discovery potential is the intensity of the primary beam, and FRIB will have the most intense primary beam in the world."

FRIB is the latest example of MSU's continued national and international leadership in areas that advance discovery and create positive impact. The university's contributions in medicine, education, agriculture, plant science, supply chain and other areas have transformed lives in communities around the world and continue to have a positive impact on people and the planet.

In 1958, the university set a course for excellence in nuclear science that soon materialized into the Cyclotron Laboratory, which became the National Superconducting Cyclotron Laboratory. In the next decades, MSU's innovation attracted top nuclear scientists and produced outstanding new talent. For over a decade, MSU has been home to the No. 1 ranked nuclear physics graduate program in the nation according to U.S. News and World Reports annual rankings.



Not surprisingly, five decades of momentum in nuclear science have led to FRIB. The research that will be conducted at FRIB is a priority for the nation's nuclear science community. With access to more than 1,000 isotopes, the majority of which don't exist naturally on earth, scientists will have insight into the physics that formed the universe and the way heavy elements came into existence on our planet.

Research with rare isotopes will accelerate innovation in everything from medicine to environmental science to material science. One of the most immediate areas of potential impact is medicine. Finding new ways to treat challenging cancers is a prime example. The emerging field of theranostics — diagnostics and therapy combined — uses radioactive isotopes in hunting down malignant cells. With the discovery of new isotopes, FRIB will take the technology deeper, helping doctors find and destroy cells that had previously eluded detection.

"The advantage from FRIB is we get a much wider variety of choices of different elements and decay modes that we can use to do the imaging and therapy," says Greg Severin, assistant professor of chemistry at FRIB and in the MSU Department of Chemistry.

FRIB will bring advantages to other areas of medical treatment. Similar advantages will be realized across a wide range of scientific disciplines and emerging technologies where the possibilities for improving lives and the world we live in are virtually endless.

With all its potential, the FRIB program will attract nuclear science leaders from across the nation and around the world, while inspiring students to pursue science careers. Artemis Spyrou, professor of physics at FRIB and in the MSU Department of Physics and Astronomy, knows the source of that inspiration well. "The motivation always comes from the stars," she says. "From understanding these big questions about the universe, where the elements were created, how stars evolve."

The answers we seek and the advancement we pursue are suddenly closer because of MSU's — and FRIB's — unwavering commitment to excellence, discovery and innovation, and the vital investment in basic science made by the DOE-SC, MSU and the state of Michigan.



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A photograph of a man with a bloody mouth and a high-visibility vest, likely a professor or student involved in a protest. The man is wearing a blue t-shirt and a bright orange and yellow high-visibility vest. He has a watch on his left wrist. The background is blurred, showing other people and what appears to be a protest setting. The text is overlaid on the left side of the image.

The Professor and the Protester

Oliver Baker got into a scuffle with a student during a campus protest. It could cost him his career.

BY EMMA PETTIT



Avi Rachlin (left), a student at Penn State, and Oliver Baker, a professor, at a protest at Penn State last year.

PHOTOGRAPH BY CRAIG HOUTZ

Oliver Baker (in striped shirt) blocks
Avi Rachlin from other protesters.
Rachlin was counterprotesting
at a rally calling for a vaccine mandate
at Pennsylvania State University last year.

THE DEMONSTRATORS are calling for a vaccine mandate. In the center of the frame is a counterprotester. He's conspicuous, wearing a neon vest. He walks through the crowd, holding a placard above his head. As he moves away from the front of the demonstration, a handful of people follow him, including a man wearing jeans and a short-sleeved, button-up shirt. The counterprotester is talking, or maybe shouting. It's hard to make out what's said. The man gestures to the counterprotester and takes a few steps toward him.

Then the man reaches up. With his left hand, he grabs the counterprotester's sign.

A scuffle ensues. The two stumble behind other people, out of the camera's view. People rush toward them. There's yelling and more commotion, but it's impossible to tell what's going on, or who all is involved. "Get the fuck off me!" the counterprotester yells, twice. He stoops to pick up his sign, and the clip ends. The video — taken in August at Pennsylvania State University's main campus — is 17 seconds long.

The counterprotester, who emerged from the incident with a bloody nose, is an undergraduate at Penn State. The man who grabbed the sign is Oliver Baker, an assistant professor in African American studies and in the English department. After the rally, Baker was charged by the campus police with simple assault, disorderly conduct, and harassment, and placed on administrative leave, pending a university investigation. Two of those charges were later dropped, and at a trial before a judge, Baker was found not guilty of the third.

Penn State is moving to fire him anyway.

The university hasn't said publicly what offense Baker committed that's serious enough to terminate a tenure-track professor. Much of the process is confidential. But it's safe to assume that what administrators see when they watch that clip is someone interfering where



he shouldn't be. They see a choice, or choices, that run counter to how they think a professor ought to behave. Maybe they see someone trying to physically silence a student he disagrees with. Maybe they see an instigator.

Many others at Penn State say the administration has it all wrong. They see a professor who engaged in good faith to de-escalate a potentially dangerous situation. At best, they say, Penn State is overreacting; at worst, it is making an example of Baker and sending a chilling message to faculty members about the limits on their permissible conduct. Some wonder how safe their own jobs are.

No matter how you see it, a dispute that lasted just seconds has led to a consequential test case of how a public university navigates the pitfalls of a highly politicized pandemic. The fallout has the potential to end Baker's career.

What exactly is he being held accountable for?



STEVEN RUBIN

LAST AUGUST, any hope that the pandemic would not become hyperpoliticized had long vanished. In some states, Republican officials had been mounting offensives against the mandating of vaccines. Meanwhile, colleges were scrambling to adjust to the more contagious Delta variant of the coronavirus. Public universities in some red states walked a tightrope between two constituencies — those conservative lawmakers, who hold the purse strings, and many faculty and staff members who wanted more rigorous protections against a potentially fatal disease.

Eric J. Barron, Penn State's president, described in an open letter on August 12 how fraught the situation had become. Nationwide, every action responding to the pandemic "is being met with division and controversy."

Covid regulations across the country "clearly reflect state-level political realities," Barron wrote. In Pennsylvania, state funding for the university requires a two-thirds vote of the legislature. So that money "relies on strong bipartisan support." (The Republican Party controls both chambers.) Barron described what steps Penn State had taken, like offering incentives to get vaccinated, and requiring testing for those who had not shown the university that they were inoculated.

The university's approach to Covid, Barron wrote, was designed to "achieve the desired outcome, with as little polarization as possible."

The president's argument, to some, was insufficient. The next day, the University Faculty Senate, which represents 23 campuses, voted no-confidence in the university's pandemic plan for the fall of 2021, and passed a resolution in support of a vaccine mandate. On August 27, a group called the Coalition for a Just University put on a rally in favor of such a measure.

On that Friday afternoon, a crowd of professors and some students convened on the hot pavement outside of Old Main, the university's administrative hub. The semicircular plaza in front of the building is a designated free-speech zone. Virtually every attendee was masked. They stood, in Bermuda shorts and sun hats, socially distanced, waiting for the demonstration to begin.

Before it did, Avi Rachlin arrived. The 20-year-old business-management major in the orange neon vest was unmasked and carrying his homemade sign. One side displayed a meme about vaccine-passport supporters and tweets referring to Anthony S. Fauci's evolving predictions of when the pandemic would end. On the other side was a warped picture of Alex Jones, the far-right conspiracy theorist, pointing a gun. The photo was overlaid with the text, "Shut the Fuck Up Liberal." Next to Jones's picture was an anti-vaccine meme depicting what's called a "nonplayer character" — a gray humanoid meant to represent people who do not think for themselves — being injected

The Scuffle

The photos in the top row, taken over about eight seconds, show the struggle between Avi Rachlin, a student (in neon vest), and Oliver Baker, an assistant professor of English and African American studies (in striped shirt). After Baker and Rachlin are separated, Rachlin gets into a confrontation with two other attendees at the rally, which was held to demand a vaccine mandate for the campus.

PHOTOGRAPHS BY STEVEN RUBIN



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with syringes. That picture was emblazoned with “Govern Me Harder Daddy.” Among most crowds, Rachlin would’ve stood out. Among the rally’s bookish crowd, he especially did.

When he arrived, attendees remember, Rachlin began shouting anti-Covid-vaccine messages. At one point, he asked the protesters whether, if they support Black Lives Matter, did they support the Black New Yorkers who were banned from going into restaurants and to work because they hadn’t taken the “experimental” vaccine? (New York City had recently announced it would mandate the vaccine for workers and patrons of indoor dining establishments, among other businesses.) He shouted about Fauci and Fauci’s emails, and later about how in Australia, even the vaccinated are allowed outside their homes only “one hour a day.” (Australia imposed strict lockdowns, and, in parts of Sydney, restricted people’s outdoor exercise time.)

Michael O. West, a professor of African American studies, history, and African studies who helped host the rally, said he tried to get the demonstration underway but he couldn’t initially, because of Rachlin’s volume. He was like a “one-man wrecking ball” said another faculty member, which, from a tactical standpoint, he allowed, was impressive.

The Chronicle reviewed eight videos and hundreds of photos, and spoke with 27 people who were at the demonstration, including Rachlin, who said he was “not interested in getting myself in trouble.” As for his volume? “I definitely would say that I was loud.” He remembered “reciting off numerous facts about the vaccine, its real-life effects,” like “a broken record.”

Some of Rachlin’s comments were about more than Covid. People remember him at various times cursing, telling someone to “go to hell,” calling someone a “bitch.” Asked what his degree is in, Rachlin replied with his major, and a jeering, “What’s yours, gender studies?” Some people in the crowd booed Rachlin or yelled at

him to leave. One woman sprayed her water bottle in his direction.

Rachlin wasn’t the only counterprotester at the rally. A handful of dissenters stood toward the back, near the grass, and held signs with slogans like “My Body My Choice” and “Enough Medical Tyranny.” They booed pro-mandate speakers occasionally. Rachlin didn’t appear to be associated with them. He moved through the crowd, and got in people’s faces, attendees said. Rachlin was “deliberately lunging at people, including me,” said Eduardo Mendieta, one of the rally’s organizers and a professor of philosophy and Latina/o studies. At some point, Rachlin bumped against him, Mendieta said. “I’ve been to many protests, and this was strange.”

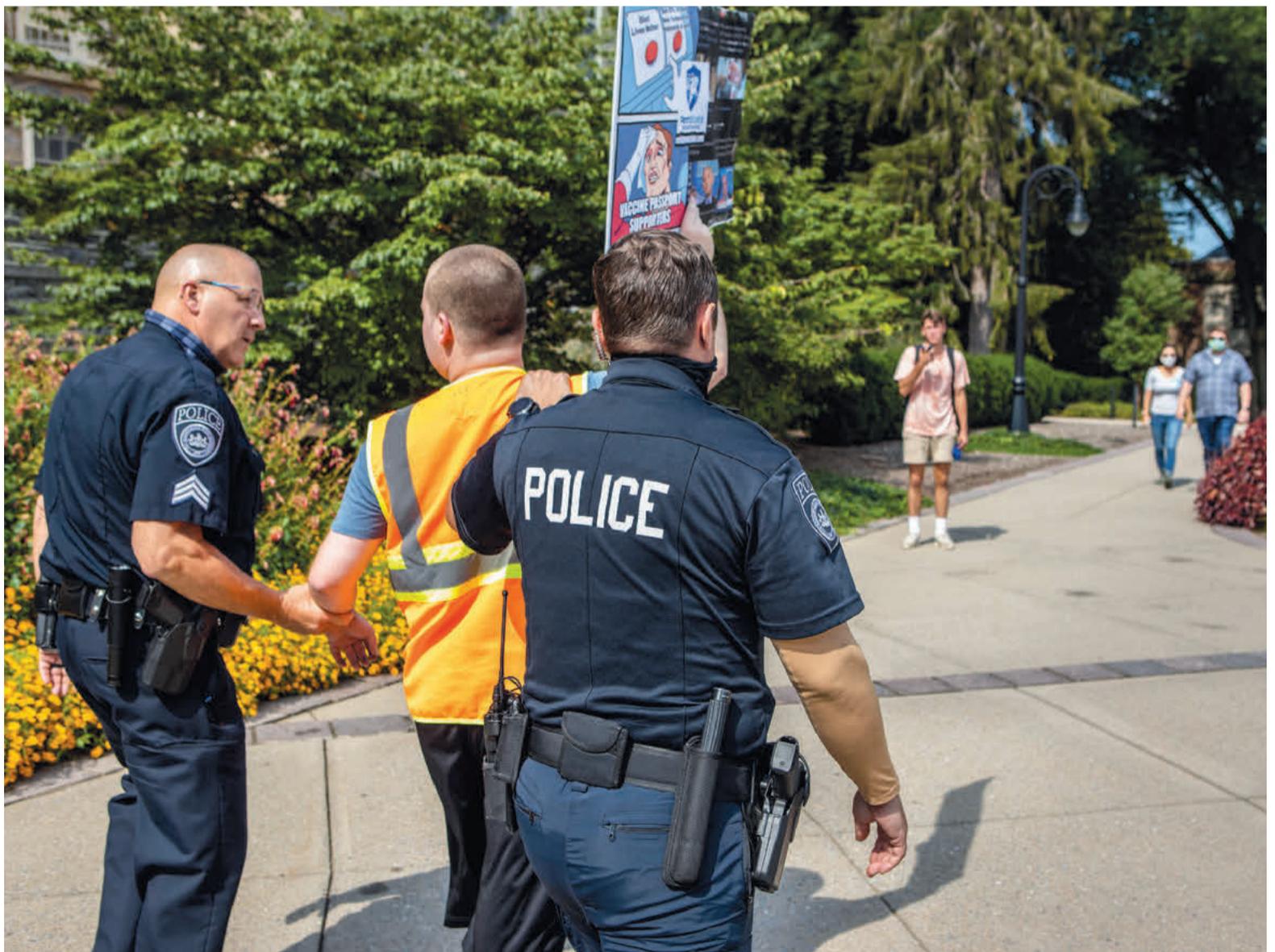
Rachlin, when asked if he remembered bumping into people, said, “I remember people bumping into me.”

Minutes after Rachlin arrived, Kirk French, a teaching professor of anthropology, called the campus police. “The guy seemed violent, you know? And I was like, I don’t know what’s about to unfold,” French said. “Plus, everybody’s at fever pitch, on both sides, vaccine mandates, anti-vaxxers, everybody.”

Meanwhile, some people chose to stop engaging with Rachlin. “As soon as I asked him one question, then he made it obvious that his response was going to be, you know, combative rather than conversational,” said Michael Schmierbach, an associate professor of media studies who’d asked Rachlin about his degree. “It didn’t make much sense to me to keep talking to the guy.”

A handful of people, including Baker, made the opposite choice. They began to shadow Rachlin around the demonstration. As tensions mounted, “We’re like, OK. This has turned very aggressive,” said Bailey Campbell, a Ph.D. candidate in electrical engineering. “We need to get his attention, get him away from people.” She told *The Chronicle* she’d done what’s called “de-escalation” work at local protests before, as had Baker. The basic tactics, she said, are to “buy

The campus police lead Rachlin, the counterprotester, away from the rally.



STEVEN RUBIN

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Testimony of Chapman Sociologist **PETE SIMI** Leads to Judgment Against Organizers of Charlottesville Rally. "When you go behind the scenes ... and you see the volume of references to using violence during the rally, it's overwhelmingly clear that this event was organized for the purpose of committing violence," Simi said.



Chapman Professor **STEPHANY CUEVAS'** New Book Shares Stories of Parental Sacrifice Behind Latinx Student Success. "I wanted to design a study that looked for stories of success," Cuevas said. "At the core was a commitment to developing relational trust. I did the interviews in Spanish, and I didn't push a protocol, but [rather] let the stories come up naturally."



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time” and “remove fuel.” That means separating aggressive people from what seems to have made them angry, and spreading out that interaction over time.

Baker did most of the talking. He kept asking Rachlin to go to the side of the protest, to have a conversation away from other people. Rachlin, who remembers that similarly, wasn’t interested.

The people in the group, including Baker, began putting their bodies between Rachlin and others at the rally, blocking his path toward the center of the demonstration and the speakers. At times one or more of them formed a human shield, of sorts, standing very close to him with their arms outstretched. As Rachlin moved through the protest, they moved with him. According to Campbell, Rachlin began shouldering them, attempting to force his way through. Otis Wil-



CALEB CRAIG, THE DAILY COLLEGIAN

Signs and banners at a January 2022 rally in support of Oliver Baker.

liams, then a Penn State undergraduate, was part of the group. According to Williams, Rachlin at one point tried to move back toward the center of the protest. Williams and another person stood in his way, trying to be “some sort of presence.” That’s when Rachlin “put his shoulder into me, and, like, pushed me to the side. And I remember just thinking, like, ‘What is going on?’”

Rachlin told *The Chronicle* that because people were following him and “constantly trying to block me in on all sides,” he felt that moving around the demonstration was the only way for him to stay safe. At one point, he “needed to just get out, so I forced my way out of the enclosed space.”

Moments later is when it happens. Baker grabs Rachlin’s sign. That decision, and what followed, could ruin Baker’s career.

AVI ALEXANDER RACHLIN loves a stunt. Or at least he used to. Scroll through his YouTube channel, under the name “avsterbone,” and you’ll find titles like “I Must MASTURBATE At Wendys!!! (Prank Call).” In the 2018 clip, Rachlin tells a Wendy’s employee over the phone that he’s a customer who would like to masturbate in the restaurant’s lavatory — or, he offers, on her face.

Rachlin, who’s from Freehold Township, N.J., has lived much of his life on the internet. He posts on Reddit channels like r/Anarcho_Capitalism (he described himself politically to *The Chronicle* as a “libertarian anarcho capitalist” who believes in “maximum human liberty, maximum self-responsibility” and privatizing government), and r/progun (self-explanatory). It’s often not clear whether he is trying to be offensive as a gag or is expressing his opinion. Replying to a 2021 Reddit post about male primary-school teachers in Spain wearing skirts, to show students that they can dress how they want, regardless of gender, Rachlin commented, “Faggots.” Asked by *The Chronicle* for context, Rachlin said, “I think that’s a faggot thing to do.”

“I’m going to do me, say what I want, and not really care about it,” Rachlin said. “And if people don’t want to be associated with the real, authentic me, that is totally fine.”

Offline, too, Rachlin has no problem speaking his mind, or objecting to authority figures. He filed an unsuccessful lawsuit against his hometown police chief, for example, after his application for a firearms purchaser-identification card was denied, arguing that the denial was unconstitutional. According to court documents, when reviewing Rachlin’s application, the chief came across what he called some “serious concerns” stemming from a May 2017 incident at Rachlin’s home. Rachlin, then 15, had been making “racially charged” YouTube videos, which his parents disapproved of. As a consequence, “electronics and power” were “taken out from his room” but Rachlin “tried to rewire the outlets,” a police report says. He was evaluated — voluntarily, according to Rachlin — at Central State Medical Center and was released a few hours later. According to the attending therapist’s notes, Rachlin indicated that he was expressing “his First Amendment right of free expression.” He didn’t understand what the fuss was about.

Covid became another preoccupation for Rachlin. When the vaccines first came out, Rachlin said, he wanted one. But then, he said, he started learning about myocarditis, about the prominent Covid-vaccine skeptics Peter McCullough and Robert Malone. “I got really into Tucker Carlson ... watching a lot of his stuff, and all of this kind of really radicalized me” to the fact that “something really scary is going on. And I don’t trust the process anymore. I’m afraid. And I’m not going to be a lab rat.” His concern ramped up in August 2021, when, as Covid-transmission levels rose across Pennsylvania, Penn State announced that masks would be required indoors at all campuses. Rachlin did not approve.

“A vocal minority of whining, pink-haired, nose-ringed libtards created enough noise to cause an about face,” he wrote in an Instagram post. He formed Penn State Resistance, which bears the slogan “No Authoritarianism. No Tyranny. Freedom Only.” (It’s pretty much a party of one.) On Reddit, he posted an email he had sent to Penn State’s Office of Student Conduct, in which he said that the office must “disapprove of this org and want to shut it down. I am here to tell you that won’t happen.” With “complete sincerity, I am telling you that I do not want nor plan to get in trouble.”

However, he continued, “I will **not** complete these 2 years on the sidelines. I will be in the spotlight.”

That he was. On that Friday in August, all attention was on Rachlin. He told *The Chronicle* he wanted to represent the faction of people who’d chosen not to get vaccinated, to say, “We don’t like this idea. Please listen to us.”

On Twitter, his tone was more aggressive. These “SJW libtards are going to get an earful from me as I’ll be counterprotesting with actual facts & science. Get ready!”

To Rachlin, the idea that people perceived him as a threat is ludicrous. He described his sign as “goofy” and said he was wearing a construction vest for his own visibility and safety.

During his conversation with *The Chronicle*, Rachlin seemed unable or unwilling to understand how others might view him. Days after the rally, French, the teaching professor who had called the police to the protest, and Laurel Pearson, an assistant teaching professor of anthropology who is married to French, published an opinion piece in *The Hill*, arguing that Penn State and other public universities had an imperative to mandate vaccines. Two days later, Rachlin emailed them, asking to interview them about their op-ed over Zoom. When they didn’t respond, Rachlin followed up. “Thank you for the request, but we are not taking part in interviews,” French wrote back. A few hours later, Rachlin emailed the registrar, asking for French’s and Pearson’s class schedules, class locations, and office hours. A department assistant forwarded the email to the faculty members because it seemed “weird.”

By then, French had looked up Rachlin online. He realized Rachlin was the guy from the rally and had come across his lawsuit over the firearms permit. French teaches an anthropology class in an enor-

Making an Impact

Case Western Reserve University researcher applies AI to get COVID-19 insights for families, physicians

Rong Xu spent six years studying biology because she wanted to cure disease.

She stopped for the same reason.

The more she learned about the research process, the further away meaningful impact seemed to be.

People were sick *now*—they couldn't wait decades for a discovery.

So Xu took the master's degree she had earned at Case Western Reserve University (CWRU) and headed west to Stanford, where she earned a master's in computer science and a doctorate in biomedical informatics.

Just as Xu was finishing her PhD, CWRU's medical school was launching an initiative in her own emerging area. The dean told her she had the potential to become one of its brightest stars.

Little did either of them know that a decade later they'd collaborate to find answers about COVID-19—with the results appearing in outlets like *The New York Times* and ABC News.

Nor could they have predicted that another former dean would add to their COVID-19 efforts.

With these and other collaborators, Xu was making an impact—and fast.

With more than 28 million article references in one federal database, not even the most diligent doctors and researchers can keep up with daily floods of new findings. But with the right combination of artificial intelligence techniques like machine learning and Natural Language Processing, computers can accomplish in minutes what humans would require generations to complete.

The challenge, then, is to figure out how to apply those techniques to find relevant answers. In her 2010 PhD dissertation, Xu demonstrated how an algorithm she had created could comb through millions of abstracts to extract and rank findings regarding specific diseases or treatments. The ultimate goal: making information that can help patients exponentially faster and easier to access.

Once at Case Western Reserve, Xu began applying her approach to specific questions. One project, for example, involved searching millions of medical papers to identify and rank genes that impact different medications' effectiveness. By 2014, Xu had accomplished so much that she received the prestigious National Institutes of Health Director's New Innovator Award, which included a \$2.4 million grant for her most ambitious project yet: matching the known effects of some 6,000 proposed and approved drugs with 100,000-odd diseases by analyzing 20 million research works.

"Nobody says a drug can only treat one disease," Xu said at the time. "With computer science, the process for discovering additional benefits can be automatized."

As daunting as the project might sound, Xu knew it had immense potential. Consider aspirin: Launched by Bayer in 1899, its promise in preventing heart attacks didn't emerge until the mid-1970s. Or the famed "little blue pill," originally developed



to treat cardiovascular problems but with a potent side effect for men that made Pfizer billions.

"In some cases," she added, "we may be able to skip years of testing because we already know these drugs are safe."

In the ensuing years, Xu identified medications that could have potential to treat Parkinson's disease, rheumatoid arthritis, and schizophrenia, among others. In 2015, she won the American Association for Cancer Research's Landon Foundation-AACR Innovator Award for Cancer Prevention Research to pursue connections between genetic and environmental factors and colorectal cancer. That same year, she won the American Medical Informatics Association's New Investigator Award.

Two years later, Xu and her colleagues launched DrugPredict, a free online program that matches existing drugs with other diseases and estimates efficacy based on such factors as genetics, phenotypes and the medication's composition.

The announcement came with a compelling example: In collaboration with CWRU cancer researcher Analisa DiFeo and cancer clinicians, Xu and her colleagues found that DrugPredict identified Non-Steroidal Inflammatory Drugs (NSAIDs) as a promising candidate to treat epithelial ovarian cancer. Laboratory tests subsequently proved the computer right: The NSAID, known as indomethacin, did kill the cancerous cells.

Then Xu met Nathan "Nate" Berger, a former CWRU medical school dean. The founder of what later became the nationally eminent Case Comprehensive Cancer Center, Berger soon found himself talking about his interest in the effects of age acceleration on tumors. Xu began explaining how her research might apply to his questions. A partnership was born.

"Rong had such a precise way of getting at data," recalled Berger. "My first impression: She was brilliant."

When COVID-19 began to spread in the spring of 2020, Xu was among many medical researchers eager to help. In the fall of 2020, she partnered with local colleagues and Nora Volkow, director of the National Institute on Drug Abuse, on a study showing that those with substance use disorders had much higher infection, hospitalization and mortality rates.

A few months later, she and her colleagues found that people with dementia were twice as likely to become infected with COVID-19—even after controlling for demographic and other factors. Xu had found her background in biology invaluable to her research, but felt she needed more specific medical expertise.

She turned to Pamela B. Davis, the medical school dean who had convinced her to come to CWRU. Now a full-time faculty member, Davis was eager to assist.

That study drew global attention early in 2021, and inspired the pair to pursue additional COVID-19 research.

"She's capable of asking so many good questions," Davis said of Xu.

Meanwhile, Xu, Berger and their teams published works about the higher COVID-19 risks those with different cancers faced, and raised awareness of the increased vulnerability of Black Americans with cancer.

When omicron arrived, it raised new concerns—especially for parents of children under 5, who were not yet eligible for vaccination.

This time, Xu, Davis and Berger all collaborated—along with David Kaelber, a CWRU faculty member and vice president for health informatics at Cleveland's MetroHealth Medical Center.

"It was very scary," Xu said. "We closely watched the data."

Their research found that—as with older groups—young children were more likely to contract COVID-19, but also less likely to suffer severe symptoms. Researchers heard directly from relieved parents after news coverage of the findings.

Xu is quick to note that she and her team have continued to pursue existing work even while studying COVID-19. An example of that work involves a \$5 million grant to examine Alzheimer's disease; in 2021 alone, she contributed or co-authored a half dozen journal articles on the subject.

"It's not just publish a paper and that's it," Xu said in one interview. "I really want to bring [drugs] to patients."

Even so, COVID-19 continues to be top of mind for Xu and her colleagues. The aftermath of earlier pandemics saw subsequent effects; she's already looking for ways to identify potential consequences. Will those who were infected be more vulnerable to other conditions in the future? Are there steps people can take now to help reduce their risks? Should they be more vigilant about certain symptoms?

She already knows the answer to one question: Whatever advice she needs, Davis, Berger and others are eager to assist.

"These people are passionate scientists," Xu said. "I can always ask for their help."

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

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mous lecture hall. “If you wanted to do maximum damage at this university, this would be one of the classrooms to do it in.”

French contacted the campus police, who contacted Rachlin, who told the officer that his goal was to conduct an “ambush interview.” The officer told Rachlin that “this was not advisable” and that his behavior was making French “feel uncomfortable, and rightly so,” according to an email that Dustin Miller, the officer, wrote to French, summarizing the interaction. Miller told Rachlin that if he contacted French or Pearson again it could be considered harassment. Rachlin agreed not to contact them. He told the officer he “understood how his behavior” could have been unwelcome and apologized to Miller.

Talking to *The Chronicle*, Rachlin was less than contrite. “What a coward!” he said, of French. “It was very clear that my intention was to talk to him about his article and challenge his views. So to hide behind the wall of fear — ‘Oh my god, I’m so scared of this guy’ — I believe is a disingenuous take.”

Same goes for Oliver Baker’s intentions on the day of the rally. When he and others encouraged Rachlin to move to the side so they could talk, did they want a sincere conversation?

“Of course not,” Rachlin said. The idea that people who are “literally advocating for the coerced medical treatment of the general population” want to talk rationally is “laughable.”

So what did they want?

“Me to shut up.”

He would not. As Rachlin was led away from the rally, “the police” threatened “to arrest and charge me with disorderly conduct if I kept raising my voice,” Rachlin later tweeted. He was assessed by the university’s ambulance service, then taken to Mount Nittany Medical Center for further evaluation, according to the criminal complaint. Rachlin suffered a bloody nose, and posted a photo. He also tweeted a photo of a drop of blood that fell on his poster, writing that it would “serve as a reminder that rights come with a cost.”

It was clear, Rachlin wrote on Twitter, that a “thug” stole his property and that he was “brutalized.” In reply to the 17-second video of the incident, posted by *Centre County Report*, he tagged Tucker Carlson and Fox News. His voice “CAN NOT and WILL NOT be silenced,” he wrote on Twitter.

Remarking on a *Centre Daily Times* reporter’s account of the protest that “some shoving” had occurred, Rachlin tweeted, “Don’t worry. If





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charges get filed it won't be for 'shoving.' Perhaps Assault + Battery." He punctuated the tweet with an upside-down smiley face.

WALTER OLIVER BAKER, 37, comes from a rural, working-class background. He's from Missouri and earned his bachelor's and master's degrees from the University of Missouri at Kansas City before getting his Ph.D. in American literary studies from the University of New Mexico, in 2019. That year he started his position in both English and African American studies at Penn State. Landing a tenure-track job in the humanities anywhere these days is a stroke of good fortune. Landing a tenure-track job straight out of graduate school at a place like Penn State, especially when that graduate school, in the hierarchical world of academe, ranks lower than Penn State, is akin to winning the lottery.

Interested in "critical ethnic studies" and "critiques of racial capitalism and settler colonialism," according to his faculty profile, Baker developed courses that spoke to "his goals and his vision for a more just society," said Timeka N. Tounsel, an assistant professor of African American studies and media studies. His down-to-earth demeanor seemed to resonate with students. He runs his classroom without hierarchy, said Jess Rafalko, a graduate student in the English department.

Outside the classroom, Baker became a fixture at protests, including those put on by the 3/20 Coalition, an advocacy group that was formed after Osaze Osagie, a 29-year-old Black man, was shot and killed by the State College police in 2019. At some of those demonstrations, he'd engage with hecklers, said Bailey Campbell, trying to talk them down. He was good at it, she said.

In 2020, when the pandemic began, Baker helped create a mutual-aid organization that regularly passes out food and hygiene items like toothpaste and soap to people in need. The university wrote a story about the organization and included a photo of Baker standing next to his pickup truck, preparing to deliver a mattress to a local resident. Mutual aid, Baker is quoted as saying, is "a direct action sort of thing — people caring without any strings attached."

Eleven days after the rally, in September 2021, Baker learned from his dean that he was being placed on leave, pending a university investigation into a "recent alleged assault against a student on campus," Baker said in an email to *The Chronicle*. (He answered a few questions over email but declined an interview.) "That was the first that I had learned of the charges."

He faced two misdemeanors — simple assault and disorderly conduct — and a summary charge of harassment. Avi Rachlin told the police that he was at the rally "to counterprotest peacefully and only sought to exercise his First Amendment right," according to the criminal complaint, filed by Jesse Clark, a Penn State police officer. Citing the *Centre County Report* video, Clark writes that Baker, along with "several other males and one female," had been "attempting to cordon off the victim" (Rachlin) "from moving freely." Baker grabbed Rachlin's sign and attempted "to take it by force." The victim "holds on with both hands as" he "is subsequently pulled to the ground," where the struggle continues. A few seconds later Rachlin is "back on his feet with a bloody face." In a follow-up interview, Rachlin told the police that he might have struck his head when pulled to the ground by Baker, and that he believed his injury was caused by Baker's shoulder making contact with his face.

But evidence soon emerged in court that would cast doubt on that narrative.

At Baker's trial, in November, Rachlin gave his version of what happened, which mirrored the criminal complaint.

Then Baker gave his. (There's no transcript of the trial, which took place in a magisterial district court, but *The Chronicle* spoke with several people who were

there, and one of them, Will Weihe, a graduate student, along with Baker's lawyer, provided notes of the proceedings.)

Baker told the courtroom that he'd wanted to attend the rally to hear a friend speak. He walked to Old Main around 3 p.m. and noticed someone who was yelling loudly, wearing an orange vest, and holding a sign with a picture of Alex Jones brandishing a gun. Baker said he assumed that person was a local resident, not a student. He heard Rachlin say, "Shut the fuck up, bitch" to a woman who'd asked him to leave. He described trying to defuse the situation by asking Rachlin if they could talk at the edge of the rally.

Baker said that to keep Rachlin from knocking someone down, he decided to stand between him and the speakers. When they were in close proximity, Baker said, Rachlin hit him a few times in the face with his sign.

Baker testified that when he again approached Rachlin to ask him to go to the edge of the rally, Rachlin lowered his shoulder into Baker's chest and put his sign in Baker's face. When Baker grabbed the sign to move it, Rachlin threw his body against Baker and tried to put him in a headlock. Trying to step back, Baker felt Rachlin's hands grab at his throat. (Campbell told *The Chronicle* she saw Rachlin put his shoulder into Baker. Other people at the rally who saw the scuffle said they saw Rachlin with his hands near Baker's head and neck.)

Steven Rubin, a documentary photographer and Penn State professor of art, was at the rally and captured that moment — not the initial sign grab, but right after. He snapped 118 photos of Rachlin that day, some of which were presented at Baker's trial. They show Rachlin and Baker engaged in a struggle; Baker is stooped over and Rachlin is positioned above him. They show people rushing toward them. Then, after Rachlin and Baker break apart, they show Rachlin in a tussle with two other people. Baker is not involved, and there's no photo that depicts the two of them going to the ground together, or Baker pulling Rachlin to the ground, as the criminal complaint alleges.

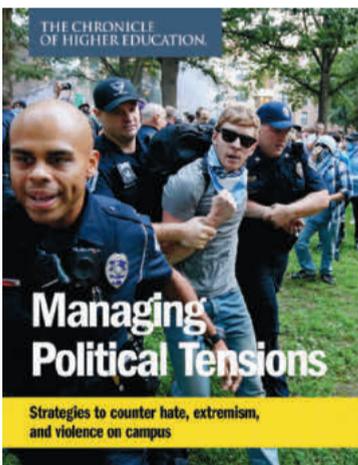
Julian Allatt, Baker's defense attorney, who is not involved in the university's case against Baker, cross-examined Rachlin at Baker's trial and showed the student those photos. According to Allatt's notes, Rachlin "admitted that he engaged in a physical struggle with two other individuals after he pulled away from Prof. Baker and that during this physical struggle, his nose was not yet bleeding." (A drop of blood appears on Rachlin's poster when he stoops to pick it up.) According to Weihe's notes, Allatt asked Rachlin if Baker had pulled him to the ground. To which Rachlin replied "something like, 'No I guess not. I can't see where he did.'"

In fact, that day in court, the question of whether Baker had assaulted Rachlin wasn't even on the table. The misdemeanor assault and disorderly conduct charges had been thrown out in October because the "evidentiary theories" upon which those charges were based were "inadequate to sustain proof beyond reasonable doubt," according to an order signed by Sean McGraw, then deputy district attorney, and Steven F. Lachman, the magisterial district judge. After Baker was charged, Allatt conducted his own investigation and sent that evidence, including Rubin's photos of the struggle, to McGraw, who then dropped the two most serious of the three charges.

Only the summary charge, less than a misdemeanor, of harassment remained on the table. The offense Baker faced requires intent — evidence that Baker followed Rachlin around a public place with the purpose of harassing, annoying, or alarming him.

Crystal Hundt, an assistant district attorney, argued in court that Baker should not have followed Rachlin or blocked his movement, that if he truly thought Rachlin was dangerous, he would have called the police. Yes, Rachlin might've been acting like a "jerk" but he had a right to be there and be heard, and Rachlin's actions did not justify Baker's behavior, Hundt said, according to Weihe's notes.

Allatt argued that Baker engaged with Rachlin because he was trying to ensure the safety of others. During the trial, other rally attendees testified that they found Rachlin to be an aggressive presence. Paul M. Kellermann, a teaching professor of English, testified that right before Rachlin was taken away by the police, he started charging in the direction of the speaker. Kellermann, who stood at



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the bottom of the steps, “turned sideways ... and braced for impact,” he wrote in a witness statement. Rachlin “bounced off me” and wandered in another direction.

The judge didn’t take long to render a verdict: Baker was not guilty.

BAKER EXPECTED that the university would agree, he told *The Chronicle*. But later that month, Clarence Lang, his dean, told the assistant professor that he was initiating a process that could lead to his dismissal.

According to Penn State’s policy, tenured and tenure-track faculty members can be fired for a few reasons, including “grave misconduct,” which is what Baker is accused of committing. They must be provided with a written notice of the alleged misconduct and given a chance to respond in writing, in person, or both. After an initial meeting, the appropriate administrator can choose to dismiss the matter “if no serious concerns remain.” If they do remain, the dean will consult the provost. If they both concur that “the disciplinary sanction of

termination for adequate cause is warranted,” the case will go to the Standing Joint Committee on Tenure, which has its own evaluation process. Ultimately, the committee, made up of two administrators and three faculty members, can conduct a hearing and render a recommendation to the president, who is the final decision maker.

On January 10, Lang notified Baker that, after consulting with Nicholas P. Jones, the provost, he would refer his case to the joint committee on tenure if Baker did not submit a letter of resignation by the close of business on January 18, Baker said in an email. Baker declined to do so.

Word got around. Faculty members and students got angry, especially as screenshots of Rachlin’s offen-

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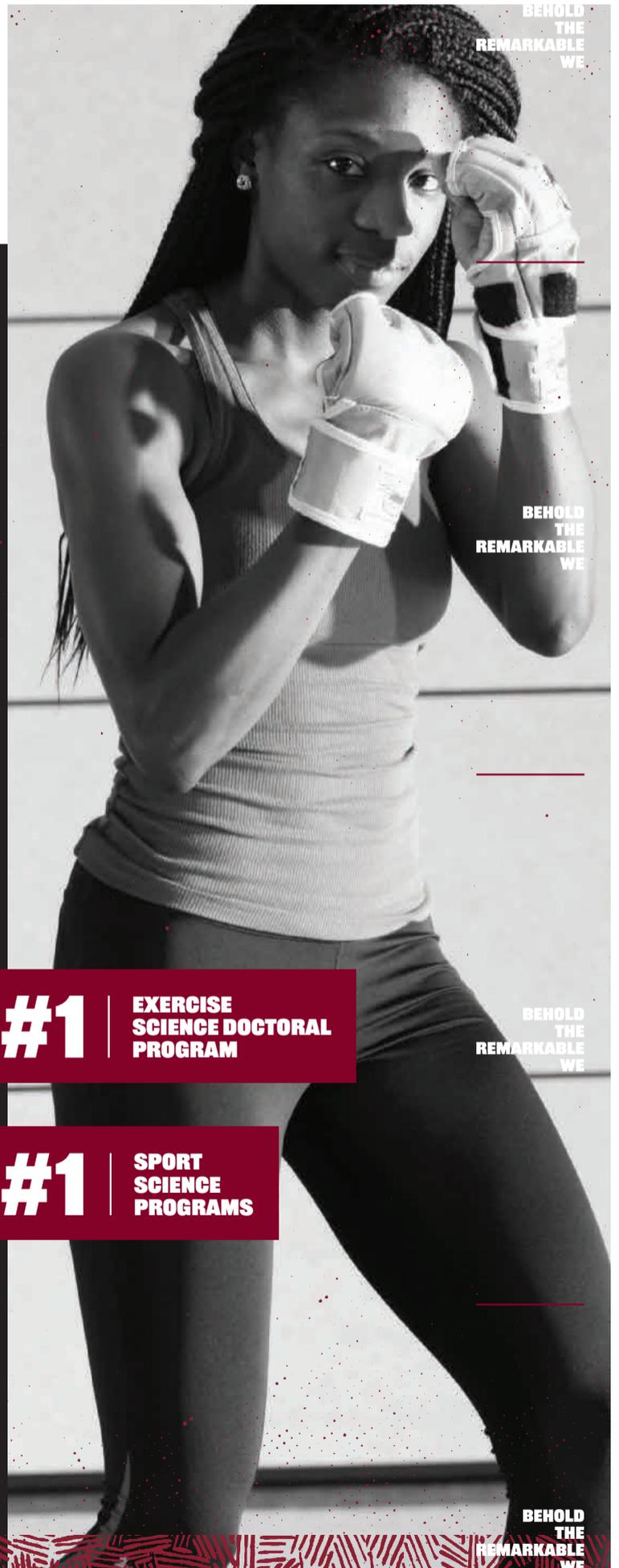


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sive internet posts began to circulate, including his response to a Reddit prompt asking what readers would do if, for 24 hours, they could not be killed or be charged with any crimes. He wrote, in part, “To start, I’d rape a bunch of really hot girls ... I’d definitely shoot up a school and make sure ‘Pumped Up Kicks’ is blasting on the loud speaker.” (Rachlin told *The Chronicle* that he thinks it’s “hilarious that people are, like, outraged” over a post posing a “hypothetical, nonreal situation.”)

Students, especially, see Baker’s possible termination as a choice Penn State is making about what values to uphold. “By persecuting Dr. Baker, they’re siding with Rachlin,” an undergrad who asked not to be named told *The Chronicle*. Fliers appeared around campus, including in Rachlin’s dorm, calling Rachlin a “dangerous white supremacist” and rape supporter.

Damon Sims, vice president for student affairs, said the Office of Student Conduct investigates every report it gets, including ones regarding social-media posts, but that there’s a “very high bar” for punishing speech. Generally, a threat has to be severe or pervasive enough to cause “legitimate, reasonable anxiety” that might prevent that person “from full participation in the life of the university,” Sims said. That doesn’t mean the office does nothing. Even without a formal charge, Sims said, there’s “opportunity for engaging with students on either side of the divide.”

Sims was also bothered by a petition demanding that Rachlin be expelled. The petition says in part that if the administration “does not honor our demand to expel Rachlin, it’s up to the students and people of Penn State to take matters into our own hands.” That sentiment, Sims said, is “deeply irresponsible and troubling.”

“Even if you do not find particular individuals all that appealing in various ways, we cannot have people inviting that kind of response to disagreements that they have with others,” Sims said. People “have to have faith in our processes.”

When it came to the process for considering Baker’s termination, faculty members were losing faith. At a January Faculty Senate meeting, a few senators pressed for more information about Baker’s case. It’s “affecting all of us, in terms of our understanding of what freedom of speech means on campus,” one faculty member said. Barron, the president, replied that as the final arbitrator in Baker’s case, he couldn’t address her question. In an

interview with *The Chronicle*, Jones, the provost, stressed the importance of confidentiality in personnel matters.

“I’ve been in this job and in leadership roles for a long time,” Jones said. “There’s always a desire for people to know more information.” When people don’t know that information, he said, they get frustrated. “I understand that and respect that. And I’m

er’s case became a sort of Rorschach test. “Everyone’s playing ‘guess the motive,’” said Michael Bérubé, a professor of literature at Penn State.

Some people who spoke with *The Chronicle* saw the initial charging of Baker by the campus police as a retaliatory act. The theory goes like this: Baker is a well-known activist in State College who has been critical of the police. He’s a known entity to offi-

someone about Baker’s case, saying it is “longstanding practice to maintain the confidentiality of the department’s investigations.”

Others say Baker’s case is a symptom of Penn State’s broader distaste for faculty activism and criticism. With Baker’s possible termination, “they are intending to send a message to all professors,” said Gary King, a professor of biobehavioral health,

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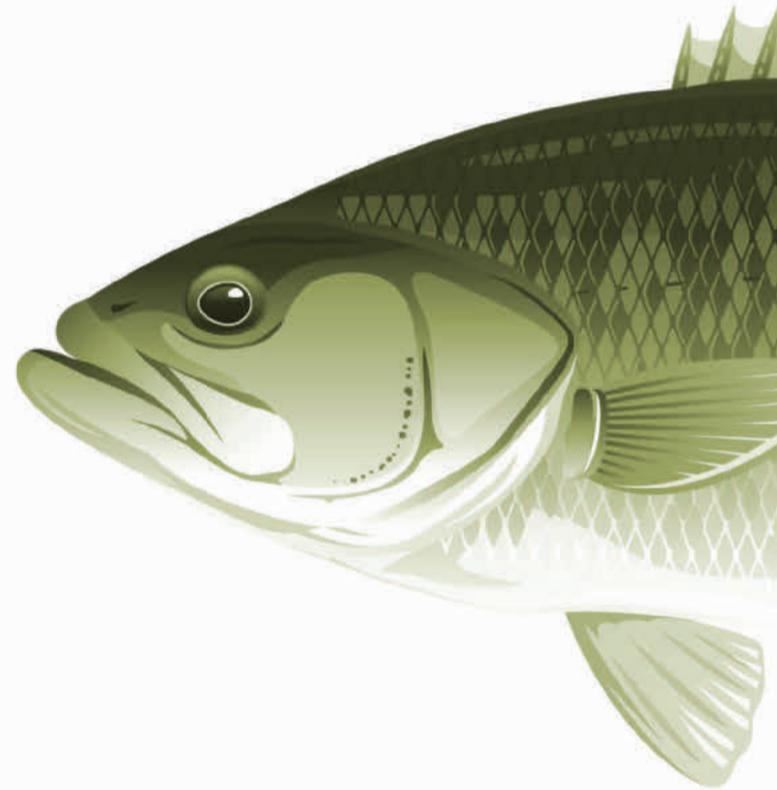
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sure when I was a younger faculty member, I probably got frustrated at my prior institution, about not knowing the things that I thought that I should know.” But “we just don’t think these should be aired in public.” (Both Jones and Sims were made available for an interview on the condition that they would not go into details about Baker’s case or about Rachlin.)

In the absence of information, Bak-

ers in other police departments, and the law-enforcement community is tightknit. So of course he got the book thrown at him. Two people remembered separate incidents before the rally last year in which a police officer whom Baker did not know addressed him by name.

A spokesperson for the university’s police department declined *The Chronicle*’s request to interview

that they will “prosecute anyone who attempts to protest or to raise serious questions about university policy.”

Barron, the president, has vigorously opposed that idea, in the abstract. When a faculty senator asserted at the January meeting that there was a culture of fear about speaking out at Penn State, Barron said he was “personally insulted by that particular viewpoint.” He said he and other administrators

spend “an enormous amount” of time protecting “this faculty and their right to teach and to speak.”

“We all came from the faculty,” he said. “None of us magically switched sides and decided we were going to retaliate against someone for speaking.”

Regardless, Baker’s case has made at least a few Penn State faculty members question their own sense of security. “I’ll never be prepared for when

ure-track professor, can be let go for something “this minor.”

The university doesn’t consider what Baker did minor. It accused him of committing grave misconduct and is now undertaking a process to prove it. It’s not possible to know what the university investigators who scrutinized Baker’s behavior at the rally, or the dean, who reviewed that information, or the provost, who conferred

Baker, by intervening in the way he did, is responsible for whatever happened as a result, including an injury to a student.

Baker’s supporters laud the assistant professor for his choices that day, saying he should be applauded for his attempts to keep rally attendees safe. But that’s not the only lens through which to view his actions. Jesse Barlow, a professor of computer science and engi-

icle did not think he should be fired for his actions. “I’ve seen people not terminated for much worse judgment than that,” Barlow said.

Punishment in the workplace should be corrective, not punitive, said Paul F. Clark, a professor of labor and employment relations, who studies unions and labor management. And punishment should fit the offense, said Clark, who was at the August rally and noted that he thought Baker was acting as a good Samaritan. It’s not as if Baker threw a punch, he said. “If you wanted to say he got himself in the middle of something that he shouldn’t have been, and the guy ended up with a bloody face, all right. Well, then you suspend him, maybe.” You tell him “if you do anything like this again, you’re gone,” Clark said. It’s possible the university has other information informing its decision, Clark allowed. But barring that, Baker’s behavior does not seem deserving of “the capital punishment of the workplace.”

Baker’s Penn State job is not the only thing at stake. If he’s fired for cause, it’s possible, even likely, that he’ll have serious trouble getting hired for a tenure-track position at another college. Colleagues of Baker’s have been pressing administrators to reconsider. Bérubé said the English department wrote a letter to the dean, testifying to what Baker has contributed to the department intellectually, and also saying, essentially, “If you still think he’s done something wrong, there’s other off-ramps here.”

Bérubé, who once chaired the Faculty Senate and has served on the Standing Joint Committee on Tenure, has been at Penn State since 2001. He’s a keen observer of academe who’s written several books about higher education. He’s the type of professor to whom lots of faculty members turn when they need someone to read university tea leaves.

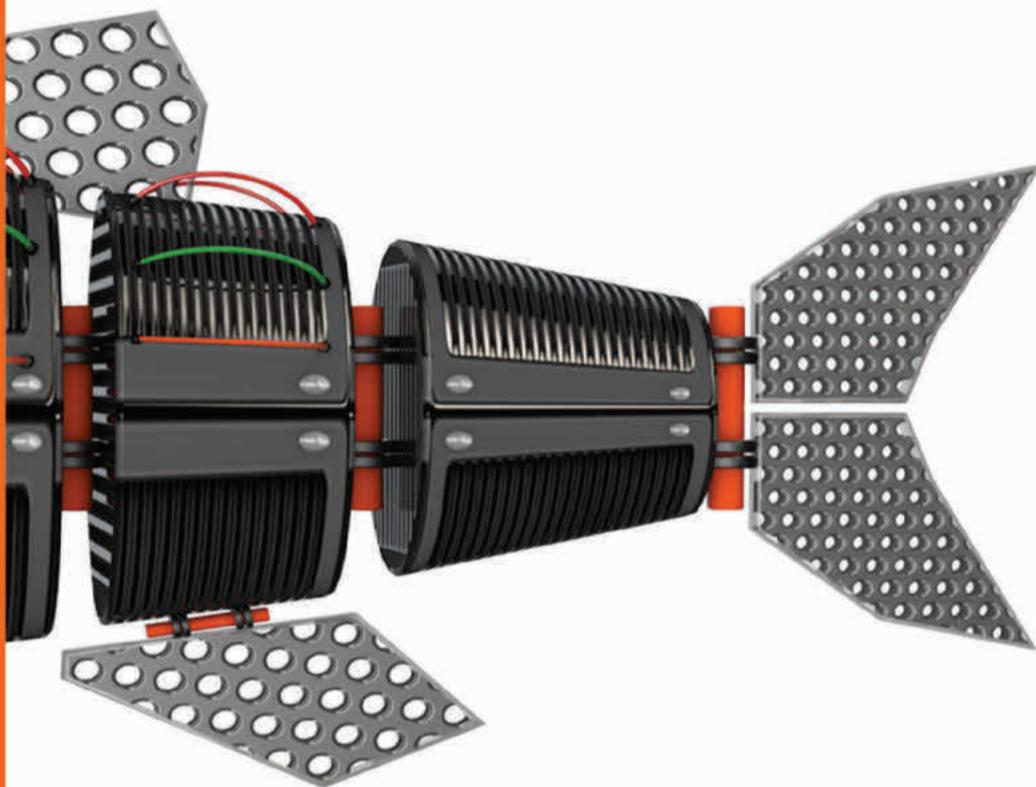
When Baker was placed on administrative leave, Bérubé’s first piece of advice to concerned colleagues was, essentially, “calm down.” That’s “completely routine. ... This will all be sorted out. It’ll be fine,” he said.

Then, in November, when Baker was acquitted, Bérubé thought, “Ok good. We’re done.”

He was wrong. ■

Emma Pettit is a senior reporter at The Chronicle who covers all things faculty. She writes mostly about professors and the strange, funny, sometimes harmful and sometimes hopeful ways they work and live. Follow her on Twitter at @EmmaJanePettit.

revolutionary.



the institution decides that you’re a liability,” said a colleague of Baker’s in the African American-studies department.

“This whole thing, I keep saying, like, it disgusts me. But really maybe the more appropriate word is that it scares me,” said French, the teaching professor of anthropology. “I don’t know what kind of security any of us have,” he said. Not if Baker, a ten-

with the dean, see in Baker’s actions. Maybe they don’t buy the version of events that Baker, and presumably others at the demonstration, have presented. Maybe they don’t view Rachlin as a legitimately threatening presence. Maybe they think that if Baker really found Rachlin menacing, he should have called the police and waited for officers to arrive, rather than intervening himself. Maybe they think that

neering, was at the August demonstration. Grabbing Rachlin’s sign was, in Barlow’s view, bad judgment. To Raymond Najjar, another attendee and a professor of oceanography, it was clear that Rachlin wanted some sort of confrontation. Baker “took the bait, and he shouldn’t have,” Najjar said. “That was a mistake, I think.”

Still, Barlow, Najjar, and every faculty member who spoke with *The Chron-*



The Hardest Judgment

When suicide is a risk, colleges struggle with doing too little – or too much.

BY NELL GLUCKMAN AND KATHERINE MANGAN

OLIVIA KONG sounded “sleepy and distracted” but not “psychotic,” the on-call University of Pennsylvania psychiatrist would later say, when she reached out in the middle of the night and repeated her wish to end her life.

Overwhelmed by her six courses and feeling there was no way to catch up, the 21-year-old junior was terrified that failing one could jeopardize a summer internship and her financial aid. She had been pleading for help to drop a course, but the adviser who needed to sign off on the late withdrawal was out of the country. She hated herself, Kong said, she was having panic attacks, and she saw no way out.

The doctor advised her how his office might be able to help during regular business hours but didn’t consider her situation dire enough to break confidentiality and call her parents.

Three days later, on an April morning in 2016, Kong died by suicide at a nearby subway station.

Her parents sued Penn in 2018, alleging that the university had failed to heed ample warnings that their daughter’s life was in serious jeopardy. Multiple Penn professionals had been told at least nine times that Kong was considering ending her life, the lawsuit said, but that information was never shared with her parents.

Last month they settled with Penn for an undisclosed amount. University officials did not respond to requests for comment on either that settlement or how they deal with other severe mental-health crises.

Kong’s case shined a spotlight on tensions that have since been sharpened by the Covid-19 pandemic, with resources tight, staff burned out, and the demand for services growing.

Mental-health professionals want students to trust in the confidentiality of treatment sessions, but when the risk of suicide seems imminent, college administrators are under pressure to share that information and potentially send students home. Assessing that risk is one of the hardest judgments they'll be asked to make. The legal and personal consequences can be devastating if they do too little, or too much.

"In general, confidentiality is a rule," said Carol Nelson Shepherd, a lawyer for Kong's family.

"The big question is when is it necessary or permissible to breach confidentiality in order to save the life of a patient."

WHILE Kong's parents accused Penn of not doing enough to connect their daughter with outside help, other plaintiffs have argued that their universities overreacted to their mentions of suicide by kicking them out.

A leave of absence may be the best thing for a student in crisis, but if it's forced it can lead to feelings of betrayal and deprive the student of on-campus support. Sometimes it can worsen a mental-health crisis.

Plaintiffs in a class-action case that was settled at Stanford University in 2019 accused the university of coercing them into taking involuntary leaves, or leaves that were "voluntary" in name only. Some said that they were banned from campus after seeking help and that their mental illnesses were treated more like behavioral infractions.

In a compromise designed to balance student rights and campus safety, Stanford revised its policies to give students much more control over leaves of absence, and more options for accommodations if they decide to stay.

"Those are the two tensions," said Karen Bower, a civil-rights lawyer in Washington, D.C. "You've got disability law on the one hand and lawsuits against universities for failure to prevent suicide."

Bower has represented students who have sued their colleges, claiming they discriminated against students with mental-health disabilities by barring them from campus. In the past, she said, courts tended to tell colleges, "You can't be so fearful that you're kicking out students with disabilities."

Stuart Seaborn, managing director of litigation at the nonprofit Disability Rights Advocates, which represented students in the Stanford case, said it's important for colleges to recognize that this is a civil-rights issue.

"Mental-health disability is a disability," Seaborn said. "As long as those students don't present a direct threat to the health and safety of the community, they should be accommodated."

Recently, Bower said, the courts have been "more willing to recognize the special relationship between students and universities, in limited circumstances." That means that the courts recognize "a minimum that universities should do for suicide prevention," she said.

For years, Bower has advocated for more options for students with mental-health disabilities. Accommodations might include allowing students to take classes online, giving them extra time to



"It was really hard to tell who was being cared for. Was it me or the university?"

finish a course, and letting them withdraw from some classes rather than from the whole semester so they don't lose financial aid that requires full-time status. She believes students should participate in the decision-making process.

Sending students home can disrupt the support system that they may have set up on their campus. Going home in the middle of the semester when the rest of your friends are in college is a daunting and isolating prospect, Bower said, even for someone who isn't depressed.

That's particularly true for students who have fewer resources at home, said Victor Schwartz, senior associate dean of student wellness at the City University of New York Medical School.

"They have a harder time getting care," he said. "The supports aren't as available."

THAT WAS TRUE for Edward Escalon. In 2009, he sat on the floor of his dorm room, thinking about a book he hadn't read for a seminar that was meeting the next day. He felt completely overwhelmed.

Back home in Calipatria, Calif., a small, poor town in the desert, Escalon had been at the top of his class. When he arrived at Harvard University on a full scholarship, he was surrounded by students who were not only better prepared for college coursework, but much wealthier. They didn't seem to be struggling like he was.

Escalon began seeing both a campus therapist and a nurse practitioner who prescribed him an antidepressant that he did not like because of its effects on his sleep and appetite.

When Escalon had anxiety attacks, he would go to the health-services center, see a practitioner, and occasionally spend the night, he said. He also spoke regularly to his dorm's proctor, a graduate student who lived in the all-freshman dorm, and to his peer-advising fellows, undergraduate upperclassmen who advise first-year students. At Harvard, there are also residential deans who oversee the first-years' dorms.

A pattern developed. Each time Escalon sought care, whether by visiting the health center or talking to one of the student advisers, he said he would get an email from his residential dean. He was eager for help, but he began to realize that when he got it, he couldn't expect privacy.

"It started to feel odd," he said. "It felt like a really insular system of advisers, proctors, the dean, and health services. It felt like I couldn't interact with one without interacting with another element."

Escalon said he tried to explain to the nurse practitioner that he didn't like the medication he was on. She changed the dosage, but that didn't help, he said. Eventually, without telling her, he stopped taking it altogether. For a few days, he spiraled until he found himself sitting on the floor, feeling out of options. In what he now describes as an impulsive decision, he took 12 of his antidepressants.

Escalon spent about two days in the hospital, during which he heard from his residential dean regularly. "It felt like the dean was now on my case," he said.

He returned to Harvard's health-services center. At one point, he said, he opened the door of his room and saw two Harvard police

Tackling Children's Behavioral and Mental Health

Transformational gift of more than \$425 million establishes institute and new model of delivering critical behavioral health care services



On March 1, the University of Oregon announced the establishment of The Ballmer Institute for Children's Behavioral Health, a bold new approach to addressing the behavioral and mental health care needs of Oregon's children. The Portland-based institute is made possible by a lead gift of more than \$425 million from Connie and Steve Ballmer, co-founders of Ballmer Group Philanthropy.

The institute establishes a new national model for behavioral and mental health care by uniting the UO's top-ranked research programs, Oregon public schools and families, and community support groups in the creation and delivery of intervention and treatment programs that can be part of the daily lives of K-12 students. The UO will propose a new degree program and launch a certificate program to empower a new workforce eager to meet children's needs within schools and organizations.

"Connie and Steve Ballmer, who have already provided exceptional support and inspiration for children's behavioral health, are now empowering the university to make immediate and lasting positive impacts on children's behavioral and mental health," said Michael H. Schill, UO president and professor of law. "A bold effort is needed to address the behavioral and mental health needs of our youth. This gift is monumental. It enables UO researchers and experts to build on a collective vision to develop innovative and scalable programs, and to address the need for a sustainable workforce that can work directly with our children."

The commitment of more than \$425 million allows the UO to chart a new path for higher education. "As a public research university, it is always important to reflect our broad role within the state and beyond," said Patrick Phillips, UO provost and senior vice president. "We naturally celebrate our core mission of education and research, but here we have an

unprecedented opportunity to build upon these strengths to have an incredible impact on the world."

The Ballmers, through Ballmer Group Philanthropy, have a legacy of building partnerships that support our youth. "Right now, the need for behavioral health services across our country is at critical levels, and there is an opportunity to strengthen and enhance the behavioral health system so that it is set up to address every child's needs — now and in the future," said Connie Ballmer, who earned a bachelor's degree at the University of Oregon and served on its Board of Trustees from 2014 to 2021. "Steve and I are excited to help bring to life this institute, which can help strengthen talent and build partnerships to create long-lasting impact for Oregon's kids and families."

The Ballmer Institute will be based in Portland, the epicenter of Oregon's crisis, and will partner with K-12 schools statewide beginning with

Portland Public Schools. Portland Superintendent Guadalupe Guerrero said he believes this type of collaboration has tremendous implications for both young people and educators.

"The global pandemic has only amplified the mental and behavioral health needs of students here in Portland and across the country," said Guerrero. "School districts are often ill-equipped to adequately address these barriers to learning. We have a responsibility to find innovative ways to support the holistic needs of our students and are excited for our groundbreaking partnership with the Ballmer Institute."

"This gift enables UO researchers and experts to build on a collective vision to develop innovative and scalable programs."

—Michael H. Schill,
UO President

Governor Kate Brown also endorses and supports this novel approach. "Oregon must take action to address the behavioral and mental health crisis that we are facing in communities across the entire state," Brown said. "I am so pleased the Legislature has made a significant investment in resources, support, and services. However, we need a workforce. And that's where the Ballmer Institute steps up."

The Ballmer Institute for Children's Behavioral Health at the University of Oregon will be the first of its kind and the most comprehensive effort undertaken by a US university and its partners, creating a new model of care. Through the institute, the UO will:

- Develop a new level of behavioral health practitioners through new undergraduate degree and certificate programs. The new degree program is subject to state approval.
- Deliver science-based early detection, prevention, and treatment strategies directly into the lives of children and their families.
- Accelerate the discovery and dissemination of new technologies and research informed by clinical context.
- Provide scholarships through a \$100 million endowment to graduate a new, diverse, and culturally rich workforce prepared to work directly with those in need.

Early goals call for the Ballmer Institute to graduate annually, from the proposed bachelor's degree program, at least 200 behavioral health practitioners prepared to bring their passion and unique skill set into Oregon's public schools. The University of Oregon will also offer a certificate program for mid-career students to prepare and empower as many graduates as possible with community-based skills that can make an immediate and lasting impact.

Initial plans also call for more than 20 new faculty members who will collaborate continually to inform, strengthen, and expand the body of research in the field of children's behavioral and mental health. While training students, the faculty members will also develop innovative programs and refine approaches in the education community.

The unique approach calls for enhanced public-private partnerships in which researchers will work in coordination with school districts' behavioral health professionals, local agencies, prevention and digital behavioral health startups, and providers to deliver behavioral health wellness interventions into the daily lives of children.

On March 14, the University of Oregon Board of Trustees approved plans to purchase the former Concordia University campus in northeast Portland, slated to be home to the new institute.

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

officers outside. That signaled to Escalon that Harvard now viewed him as a liability, not just to himself, but to the university.

“It was really hard to tell who was being cared for. Was it me or the university?” he wondered.

An ambulance took Escalon to McLean Hospital, a psychiatric hospital in Belmont, Mass. The dean was there when he arrived and stayed with him while he checked in, he said. According to Escalon, the dean explained that if he didn’t admit himself, he risked being involuntarily admitted, which would involve the courts. He decided to go along with it and do whatever necessary to get out of McLean.

“While I’m in McLean, my priority is not my mental health,” he said. “My priority is getting out of what felt like a punishment.”

The dean made regular visits to bring him clothes and check in. He believes that she cared for him and wanted to help, but she also had to consider the university. On one visit, Escalon said she strongly suggested he take a voluntary leave of absence. She pointed out the number of times he had sought care at the health-services center, where he regularly met with a therapist and nurse, and to get treatment for his asthma.

Escalon believes now that he needed some time away from campus. But it felt like he was being penalized for his mental health.

“I don’t disagree with the decision; I disagree with the process,” he said. “It started to feel like I was no longer part of the decisions that were being made on my behalf.”

Escalon went to Fresno, Calif., where his mother lived and where the 2009 job market was a little better than in Calipatria. He worked for a dry cleaner for three months before getting laid off. He then got a seasonal position at Home Depot, where he worked for another three months. He also had to see a therapist as a condition of his leave. But he felt like he couldn’t be completely honest with her because she would eventually write a letter saying whether or not Escalon was ready to be readmitted to Harvard.

He was readmitted, and is now working toward a Ph.D. in the study of religion at the University of Toronto. But, he said, it took years for him to feel like he could be honest with mental-health professionals again.

When asked about this case and about how the university decides when to suggest a leave of absence for a student, Harvard pointed to its student handbook, which notes that depending on the circumstances, students may take voluntary or involuntary leaves of absence for medical reasons.

“Following an individualized assessment, for students on a medical leave of absence, the College may set out specific

expectations for them to meet before they may return to the College with the goal of ensuring their readiness to return,” the handbook states about voluntary leave.

A Rice University student had a similar experience. The student, who asked that his name not be used because he is currently on a leave of absence and hopes to be readmitted, said he has struggled with his mental health for years, which led to a suicide attempt.

He said his psychiatrist told him that, with the right medication, he’d be able to return to his life. The student said he tried to explain this to Rice officials, but they insisted he take a leave of absence. According to the student, an administrator told his parents that the university viewed him as a liability.

Not only could the student not return to classes, he said, he is not al-

lowed on campus. Being separated from his friends and a job he loved left him despondent. He said he lost all trust in Rice as an institution.

“They have this whole process that is apparently emphasizing the well-being of their students,” he said. Now he saw that as a “huge guise from which they can treat students like a liability.”

A Rice spokesman told *The Chronicle* in an email that the university “offers students who are struggling with mental health as many options as possible, including on-campus counseling through the Wellbeing and Counseling Center, academic accommodations, and voluntary medical leaves of absence.” He said that “involuntary medical leaves are a measure of last resort and extremely rare” and that other alternatives or accommodations are always considered. Students also have the right to appeal to the provost within 48 hours of being placed on leave, he said.

TRUST can be particularly hard to regain when a student is sent home to an unsupportive, or even abusive environment. “What if sharing information with parents is the risk?” said Peter F. Lake, a professor of law and director of the Center for Excellence in Higher Education Law and Policy at Stetson University. By sending them home, “Could you be putting the student in more danger?”

Two decades ago, Lake said, colleges were too quick to send home students who appeared to be contemplating suicide. Today, he said, they’re more likely to determine whether the campus has the environment and resources to help a student with specific needs.

Even with comprehensive risk assessments, it’s extremely hard to predict whether someone who’s confided suicidal thoughts will follow through on them.

In 2020, in the early months of the pandemic, about one in five of the more than 18,000 college students surveyed by the Healthy Minds Network and the American College Health Association reported having suicidal thoughts in the previous two weeks. The survey, of students on 14 campuses, found that the rate of depression had risen during the pandemic.

“There’s a huge population of people who are at risk, some of them imminent, but only a small fraction of those will complete,” Lake said. Many more could be supported and accommodated on campus if the right protocols and safety nets were in place.

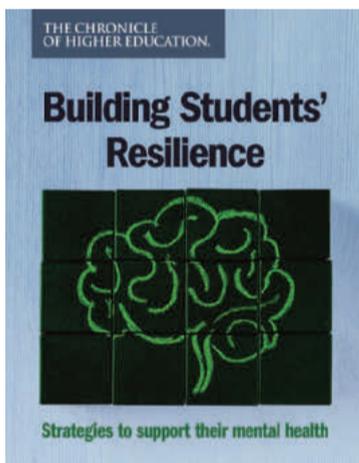
Still, the threat of lawsuits, damage to the college’s public image, and worries about stress to students around them or so-called suicide contagion can prompt institutions to send a student home, and to quietly settle with grieving families.

“When someone dies by suicide, naturally and appropriately there’s a high level of accountability,” Lake said. “Because completed suicides are rare, the handful of situations will be scrutinized like plane crashes.”

In one system, legal fallout from a suicide spurred a policy overhaul. In 2018 the Massachusetts Association of Community Colleges, or MACC, developed a systemwide protocol “to identify, assess the risk of, intervene in and respond to suicidal behavior.” It was prompted by a landmark decision in a wrongful-death case against the Massachusetts Institute of Technology. Although MIT was found not responsible for the student’s suicide, the court said that in certain circumstances, a “special relationship” between a university and student could mean a duty to take “reasonable measures to prevent suicide.”

That’s a challenge at community colleges, where students generally live off campus, and many are struggling with family, work, and school responsibilities and are often in precarious financial situations, said David Podell, a psychologist who heads MACC’s Council of Presidents. While students at MIT might be struggling more with intense academic workloads and perfectionist tendencies, “Our students are differently vulnerable,” said Podell, who is also president of Massachusetts Bay Community College.

Each campus modified the protocol to suit its students. At Middlesex Community College, for instance, someone who has stated plans to end their life may need a sign-off from a mental-health professional be-



FROM THE CHRONICLE STORE

Colleges are under pressure to meet the mental-health needs of students. Leaders also need to understand when to intervene. Explore strategies to address student mental health, and get guidance for how your staff and faculty can best support resilience and well-being. Get this and other Chronicle Intelligence products at [Chronicle.com/browse](https://www.chronicle.com/browse).

Purdue Business School Launches New Degree, Blends Management and Engineering

Purdue University's Krannert School of Management has solidified its commitment to evolve with industry needs by launching a unique new BS degree program, Integrated Business and Engineering (IBE).

Krannert created the IBE program to prepare students to tackle industries' largest issues, from clean energy to pandemic disease response, says David Hummels, Krannert's Dr. Samuel R. Allen Dean. Solutions often sit at the intersection of disciplines, he notes.

"When we talk to our industry partners they increasingly are running into challenges that defy conventional solutions," Hummels says. "They're looking at problems that span functional boundaries, that require integration of expertise."

IBE will prepare leaders comfortable in many worlds and fluent in many vocabularies. It is a joint program with Purdue's renowned College of Engineering. In this challenging program, students take first-year engineering courses, followed by a combination of management and engineering classes. The cohort-based program launched in fall 2021 with nearly double the expected number of elite freshmen, 80% from out-of-state.

IBE is a university learning community with a residential component, meaning students can opt to live in the same residence hall. Learning community students benefit from structured extracurricular activities including dinner with instructors, exam study groups and more.

Applications for next fall are running high, Hummels says, as top incoming students recognize IBE is an extraordinary opportunity to combine two critical disciplines.

Ninety-two students from 21 states and 13 countries made up the first IBE cohort.

TRANSFORMING EDUCATION THROUGH INNOVATION

"We have IBE seminars that will adapt and adjust based on the current needs and desires of both industry and what the students are interested in, to make sure we're focusing on those future careers," says IBE Program Director Ryan Case.

IBE's unique experiential courses give these undergraduate students the opportunity to work with students and faculty from different majors and disciplines.

This integration creates the authentic experience of working in teams with diverse approaches and talents, says the College of Engineering's Alina Alexeenko.

"This is what industry needs and wants," she says.

As associate dean for undergraduate education in the College of Engineering, Alexeenko hears from IBE students that they value the opportunity to work with engineers from many disciplines and to interact with external partners such as NASA.

"In turn, our engineering students benefit from the skill set and knowledge that IBE students bring to the teams from their Krannert coursework in accounting, management and information strategies," she says.

COMMUNITY SERVICE & INTEGRATED PROJECTS

"The opportunities we provide students to work with students with different backgrounds, different perspectives, and different cultures create a much richer experience for everyone," says Matthew Lynall, a clinical professor of management and the director of Purdue's Burton D. Morgan Center for Entrepreneurship.

In the year-long Engineering Projects in Community Service (EPICS) course, students are creating

engineered solutions for developing countries, from language translation apps to teaching aids to water treatment solutions, Lynall says. He oversees EPICS, instructing the student teams.

IBE students participating in Vertically Integrated Projects (VIP) work with research labs across campus on emerging technologies with the goal of moving that tech toward commercialization.

In a case competition his first semester at Krannert, IBE student Gia Bao Tran experienced firsthand the power of merging technical skills and business acumen.

"We had to use our technical skills to understand and analyze the product of a tech company. From there, we used our business knowledge to act as consultants and form a business plan of action by playing to the technical strength of our product," he says.



Integrated Business and Engineering student Gia Bao Tran does lab work for IBE's Engineering Projects in Community Service (EPICS) course.

Tran says IBE's blend of business and engineering curriculum is "what is needed in the job market at the moment."

Student Sam Wadlington says the IBE program has bolstered his internship applications.

"Without IBE, I would definitely not be interning at Rolls-Royce this summer," Wadlington says. "The unique mix of business and engineering helps me understand things from a technical, engineering perspective while also connecting that to a cost-effective, business mindset."

Alyssa Younker says her IBE courses have helped her focus on efficiency and the importance of communication.

"I have learned to translate more technical terms into common language and feel I could explain whatever project I am working on to someone who has no experience in either the business or engineering field," she says.

AN EXCHANGE BETWEEN FACULTY & INDUSTRY

Curriculum stays relevant thanks to a consistent, meaningful interplay between faculty and industry professionals.

"One of the most interesting interactions that I've seen play out over my time as dean is watching the exchange that occurs between a faculty member who's thought very, very deeply about a problem for

years and someone in industry who is struggling with the application of solutions to that problem," Hummels says.

This exchange is extremely valuable, he says, because without understanding the deep problem, it's difficult for industry to move forward. And, without understanding the problems that industry is actually trying to solve, "faculty can wander around in a bit of a wilderness of ideas and theories that are really interesting to other academics, but are not so relevant to the actual practice of business."

So, Krannert's faculty and the curriculum they develop and teach stay ahead of industry needs and trends by participating in an important give-and-take.

In one example, Hummels notes the enormous amounts of data businesses collect: on people, behaviors, processes and more. Businesses are looking for ways to create value from that data, but don't always know how to gain the most meaningful insights.

"Our faculty are experts at that problem," Hummels says. "How is it that I take a business problem, turn it into a data problem and then turn that data problem into a business insight?"

Krannert faculty and the school's research centers are primed to collaborate with industry to harness the full power of data.

A POWERFUL ALUMNI NETWORK

Krannert also partners with its vast network of alumni working in many industries around the world, including two CEOs of Fortune 500 companies – Dave Ricks, chair and chief executive officer of Eli Lilly and Company, and Gregory Hayes, chairman and chief executive officer of Raytheon Technologies Corporation.

Alumni leaders in the business world give back to the school by mentoring students, participating in consulting projects, advising on curriculum and programming, and more.

IBE's creation was made with the support of alumni who believe the program is well aligned to the needs of students and employers.

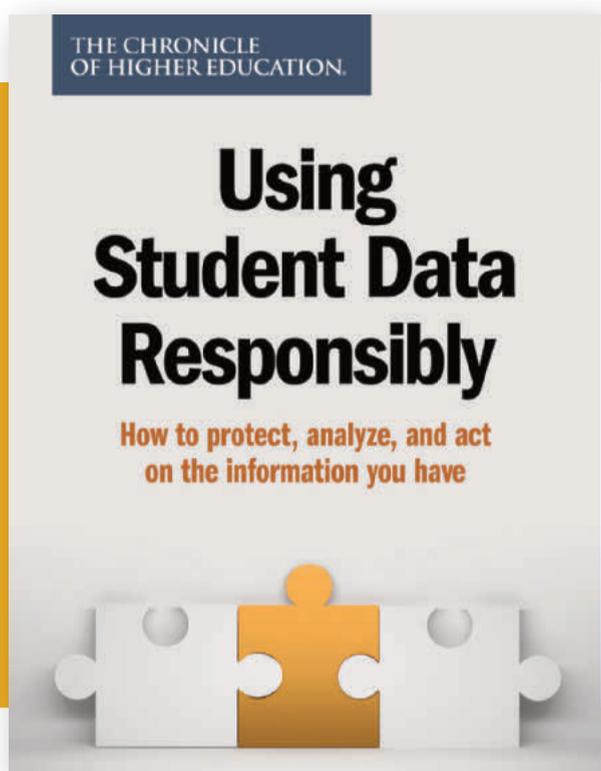
"It will be a unique degree that only Purdue is positioned to offer," alumna Maria Crowe, retired president of manufacturing operations at Eli Lilly, said prior to IBE's launch.

Collaborating with alumni helps Krannert keep its curriculum relevant and directly applied to the problems that companies have, Dean Hummels says. And the school is providing opportunities for its undergraduate students to "show off" for alumni and for the organizations that benefit from Krannert consulting and research projects.

"Ultimately, we're driving a lot of value also for our faculty, ensuring that their research and the kinds of problems that they're tackling remain cutting edge and relevant to the world – as opposed to relevant to a decades-long academic intramural argument," Hummels says.

Further illustrating its commitment to the needs of the real world, Krannert will welcome in fall 2022 students to two more new undergraduate majors: Business Analytics and Information Management and Supply Chain and Operations Management.

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



“Colleges are weighing their ability to know more than ever about their students against the ethical and privacy-related risks that come with amassing such information.”

Using Student Data Responsibly

How to protect, analyze, and act on the information you have

Colleges nationwide are increasingly looking to harness data – especially on their students – to make strategic and cost-effective decisions. Using predictive analytics in advising, or data on students’ needs, can help raise retention and graduation rates, close equity gaps, and bring in revenue.

But colleges must weigh their ability to know more than ever about their students against potential ethical missteps and privacy risks. And they must figure out which data are useful in the first place. Student data collected or used unwisely can do more harm than good. Discover how to make full use of the data you have while avoiding risks and not breaking the bank.

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THE CHRONICLE
OF HIGHER EDUCATION

fore returning to the classroom, and if the suicide protocol is activated, the student's parents or other emergency contacts might be notified.

ONE prominent higher-education consultant argues that privacy worries are sometimes overblown and that more, rather than less, information should be shared when students are at imminent risk of suicide. The Penn case illustrates that point, said Brett A. Sokolow, chair of TNG, a risk-management consulting and law firm.

"I don't think academic-affairs people realized what a crisis she was in," he said of Olivia Kong. "There was no one there to shepherd her through the process." So many of the stressors students face are academic and could be eased with reduced course loads, flexible deadlines, and other academic accommodations, he said.

One of the first steps campus therapists should take, and don't often enough, Sokolow said, is to explain how other offices and resources can be part of a broader safety net. They might show students a flowsheet with other campus resources and ask which ones they'd be comfortable sharing information with.

After the 2007 mass shooting at Virginia Tech raised questions about campus mental-health care and patient confidentiality, "one thing everyone realized was the reliance on counseling centers was a blessing and a curse," Sokolow said. "Once a student is referred to counseling, they kind of disappear into a black hole." Collaborative interaction might have helped, but "How do we craft that," he asked, "given confidentiality requirements and the boundaries students want where they can safely disclose sensitive information?"

Campus counseling centers try to strike that balance. "We're probably the most confidential location on campus," said Raime Thibodeaux, president of the American College Counseling Association.

Counselors can share details only if the student has signed a release authorizing it or if the counselor believes the student might harm himself or others.

"I usually explain to students," Thibodeaux said, "if there ever was a situation where we're talking about a limitation to confidentiality, a time when I might need to do a breach, I would, where possible, let you know about it."

Sometimes other administrators might ask about a student, with good intentions, Thibodeaux said, and counselors will then explain the confidentiality code. Even though counselors on campuses serve both the students and the institution, Thibodeaux said, like any therapist, their ultimate fidelity is to the patient. "That, for us, supersedes just about everything else." ■

If you are in crisis and would like to talk to someone, you can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or text "HOME" to the Crisis Text Line at 741741. Both services are free, confidential, and available 24/7.

Nell Gluckman is a senior reporter who writes about research, ethics, funding issues, affirmative action, and other higher-education topics. Katherine Mangan writes about community colleges, completion efforts, student success, and job training, as well as free speech and other topics in daily news.

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Is It Time to Cut Presidents' Pay?

Austerity has become the rule in higher ed, except at the very top.



JOAN WONG FOR THE CHRONICLE

MORE THAN 20 years ago, a National Bureau of Economic Research paper, “Paying Our Presidents: What Do Trustees Value?,” stated, “Surprisingly, very little is known about the compensation structure faced by American college and university presidents.” Today, that’s less true, and much of what we’ve learned has been eye-opening, if not troubling.

Presidents of public universities are typically the most highly paid public executives in a state, excluding coaches and perhaps a handful of medical-school faculty members. One example: In 2019, the lowest-paid president of a public flagship university (the University of Alaska at Fairbanks) received \$108,054 (54 percent) more than the governor of California, the nation’s highest-paid governor.

So we know college presidents are doing well, but how well? We set out to answer a simple question: “How much more are university presidents

at public flagships being paid today than they were a decade ago?”

Our sample included 49 of the 50 public flagship universities (Hawaii was excluded due to both structure and number of presidents over the past decade). We used *The Chronicle’s* 2010 and 2019 data, entering the 2010 amounts into the Bureau of Labor and Statistics CPI inflation calculator to determine the equivalent salaries in 2019 dollars.

We found that total compensation for presidents of public flagship universities increased by 56 percent,

to \$35.1 million from \$22.5 million. In 2010, on average, a flagship university president was paid \$543,000 (adjusted for inflation) in reportable income; 10 years later, the average was \$715,000 — an increase that outpaced inflation by nearly 32 percent. At only eight of the 49 flagships did the president’s adjusted base salary fail to keep pace with inflation — Alaska, Idaho, Montana, Nevada, New Mexico, Ohio, South

Dakota, and Wyoming. At five, the adjusted base pay increased by more than 50 percent — Alabama, Arizona, Florida, Illinois, and West Virginia.

There is a widely held belief that senior administrators receive substantially bigger raises than do members of the faculty. To test that belief, we identified the average salary for a full professor at each flagship and again adjusted the 2009 salary using the CPI inflation calculator. Since 2009, full professors’ adjusted salaries at flagship universities have barely outpaced inflation, rising by an average of \$646 per professor. At more than half of the flagships, faculty lost ground. In five states, the inflation-adjusted salaries of full professors declined by more than 10 percent (Iowa, Montana, New Mexico, New York, and South Dakota). In only four states were increases more than 10 percent (California, Massachusetts, Oregon, and Tennessee).

All of which prompts a question: Is it time to reconsider the salaries of presidents? Why are relatively short-term presidents — the average tenure is 6.5 years, according to a 2017 survey

conducted by the American Council on Education — worth so much more than full professors who tend to stick around longer and work with students on a daily basis?

There are at least four explanations.

First, thanks to *The Chronicle’s* database, both presidents and governing boards are very aware of compensation at peer institutions. This gives presidents leverage when negotiating their contracts.

Second, there is a general sense that the composition of governing boards has changed over the past two decades to include more corporate executives. These executives regularly work with large and complex compensation packages.

Third, there is the commonly held belief in pay for performance — the more you pay, the more you get. This argument has come under fire in the corporate world. And a 2019 dissertation by Sheila Keener at Virginia Commonwealth University found that “the only observed statistically significant effect of university president compensation on university

THE REVIEW ESSAY

performance was negative, suggesting that increases in total compensation have a negative effect on future university performance.”

A final explanation may be the strongest factor — many university presidents are represented by lawyers who specialize in negotiating executive-employment agreements. Pre-pandemic, presidents who attended the annual meeting of the American Council on Education could easily find some of these lawyers walking the halls soliciting business. Universities, on the other hand, often handle these negotiations with in-house counsel who may have limited experience in such complex matters. As one of us said to a reporter when interviewed about a particular lawyer specializing in representing university presidents,

“when they hire him the university doesn’t stand much of a chance.”

Here’s another way to think about presidential salaries. *Forbes* recently reported that Anthony S. Fauci is currently “the most highly compensated federal employee and out earned the president, four-star generals, and roughly 4.3 million of his colleagues. As director of the National Institute of Allergy and Infectious Diseases, Fauci earned \$434,312 in 2020, the latest year available.” In 2019, 45 flagship presidents earned more. Put another way, Fauci earned \$306,000 less than the average total compensation of flagship presidents and \$1 million less than the most highly compensated.

While we have no direct knowledge that Fauci has ever been offered a position outside of government, it

is hard to imagine that he has not. As an academic, his compensation at a major medical school would most likely be in the seven figures. Yet, as one of the longest-serving federal employees — 55 years — he chose public service.

With the lesson of Fauci and so many others who put public service ahead of personal gain, we believe it is time for governing boards and legislatures to reconsider the compensation of public-university presidents.

In 2008, Senator Chuck Grassley, then the ranking member of the Committee on Finance, issued a statement: *The Chronicle’s* study of presidents’ salaries “shows that the executive suite seems insulated from budget crunches. ... In these hard economic times, apparently belt-tightening is for families and students, not university presidents.” It appears that nothing has changed — except that we should add faculty members to those who must tighten their belts. ■



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The Abject Failure of IRBs

Ethics-review systems have become exercises in absurdity and unpredictability.

I AM CURRENTLY WORKING on an uncontentious, anonymous online survey of professors. In February the research-ethics board at my (Canadian) university told me that I was not approved to run the survey unless I employed a crucial safeguard: I had to warn the professors that if they filled out the survey in a public place, then someone might see their screen, and that this could be an invasion of their privacy. Let me repeat that: The board that decides whether or not I can do my research insisted that I must tell people with Ph.D.s that using their laptops in public might allow someone to see their screen. *How did we get here?*

At a basic level, the arguments in favor of the ethical review of research are well known. Before formalized screening for ethics became routine, many horrific medical experiments were conducted on vulnerable people, who were often deceived about the nature and risks of the research. This history goes well beyond Tuskegee. In the 1940s, Albert Kligman, a University of Pennsylvania dermatologist who was one of the inventors of the acne medication Retin-A, intentionally exposed prisoners to herpes, staphylococcus, athlete's foot, and the chemical agent dioxin. (Penn Medicine apologized last year for Kligman's research misconduct.) If you want a jarring experience, consider reading one

of his published conference proceedings, which include the results of an experiment to test antifungal agents on children with developmental disabilities. Kligman deliberately infected some children with fungi in order to test various strengths of antifungals, reporting that "one child in a state mental institution was able to tolerate the formalin treatment for five hours." The conference proceedings include the subsequent discussion, during which no one even glancingly referenced the pain he had inflicted on these children.

The problem was not limited to medicine. In the 1960s the Harvard psychologist Henry Murray conduct-



DAVID PLUNKERT FOR THE CHRONICLE

ed experiments that entailed subjecting undergraduate students to, in his words, "vehement, sweeping, and personally abusive" verbal attacks over a period of years. One of those undergraduates was Ted Kaczynski, later "the Unabomber."

In response to those and other ethical breaches, countries around the world began setting up institutional review boards for human-subjects research. In 1962

the National Institutes of Health started requiring research participants to sign consent forms. NIH policies spread to other research areas in response to the 1974 National Research Act, and they have spread further since then. The goal was to ground research in principles such as informed consent, and to ensure that research subjects would gain some benefit from their participation in studies. Those principles were originally designed for medicine, and it was never entirely clear how neatly they would translate across disciplines. (This problem was exacerbated by the fact that social

scientists were underrepresented on the federal commission charged with drafting rules for ethics review.)

It was apparent early on that the process could run amok. In 1966 the sociologist Gresham Sykes worried that some review boards might be "overzealous," hewing to "the strictest possible interpretation" of institutional standards. He predicted that relying on experts from a wide range of fields — as IRBs typically do — could produce committees "incapable of reasonable judgment in specialized areas." And he worried that review boards might simply function as rubber stamps, offering "the appearance of a solution, rather than the substance."

Sykes's fears have come to pass. Quick searching leads to numerous examples of IRB overreach. For example, the psychiatrist Scott Alexander Siskind tried to get approval for a study of bipolar disorder for two years before finally giving up. He worked with psychiatric patients, who weren't allowed access to pens lest they stab themselves, but his IRB would not accept consent forms signed in pencil. Another IRB objected to research on

math education because "subjects may feel bored or tired during interviews." While discussing my IRB issues with others, I heard from a professor who studies mosquitoes and whose IRB said that if he wanted to ask people about their past mosquito bites, then he should have trauma counseling available. There are many more such examples.

SOME of the degeneration of IRBs is a result of the usual suspects: fear of legal risk by universities, petty bureaucrats with delusions of heroism and an infantilizing view of research subjects, generalized incompetence operating in an environment with little accountability, and genuine resource constraints.

But some of it is also the result of the Procrustean task of fitting research ethics into the machinery of university administration. When our completed research is peer-reviewed before publication, that review is typically done by scholars who are not only within our discipline but also experts in our research niches. Most researchers would find it comical to imagine a sociologist reviewing an article by a

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biologist and vice versa. We would expect that the results of such a process would not be particularly informative and that such nonexpert reviewers would very often disagree on their assessments of the research. We would be right.

But when it comes to reviewing research *before* it is carried out, we pretend that a grab bag of academics, administrators, and nonacademic community members can make those sorts of evaluations. We trust them not only to assess whether the proposed research clears an ethical bar, but also to make recommendations on how to improve the ethics of the research.

Not surprisingly, this often goes badly. For example, when a group of doctors at different institutions submitted the same low-risk, education-related proposal to their six different IRBs, the responses were wildly inconsistent. One IRB approved the study as written, while the remaining five recommended up to 24 changes (though they did not agree on which parts of the proposal ought to change). The fastest review board finished its work in six days, and the slowest took more than six months (at which point the researchers gave up and dropped that institution from the research plan). This is just one study, but there are others.

And medical research is an easy case for IRBs, because medical researchers have consistently been a part of the discussions of regulating research ethics. Most rules were written with the small but real risk of physical harm from medical research in mind. Things are more challenging for qualitative researchers or experimental social scientists. It all adds up to a major burden. In a survey of more than 11,000 researchers with federal grants in 2018, over two-thirds of those who worked with human subjects said that dealing with their IRB was a “substantial” part of their workload. About one-third of the same group said that improving IRBs was either a “high” or their “highest” priority for reducing unnecessary administrative burden.

This absurdity is allowed to stand for two reasons. First, as far as I can tell, nearly all proposed research eventually gets approved. If everything gets through eventually, then IRB problems are an annoying detour rather than a dead end. In this situation, busy professors may decide that challenging the IRB isn’t a good use

of their time. Of course, it isn’t clear that everything getting through is a good sign. Obviously, the presence of an IRB influences the kind of research that people attempt — but it still seems that a filter that lets everything through might not be a good filter.

Second, the unpredictability of the ethics-review system hurts most when you are facing time pressure. This means that it most hurts graduate students, researchers on short-term contracts, and tenure-track professors, probably in that order. In other words, the academics most affected by the present IRB morass are also worst-placed to challenge the system.

WHAT can be done? The first step is to realize that the current system is strange. If one thinks that expert peer review is important to evaluating research *ex post*, then expansive *ex ante* ethics screening by people in other disciplines — as well as nonacademics — is bizarre. Consider how much specialized knowledge is involved in understanding the risks and expected benefits of any research project. A study that entails interviewing survivors of a natural disaster, for instance, might risk retraumatizing participants. It might also benefit participants, offering them a chance to work through a difficult experience. It might be harmful for some participants and helpful for others, along lines that are difficult for even the study’s authors to predict. (After all, researchers don’t propose studies when they already know how things will shake out.) Assessing the ethics of a study like that is a task for psychologists with expertise in trauma — not for random volunteers.

And of course all of this presupposes a medical framing in which the benefits of research plausibly accrue to the participants. But much of social science is not like that. Consider a case in which a researcher wants to understand how to reduce police corruption, and interviews police officers as part of that research. The potential beneficiaries here are the public — the interviewed officers, if anything, stand to be financially harmed by the research. But do we really think researchers should be obligated to benefit corrupt police officers just because those officers agreed to be interviewed?

One might think the solution to all this is to fully inform committees

about the risks and benefits of each research project, but this is harder than it sounds. Weighing risks and benefits — and understanding when a proposal is under- or overstating them — is genuinely difficult. It is silly to expect nonexperts to be able to reliably pass that kind of judgment. Grantmaking organizations, for example, assess research proposals by relying on either expert internal reviewers or peer review. They do not just hand a stack of grant proposals to a grab bag of local professors and community members.

So the current system is far from ideal. However, if we’re stuck with review by diverse ethics boards, then we ought to review only a minimal core of concerns. That is especially true for low-risk research such as anonymous online surveys. Surprisingly, this protocol is already codified in many countries, including the United States. The fact that many IRBs in the States continue to unreasonably scrutinize low-risk research is a problem of local practice and institution-specific IRB culture. Canada, however, lacks exemptions for benign behavioral research. Adding such an exemption would be a meaningful improvement to the Canadian status quo.

Other small tweaks could lead to large time savings. Currently, if an approved protocol changes in minor ways — say, a small revision in the title of the research project — then the researchers must file an amendment to their protocol and wait until it is approved by their ethics board, which could take months. This requirement could be modified so that researchers simply self-certify that such amendments meet a *de minimis* standard, avoiding another back-and-forth with their ethics board. In a similar spirit, U.S. law allows researchers to self-certify that their research is exempt from review, and a law professor at the University of Chicago has created a simple online form that helps researchers make that decision. A large share of social-science research is exempt, and simple self-certification could drastically reduce red tape and speed up research. All that is needed for this change to be adopted is for universities to allow researchers to use such tools.

The truth is, IRBs will nearly always lack the expertise to genuinely promote ethical research across diverse disciplines. Instead, they often func-



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tion as a kind of legal screen: They’re the price you pay to have your university’s legal team defend you if you get sued because of your research.

That insurance could be provided by entities other than universities. Private IRBs exist, but they currently focus almost exclusively on medicine — and universities often do not let people bypass their own IRB by gaining approval elsewhere. The presence of an outside option for review would help researchers with less-than-competent review boards. A private IRB system might also result in more disciplinary specialization among IRBs, which could lead to a more consistent and useful process.

Research, including social-science research, can cause harm to subjects. A research project deserves scrutiny to the extent that it can cause harm. However, the current mode of scrutinizing ethics in social science is broken. The burden of this broken system falls on all researchers, but especially on those who are early in their careers.

The burden also falls on research subjects and the people who could benefit from our research, if only we were allowed to do it. Consider one last example: The charity GiveDirectly sends money directly to the cellphones of poor people, mostly in low-income countries. The group regularly runs experiments in partnership with academics in order to measure its impact and improve the effectiveness of its programs. According to one of the group’s founders, one of its first experiments was delayed for over a year — depriving people living on a few dollars a day of a large cash transfer — because an IRB was afraid that giving money to poor people might hurt them. ■

Dancing With Autocrats in Rwanda

A branch campus in Kigali provides cover for a repressive regime.

WHEN Carnegie Mellon University moved its branch campus in Rwanda to a new \$10 million complex in 2019, its press release explicitly invoked CMU's core identity.

"Technology companies, biotech firms, and world-class universities sit side by side in an area of gently rolling hills," intoned the release. "That could describe Silicon Valley or Pittsburgh,

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Pa., and it could soon depict Kigali, Rwanda, home to Carnegie Mellon University Africa."

Amid the glowing talk of innovation and entrepreneurship, however, the university has remained silent on the atrocious human-rights record of its key partner, Paul Kagame, Rwanda's president. Kidnappings, disappearances, torture, and the ruthless squelching of even mild criticism have been features of his presidency for the last 22 years.

The political climate in Rwanda is so bad that Freedom House rated it 22 out of 100 in last year's "Freedom in the World" report, which gauges access to political rights and civil liberties. Reporters Without Borders puts Rwanda near the bottom of all the world's nations for freedom of expression, noting "censorship is ubiquitous, and self-censorship is widely used to avoid running afoul of the regime." The Rwandan government is also implicated in grave abuses in the neighboring Democratic Republic of Congo, including massacres, sexual slavery, and the widespread looting of mineral resources.

So it is hardly surprising that CMU officials are reluctant to talk about the misdeeds of Kagame, whom the university welcomed as an honored guest to Pittsburgh in 2011.

FROM THE START, CMU-Africa has been driven by Kagame's needs. The initiative began when Rwandan government officials made inquiries to Pittsburgh in 2007 seeking a first-rate engineering school. Rwanda agreed to



CMU-AFRICA

Paul Kagame (right), president of Rwanda, is greeted by Farnam Jahanian, president of Carnegie Mellon University, at the 2019 opening ceremony for CMU-Africa's new location.

subsidize tuition and provide a built-in profit stream for CMU. "This was Kagame's baby," recalled David Himbara, a former top economic adviser who fled the country more than a decade ago. "This is how he cleans his name, to bring in U.S. institutions to

with 93 percent of the vote; he faced no meaningful opposition. The country's increasingly repressive political atmosphere seemed to conflict with CMU's stated mission of "creating a collaborative environment open to the free exchange of ideas." When Kagame

Rwanda partnership. He told me the conversation seemed more like a Wall Street shareholder call than a discussion among educators.

"If I can summarize it in two words, it would be 'disaster capitalism,'" Gatebuke, himself a survivor of the 1994 genocide, recalled this month. "They thought they would get good publicity, and of course they were making millions off the deal."

Ironically, CMU's moral compromises haven't even produced a good financial outcome. Tuition is the same price in Rwanda as in Pennsylvania, and the students from elite families whom the government was counting upon have not materialized in force. A 2017 report by the Rwandan auditor general's office indicated that the branch campus was facing enrollment problems. At that point, CMU-Africa was expected to have at least 150 students taking classes — yet it had managed to recruit only half that number. The government was unable to draw back from its financial commitment, then \$47 million and growing.

"This is how he cleans his name, to bring in U.S. institutions to fly his flag. It's how he builds an image for himself."

fly his flag. It's how he builds an image for himself." The project also tarnished CMU's image, allowing the university to portray itself as a friend to progress in a country that most Americans associate primarily with the 1994 genocide.

The Rwanda campus was established in downtown Kigali in 2011, but not without some unhappiness back in Pittsburgh. The year before, Kagame had been re-elected president

visited the main CMU campus to give a speech in September 2011, some human-rights groups protested.

"The university is entering into an agreement with a war criminal, a mass murderer, and someone whose military is accused of genocide," said Claude Gatebuke, a leader of the protest outside the auditorium where Kagame was giving a talk. CMU officials later invited Gatebuke and three others to a meeting to discuss the

(It is unclear if CMU helped cover that shortfall.)

Current enrollment numbers remain murky, but indicators suggest the sluggish trend continues. Last year, the campus enrolled “about 150” students, with a stated goal of 400. Even with the Rwandan government’s aid factored in, tuition costs \$16,000 per year — far beyond the means of most families in the region. “It’s embarrassing,” said Himbara, the exiled adviser. “There was no market research. This was all about prestige, through and through. I used to teach in a university myself, and I never realized how opportunistic these universities can be.”

MY INTEREST in this has a strong personal element: my friend and former co-author Paul Rusesabagina, whose story was portrayed in the film *Hotel Rwanda*, was kidnapped by the regime in August 2020 and sentenced to 25 years in prison after a sham tri-

al. To my knowledge, CMU has never spoken publicly about this or any other instance of Rwanda’s violent authoritarianism. The university did not respond to questions for this article, nor to my earlier email expressing concern about the branch campus. When I posted a human-rights report as a comment on the CMU-Africa Twitter feed, the administrator responded by blocking me.

Should the financial picture worsen and Rwanda grow tired of subsidizing CMU, it is entirely possible the Kigali campus could go the way of Yale-NUS College, an ill-fated attempt by Yale University to plant a pennant in Singapore, a country notorious for the suppression of speech. When it broke ground the year after CMU’s Rwanda campus was established, American commentators were optimistic that Yale’s outreach would have a liberalizing effect on Singapore’s autocratic government. “Singapore has a great deal to learn from America, and NUS

has a great deal to learn from Yale,” enthused CNN’s Fareed Zakaria.

But it was not to be. Instead, the *Yale Daily News* reported, professors complained of censorship, repression, and infringements on free speech, with one calling the partnership “a terrible idea.” Yale-NUS was also dogged by reports of inadequate fund raising. In 2021, Singaporean officials took Yale by surprise by announcing that the college would be phased out.

If CMU went into Rwanda with a similar sense of idealism atop its apparent profit motive, the hope of any positive ideological outcome seems to have likewise evaporated.

Perhaps the lesson here is that universities should not think of themselves as magical agents of change. In a contest of values between the institution, with its 18th-century notions of Lockean liberty, and the repressive dictatorship, with its far older notions of total control, the dictatorship always wins. ■



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8 Ways for Search Committees to Be Inclusive

What it means to keep diversity and equity at the forefront of selecting a great candidate.

NOT LONG AGO, I worked on a couple of executive searches that were fraught with controversy. Yet the two hiring committees went about their work quite differently:

- The first committee was dominated by a few outspoken members. They talked over others and bulldozed their way through decisions. Rarely was a dissenting view heard until the end, when some participants lamented the process.
- The second committee also had some strong voices, but they didn't do all the talking. The committee made space for everyone to speak. Members asked one another questions

and were careful to name and discuss problems as they arose. The inclusive way they behaved toward one another extended to their interactions with job candidates.

Why is that important? Because how search-committee members interact with one another, and with candidates, directly influences the success of a hiring process. Candidates in the first search picked up on the tensions and even questioned if they were still interested in the job — and some decided they were not. In the second search, candidates — even those who didn't get the job — spoke highly of the process.

ADVICE

Inclusive hiring is one of those hot topics that everyone in higher education talks about but rarely with any specifics attached. People on search committees say they aim to be “more inclusive” in the hiring process but don't quite know what that means in practice, working with one another and interacting with candidates.

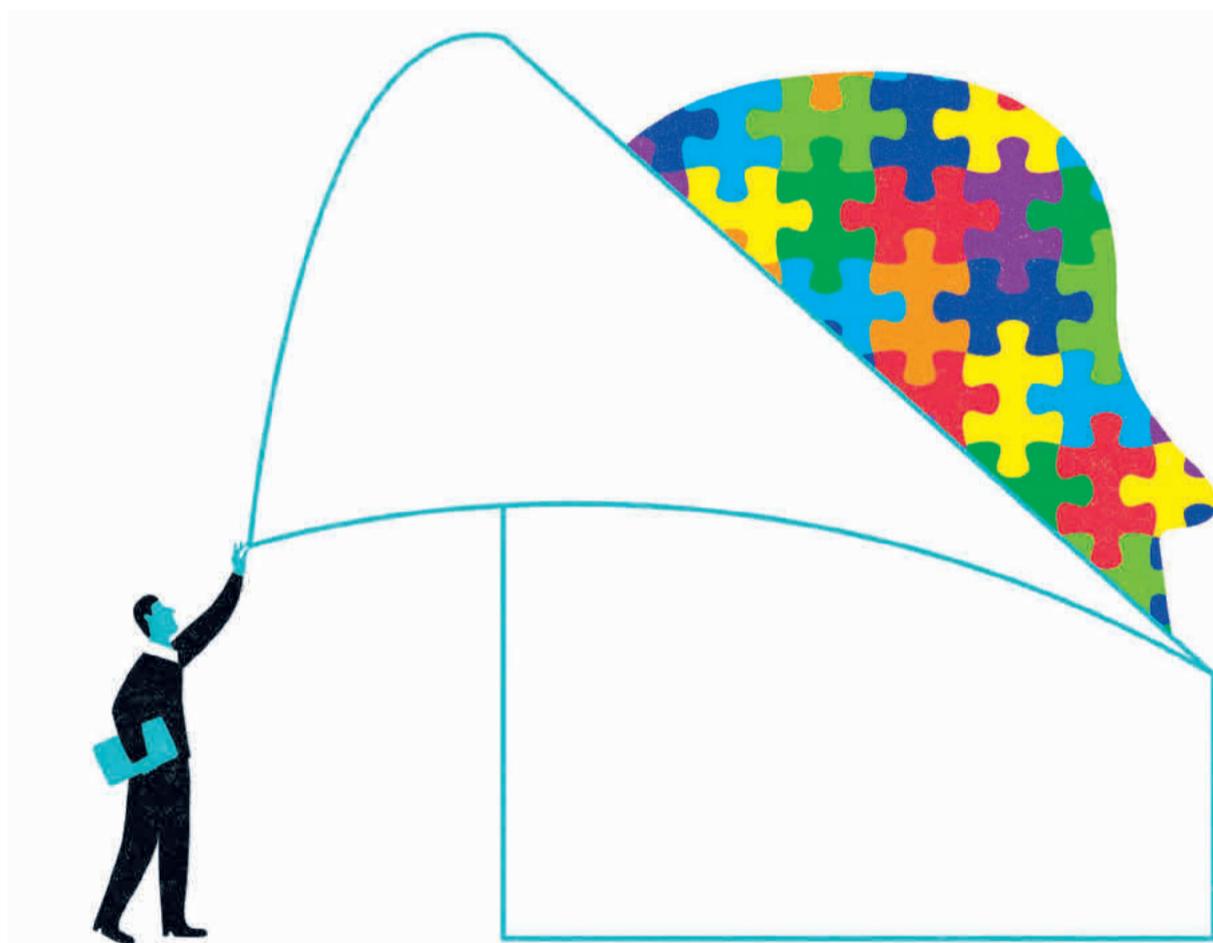
As a search consultant, I've been working to help colleges and universities run a hiring process that keeps diversity, equity, and inclusion at the forefront of selecting a great candidate. For committee members, an inclusive process means they each have a voice and a measure of control during the search. For candidates, it means striving to create a process in which they feel welcomed, respected, and fairly treated.

Here are eight tips for how committees (including those for faculty searches) can work inclusively and achieve the ultimate goal of hiring more diverse candidates:

Build rapport and trust within the committee. During the first committee meeting, don't underestimate the importance of those getting-to-know-you exercises, however awkward they might seem. When going around the room (real or virtual) for people to introduce themselves, ask them to share something more than their name and title. Encourage personal insights that connect to the work of the committee. For example, ask them to describe why they are committed to supporting the search and how their experience relates to the position under consideration.

People who know and trust one another are more likely to engage in open and honest discussion — something that is critical to making wise hiring decisions. Nowadays, committee members may be trying to get to know one another via videoconference. It is possible to bond via Zoom, so if you're running the meeting, get people chatting before it starts or during breaks.

In an inclusive search, the pace of the process makes sense to everyone. Ultimately, a committee should take the time to make a decision that all members feel good about. Or at least they should



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feel good about the process. I have worked with some committees that want to hold multiple meetings over many days to make a final recommendation, and with others that favor expediency above all, even to the detriment of a deliberative process. Somewhere between the two is typically right.

Early on, establish rules for how decisions will be made. It is typical to agree on majority rule, as unanimity is out of reach for most committees. Here's one best practice: In selecting candidates to interview, ask committee members to review all candidate files and come to the meeting prepared to talk about their top choices. That way, the members get a chance to form their own point of view about each candidate before being influenced by groupthink.

Additionally, it's helpful to establish expectations and parameters for how people will interact on the committee. I worked recently with a committee that created a Community Agreement — a document that outlines committee behavior, such as listening, being respectful, and not talking over other people. Such agreements can set the stage for an inclusive search and be referred to throughout the process if the discussion seems to be veering into uncivil territory.

Committee members need to know it's OK to disagree — respectfully. In tense situations, trust comes into play. If committee members have formed a relationship and trust one another's good intentions, they will feel more secure in offering an alternative or unpopular viewpoint. It's easy for people to get discouraged if their ideas are shot down too quickly or go unacknowledged. And then they stop offering new ideas. Committee chairs need to make sure every idea is acknowledged as helpful and appreciated, even if it isn't adopted.

Provide training and resources on inclusive hiring practices. Most often, that training comes via the institution's HR office or head of diversity. It usually focuses on why and how the institution values diversity and provides advice on best practices (such as the types of interview questions that are — and are not — appropriate). Because committee members are entering the search process with varying levels of experience with inclusive-hiring practices, the training helps to get everyone on the same page.

There is also a great deal of literature on this topic, including articles with titles like "How a Search Committee Can Be the Arbiter of Diversity," "Gender in the Job Interview," and "How Search Committees Can See Bias in Themselves." Sometimes members of a search committee are sent links to short videos (such as one on unconscious bias) in advance of their training. All of those tools can be used throughout the search process. It may be particularly helpful to review key points of the training as the committee prepares to interview candidates.

Actively counteract structural hierarchies. We experience hierarchies in almost every aspect of life, and hiring committees are no exception. Their members can include anyone from senior administrators to undergraduates, all of whom bring different experiences and strengths. Everyone involved in a search knows that the hiring authority — the board, president, provost, or dean — is the ultimate decision maker for an appointment. But members of the committee should have an equal voice *in the process*.

People in positions of power must be aware of the weight of their opinions. Be mindful not to always speak first. Seek participation from committee members who may feel less able to influence the search process. Look for the person who hasn't spoken during the committee's deliberations, and ask, "What do you think?"

Remember, every voice matters. All too often, search committees defer to the most senior or presumably expert person in the room. But each committee member has been asked to serve for a reason — each can add value to the process. Beyond hierarchy, personality can influence who is heard the most. If you tend toward extroversion or generally have strong opinions, pause before jumping into a discussion. For those who are introverted, quiet, or in a more junior position, it can be hard to know when and how to join the fray. It is the work of everyone on the committee to be mindful of who is — and isn't — talking, and to make space for the quietest voices.

You want the work of the committee to happen in committee meetings. However, if someone is especially silent, it's a good practice for the search chair to reach out and say to that person, "I noticed we did not hear a lot from you in the meeting, and I wanted to check in with you on how you are viewing the decision."

Recognize biases and beware of "fit." No one is without bias, and every committee member is responsible for counteracting it during the hiring process. Beyond biases related to race, gender, sexual orientation, and class, among others, academe is unique in its institutional classism. Almost every committee favors candidates who come from places that are most similar to the hiring institution. Committees also may be seduced by the prospect of hiring someone from a more distinguished campus. They chase an elusive sense of "prestige," sometimes to the detriment of considering highly qualified candidates who lack that pedigree.

There can also be geographical preferences. I once worked with a search committee at a campus in a major city. Committee members were convinced



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“Inclusive practices lead to productive search committees and better candidate pools.”

that no one from Alaska would be a good “fit” for their institution. Why? Because they had once hired someone from the state who absolutely fizzled. It’s a common refrain: “We hired someone from [insert any type of institution: small, large, public, private, complex, urban, rural], and they didn’t work, so I’m hesitant to go there again.”

A key principle of an inclusive hiring process: Let each person’s record speak for itself. Don’t automatically group together every candidate from a particular type of institution, a region, or a demographic category. Recognize that “fit” can be interpreted as code for wanting people who look just like you. Instead of fit, an alternative way of thinking that I learned from a client is to consider “culture add” — that is, How does each candidate add to the diversity of the team and the institution?

Finally, committee members absolutely must question if they are judging people of color and women against the same set of standards as white males. If a white male candidate gets a pass for being a job hopper or having a gap on his résumé, so should everyone else.

Screen and interview stretch candidates. The search process is about narrowing the pool so, naturally, committees tend to focus on people they *don’t* want to see. To build a more diverse, inclusive pool, try flipping that approach: Instead of looking for reasons to exclude candidates, look for reasons to in-

clude them. A recent search chair described this as “calling people in, not out.”

I almost always encourage committees to interview one or two stretch candidates. Strength on paper doesn’t always transfer to being impressive in an interview. Likewise, someone who looks mediocre on paper can really wow you in person. I worked on a search in which a candidate who had barely made it into each stage of the hiring process ended up being the top choice, and not because the institution settled for a subpar leader. Rather, this person’s full talents didn’t truly emerge until the final round. Interviews can be nerve-racking, and some people take a while to warm up.

Assess diversity at every point of the process. Ensuring a diverse pool of candidates is an iterative process; it’s not a box that can be checked, and then you move on. The stage is set from the very beginning, when a committee writes a job description and search consultants start to think about whom to recruit for the pool.

At every point in the process — before a committee reviews candidates, when they are selected for first-round interviews, and when finalists are chosen — the committee should pause and assess the diversity of its pool: Has every effort been made to ensure a diverse pool? Have we overlooked someone who can bring different experiences or skill sets?

Design an interview process that reflects inclusive values. Nowadays, first-round interviews typically happen via videoconferencing. While conducting a virtual interview feels different, committees should comport themselves in the same manner as they would if the meeting were in person. This should go without saying, but it’s worth repeating: During video interviews, it’s not OK for committee members to take phone calls, check email, depart suddenly, and exhibit other such distracting and disrespectful behaviors.

Since people process information differently when it’s delivered via a videoconference, it’s best — and most inclusive — to avoid asking lengthy, overly complex questions. When possible, break up a question into two parts and offer to repeat a question if necessary. Some of the search committees I’ve worked with have decided to send candidates the list of interview questions 30 minutes in advance. That way, the candidates are not overly rehearsed yet have a visual aid to consult as the questions are asked.

In my experience, those inclusive practices lead to productive search committees and better candidate pools. Inclusion is about feeling welcomed and heard. It’s about being able to bring your true, authentic self to a given situation — in this case, by contributing to an important hire on your campus. In these times, that seems like something we all could use. ■

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DEAN, SCHOOL OF MEDICINE AND EXECUTIVE VICE PRESIDENT, MEDICAL AFFAIRS, VCU HEALTH SYSTEM

Virginia Commonwealth University (VCU) announces a nationwide search to recruit the next Dean of the School of Medicine and Executive Vice President Medical Affairs, VCU Health System.

The mission of the VCU School of Medicine is to provide preeminent education to physicians and scientists in order to improve the quality of health care for humanity. Research is an important component of the School's mission and accounts for half of VCU's sponsored research. The School of Medicine is internationally recognized for patient care and education. VCU School of Medicine comprises 18 clinical departments, eight basic health science departments, and 11 affiliated institutes and centers. These collectively provide exceptional research and education opportunities for physicians and scientists.

The Dean of the School of Medicine and Executive Vice President (EVP) of Medical Affairs, VCU Health System reports to the Senior Vice President of Health Sciences and is the chief academic and administrative officer for the School of Medicine. The Dean and EVP is expected to develop a strategic vision for the future of the School of Medicine. Among the responsibilities of the Dean and EVP will be to elevate the School's distinguished research, clinical, and educational enterprise; recruit, hire, develop, and retain an exceptionally diverse, intellectually stimulating and inclusive faculty and staff; cultivate and strengthen relationships with key decision makers throughout the state; serve as a prominent voice and advocate for the Medical School; and maintain its financial stability.

The successful candidate will be a proven leader who can quickly gain an understanding of the strengths of the institution and help chart its course for continued success and growth. The University seeks candidates who have unquestioned integrity, significant emotional intelligence, and a collaborative and collegial leadership style. The Dean and EVP will be dedicated to the principles of diversity, inclusion and equity and will be committed to the University's efforts in community engagement. The Dean and EVP must have a bold vision of the future role of academic medicine in a global society, the selected person will have a record of scholarly accomplishments and demonstrated excellence in academic health and clinical administration.

Virginia Commonwealth University is a major, urban public research university with nationally and internationally ranked sponsored research and educational programs. Located in downtown Richmond, VCU enrolls nearly 30,000 students in 238 degree and certificate programs in the arts, sciences, and humanities. Twenty-three of the programs are unique in Virginia, many of them crossing the disciplines of VCU's 11 schools and three colleges. The VCU Health brand represents the VCU health sciences academic programs, the VCU Massey Cancer Center and the VCU Health System, which comprises VCU Medical Center (the only academic medical center in the region), Community Memorial Hospital, Tappahannock Hospital, Children's Hospital of Richmond at VCU, and MCV Physicians. The clinical enterprise includes a collaboration with Sheltering Arms Institute for rehabilitation services. More information is available at: www.vcu.edu, <https://medschool.vcu.edu/>, and vcuhealth.org.

While applications and nominations will be accepted until a new Dean / EVP is selected, interested parties are encouraged to submit their materials to our consultant at the address below by May 1st to receive optimal consideration. Application materials should include a current curriculum vitae, letter of interest, and a statement of the applicant's experience and plans to advance a culture of diversity, equity, and inclusion.

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

VCU Health System Authority provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.



Executive Director

THE COMMISSION FOR EDUCATIONAL EXCHANGE BETWEEN THE UNITED STATES AND NEPAL (USEF NEPAL) SEEKS EXECUTIVE DIRECTOR

Applications are invited from American and Nepali citizens for the position of Executive Director of the Commission for Educational Exchange between the United States and Nepal (USEF Nepal). USEF Nepal is a non-profit, bi-national organization responsible for administering the Fulbright Program in Nepal and other educational exchanges and services funded by the U.S. Department of State and the U.S. Department of Education. The USEF Nepal Executive Director reports to a binational Board of Directors and oversees programs promoting U.S. higher education throughout Nepal.

Candidates should have 10 or more years of experience in higher education, management, or related fields, **an advanced degree from a U.S. university** and strong familiarity with international educational exchange programs. As the public face of a high profile, prestigious binational program, the Executive Director must have outstanding interpersonal, managerial, public speaking, and diplomatic skills. S/he must have the ability to broker and maintain external relations as well as implement positive practices with USEF Nepal staff to ensure the highest level of teamwork and organizational effectiveness. Competitive candidates will demonstrate creativity and innovation, and an acute understanding of and vision for U.S. – Nepal educational relations and opportunities.

Desired Qualifications

- Strong organizational management skills
- Thorough understanding of U.S. academic institutions as well as the education system and culture of Nepal
- Proven track record of dynamic leadership, creative problem solving, strategic planning and organizational innovation
- Demonstrated, extensive experience in financial planning and reporting, budget oversight, fundraising, marketing, public relations, team-based management, and administration
- Strong oral, written, and interpersonal communication skills; proficiency in English required
- Ability to interact and engage effectively with American and Nepali academic communities and institutions, government officials, NGOs, and the private sector, and leadership skills to engage and energize a board of directors
- Talent at leading, developing, and retaining a multicultural, high-performance team, implementing annual reviews

The Executive Director is responsible for the overall administration of USEF Nepal, the Fulbright Commission in Kathmandu. The position requires domestic travel and an annual trip to the United States for consultations.

A two-year, renewable contract will be offered to the successful candidate. Salary will be commensurate with experience and qualifications. To apply, email a one-page statement of interest accompanied by a CV to fulbrightnepal@state.gov, attention Fulbright Application Review Committee, by **May 1, 2022**. Three letters of recommendation should also be sent directly by the recommending persons to fulbrightnepal@state.gov by May 1, 2022 (please include applicant's name in subject line). Only complete applications will be considered. Information about the Fulbright Program can be obtained at <https://eca.state.gov/fulbright> and <https://usefnepal.org>.

R. WILLIAM FUNK & ASSOCIATES

Campus President, Westshore Campus

Cuyahoga Community College (Tri-C*) is Ohio's first and largest community college. Tri-C serves more than 50,000 students annually and offers more than 1,000 credit and 600 noncredit courses each year, including online options. Tri-C has campuses in Parma, Highland Hills, Westlake and downtown Cleveland, as well as a location in Brunswick. Its Corporate College* locations in Warrensville Heights and Westlake feature state-of-the-art facilities and equipment as does Tri-C's Hospitality Management Center on Public Square in downtown Cleveland.

Cuyahoga Community College seeks a new Westshore Campus president — a visionary and a collaborative leader with the background and experience to lead the campus as a valued member of the local community and of Northeast Ohio. Reporting directly to the provost and executive vice president of Access, Learning and Success, the campus president is the chief executive officer of a diverse, inclusive and equally accessible campus in a multicultural urban environment. The campus president also provides leadership for multi-campus programs and initiatives and serves on the Collegewide Access, Learning and Success Council.

The successful candidate will possess the following strengths:

- Strong commitment to student-centered learning to ensure access, equity, completion and student success.
- Record of success in finance, budget, resource generation and planning.
- Passion for career and technical education, liberal arts, transfer programs and workforce credit training.
- Understanding of the role remedial education plays in the community college environment.
- Ability to work collaboratively and successfully with unions representing employee groups.
- Excellent business acumen and ability to build and maintain positive relationships with governmental, professional and civic organizations and university partners.
- Successful experience in board relations, strategic planning and institutional assessment.
- Ability to foster open communication and inclusivity.
- Ability to develop, lead and implement student success initiatives.

Required experience/skills:

- Earned doctorate and minimum 10 years of demonstrated experience including:
 - Teaching in higher education
 - Executive-level leadership and administration
 - Accreditation and/or compliance standards
 - Fundraising and/or grant writing and grant administration

Applications will be reviewed immediately, and the process will continue until the position is filled. First consideration will be given to those who apply by April 15, 2022. To view the entire job posting and to apply online, visit careers.tri-c.edu and type **Campus President** under Search by Position Title.

A Gold Hill Associates Search

Cuyahoga Community College is committed to attaining excellence through the recruitment and retention of a qualified and diverse workforce. EOE



The best candidates are the dedicated ones.

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Towson University (www.towson.edu) was founded in 1866, is recognized by *U. S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls over 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has almost 900 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington, D.C., and 95 miles south of Philadelphia.

ALBERT S. COOK LIBRARY

Early Career Librarian Fellows

Towson University's Albert S. Cook Library seeks two innovative individuals to serve as Early Career Residency Fellows. Our library is committed to recruiting and retaining a diverse library staff by considering applicants from a wide variety of backgrounds and experiences. You can read the library's diversity statement here: <https://libraries.towson.edu/about/more-about-us/diversity-equity-and-inclusion>. Towson University places a high priority on the importance of diversity, equity, and inclusion. Candidates will be expected to describe any prior experience and articulate how they could be involved in further advancing this campus goal. This fellowship program is designed to provide an early-career librarian from an underrepresented group, who has begun but not yet finished their Master's in library science (MLS or MLIS), the opportunity for rapid professional growth while bringing new perspectives and fresh ideas to Towson University Libraries. Recent graduates who have received their MLIS in the last 18 months may also be considered for the fellowship. The first two years of the program will be dedicated to researching a new program, with the goal of launching the program at the conclusion of the two years or exploring a liaisonship, within Albert S. Cook Library. Master's degree must be completed by start date or within one year of hire; the Fellows may receive work release time of up to 50% to complete their degree. Commitment to developing a career in academic librarianship; knowledge of issues and developments in academic libraries. Demonstrated interest or experience in diversity and inclusion initiatives. Strong commitment to supporting the academic and research needs of students, faculty and staff. Basic familiarity with current practices and technology in library instruction, technical services, and special collections. Demonstrated interest in scholarship and commitment to professional growth. Strong, positive interpersonal and collaborative skills; ability to work in a team environment. Excellent oral, written and interpersonal communication skills. Demonstrated initiative and ability to work independently and collaboratively on a variety of projects simultaneously. Demonstrated excellent organizational, analytical, time management and project management skills. Ability to work flexibly and creatively in a changing and fast paced environment with a diverse population. The fellows will work on one of three program areas of their choice, choosing from topics of (1) research and instruction liaisonship, (2) digital archives, or (3) open educational resources. In the final year of the program, the Fellows will specialize in their chosen area(s) and work on a capstone project suited to their professional interests and to the needs of the library. A goal of this project is for the Fellows, working independently or with a mentor, to develop, complete, and report research or creative work at a conference or as a publication. The Fellows will serve on library and university committees and participate in professional organizations. The Fellows will benefit from formal and informal mentorship, funding and encouragement of professional development, and a focus on career planning. Towson University Libraries Residency program is part of the Association of College and Research Libraries (ACRL) Diversity Alliance. Review of applications begins immediately and continues until the positions are filled. **LIB-3555**

For detailed information on these positions, please visit:
<http://www.towson.edu/provost/prospective/openpositions.html>

A Criminal Background Investigation is required for the hired candidate and the results may impact employment.

The safety of our students, faculty, staff, and neighbors has been our top priority and the focus of every one of our decisions since the earliest days of the COVID-19 pandemic. The University System of Maryland (USM) has recently determined that mandating a COVID vaccine for all faculty, staff, and students at all schools in the USM is both a reasonable and necessary means of protecting our health and safety. As a prospective hire at TU, proof of your full COVID-19 vaccination must be demonstrated before you begin employment with the University.

Please be sure to visit the **Applicant Data Form** (<https://www.towson.edu/inclusionequity/diversity/employment/data.html>) to complete a voluntary on-line applicant data form. The information you provide will inform the university's affirmative action plan and is for statistical-related purposes only. The information will not be used for any other purpose.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity, as detailed in *A More Inclusive TU: Advancing Equity and Diversity (2020 - 25)*. TU is a national leader in inclusive excellence, the only institution in Maryland with zero achievement gap, and 68% growth in minority enrollment over the past 5 years. We encourage application from a variety of (dis)abilities, cultural, ethnic, race, sex, gender identity/expression, national origin, age, veteran status, color, religious, socio-economic, sexual orientation and belief backgrounds.



Vice President Student Services

Lincoln Land Community College (LLCC) announces a search for vice president for student services. This senior college executive will provide leadership and supervision for the college's comprehensive set of student services programs which are designed to enhance student access and success. The College seeks an experienced leader who is culturally competent in, and deeply committed to, serving and supporting students, especially historically underserved, first-generation, low income, and non-traditional students with a collaborative and progressive growth mindset.

The successful candidate will be a dynamic and visionary leader with strong critical thinking skills, the ability to work collaboratively across divisions and with various constituency groups, knowledge of and experience with federal and state regulatory requirements impacting student affairs, and a strong commitment to diversity, equity, and inclusion. They will be a member of the President's Cabinet and will play a critical leadership role in the college's continuing work towards its strategic priorities including, but not limited to: support of students, teaching and learning, valuing people, and institutional awareness.

Interested candidates must possess a master's degree, doctorate preferred. Candidates must also possess substantial and successful leadership, administrative, and supervisory experience. They will have demonstrated success in collaboration, strategic planning, co-curricular assessment, as well as advocacy for an equitable learning environment.

Founded in 1967, LLCC serves residents and businesses in a 15-county district with its main campus in Springfield, the capital city of Illinois. It is the largest community college district in Illinois in terms of land mass, covering all or parts of 15 counties in central Illinois and 4,115 square miles. In addition to our main campus, LLCC provides educational services at our Medical District located in downtown Springfield, at the Abraham Lincoln Capital Airport, and at our outreach centers throughout the district located in Taylorville, Jacksonville, Beardstown, Litchfield and Hillsboro, Illinois. Springfield is centrally located between Chicago and St. Louis and is home to the Abraham Lincoln Presidential Library and Museum, as well as numerous historic sites and cultural events.

The mission of LLCC is to transform lives and strengthen our communities through learning. LLCC aspires to provide high-quality learning experiences for all seeking to improve their knowledge and skills while serving as a catalyst for economic growth that enriches our communities. LLCC offers accessible, affordable educational programs leading to transfer and career training degrees and certificates. LLCC offers over 125 degree and certificate programs and serves approximately 11,150 individuals annually through credit and non-credit courses. Students can find assistance with their academics through one of our many support programs and services which are available face-to-face and virtually. With 19 student clubs on campus, our students have several opportunities to get involved and connect with other students. Our athletic offerings include baseball, basketball, soccer, volleyball, softball, and e-sports.

LLCC strives to create a positive culture and to safeguard equity, inclusion, dignity, and respect for all by fostering a sense of belonging in our working and learning environments. LLCC collaborates with local businesses, organizations, and employers to better serve the needs of our students and community. As a member of the LLCC team, you can expect to be a part of an inclusive, collaborative team who, through strategic planning and effort, work to provide our students and community quality education and services.

As an administrator at LLCC, you can look forward to 22 paid holidays a year, including 2 weeks at the end of the calendar year and one week in March for mid-semester break; 12 Fridays off in the summer; and 2 personal days, 15 sick days, and 20 vacation days per year. LLCC staff, their spouse and qualified dependent children are eligible to use the tuition waiver on credited courses. LLCC is a positive, team-oriented environment supportive of staff development. Come join our team of dedicated professionals and be a part of something bigger!! Employment is contingent upon the successful completion of a criminal background check and drug screen. Interested candidates are invited to apply online at <https://llcc.peopleadmin.com/postings/5252>. This position will be open until filled; however, for guaranteed consideration, applications must be submitted on or before **Sunday, May 8, 2022**.

Lincoln Land Community College does not discriminate against any student, employee, prospective employee or any other person on the basis of their actual or perceived race, color, religion, sex, sexual orientation, gender, gender identity, national origin, ancestry, age, marital status, physical or mental disability, military status, political affiliation, or any other protected status in its programs and activities. More information may be found at <http://www.llcc.edu/equal-opportunity>. Inquiries may be directed to the Equal Opportunity Compliance Officer at EOCO@llcc.edu. Lincoln Land Community College is a drug-free workplace.



Term Faculty (Non-Tenure Track)
Visiting Professor of Law, one-semester (22-23)

DePaul University College of Law invites applications for a one-semester position as a visiting professor during the 2022-2023 academic year.

DePaul University is committed to recruiting diverse faculty to complement the diversity of its student body and Chicago area communities.

Specific curricular needs include Contracts, Business Organizations, and Taxation. We welcome candidates with excellent academic credentials and strongly prefer those with a successful teaching record, including demonstrated experience teaching first-year law students. All candidates must hold a J.D. or equivalent degree, with preference for candidates who have significant teaching experience.

Apply: <https://apply.interfolio.com/104031>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Drake University Positions for Fall 2022: Review of applications will begin soon and will continue until positions are filled. To learn more about Drake University and these opportunities, please visit <https://drake.edu/hr>. Drake is an equal-opportunity employer (EEO).

College of Arts & Sciences Art: Visiting Assistant Professor, MFA-Graphic Design required or equivalent terminal degree in a design discipline, FT.

College of Business & Public Administration Actuarial Science: Visiting Assistant Professor, PhD required, FT, NTT.



Term Faculty (Non-Tenure Track)
Costume Technology (22-23)

The Theatre School at DePaul University invites applications for a interim faculty to serve as head of its Costume Technology program (10-month contract, 1 year appointment).

DePaul University is committed to recruiting diverse faculty to complement the diversity of its student body and Chicago area communities.

The Theatre School is an urban multicultural conservatory located in the heart of Chicago's vibrant theatre community. The ideal candidate will be a great teacher, accomplished professional, strong collaborator, visionary technician, and a proactive leader. The position begins September of 2022.

Apply: <https://apply.interfolio.com/101039>

DePaul University is an Equal Opportunity / Affirmative Action employer.



ARKANSAS STATE UNIVERSITY
GRIFFIN DEAN OF BUSINESS

Search
The future leader of the Neil Griffin College of Business will hold the endowed Griffin Dean's position and be tasked with the development of a distinctive strategy to maintain the quality of existing programs while developing new programs, expanding online program offerings, and fostering a forward-looking faculty environment. An AACSB accredited college, strengthening relationships that support academics and research with the business community both domestically and internationally, including partnerships via A-State's Campus Queretaro in Mexico, and acquiring resources through fundraising to enhance teaching and research within the college are key goals. To learn more about the resources and centers at the Griffin Dean's disposal, including the significant naming endowments, visit AState.edu/Griffin.

About A-State
Founded in 1909, Arkansas State is a Carnegie Research 2 university of almost 14,000 students and over 100,000 alumni. A-State hosts the first osteopathic medical school in Arkansas, the New York Institute of Technology's College of Osteopathic Medicine, and opened the first U.S.-style residential campus in Mexico in fall of 2017. Notable for past service to first-generation students and a long tradition of student-friendly instruction, A-State is the second largest university in Arkansas and offers more than 130 degree areas of study, including a robust online program, and has a diverse student body from across the nation and around the world. A-State is accredited by The Higher Learning Commission of the North Central Association, and is an FBS member of the National Collegiate Athletic Association.

Qualifications
An earned doctorate in one of the Griffin disciplines from an accredited institution plus five years of administrative leadership with responsibility for budget, strategic planning, HR management, performance reviews, and promotion/tenure decisions is required. The required experience also includes academic accomplishments warranting tenured appointment; a record of student success, retention, and completion; demonstrated experience in developing and maintaining partnerships with external stakeholders; and documented success in fundraising and external research grants. Among the preferred skills are leadership in AACSB accreditation, demonstrated knowledge of national and international business trends, retention and recruitment of domestic and international students, and preparation of those students for academic and employment success.

A-State does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures.

To apply or to nominate candidates, please visit AState.edu/GriffinDeanSearch. Applicants should upload a cover letter speaking to diversity and addressing qualifications, curriculum vitae, along with the names, email addresses, and telephone numbers of five professional references. A review of candidate information will begin May 2, 2022.



LIBERTY UNIVERSITY

School of Health Sciences
Faculty Openings 2022-23

Biomedical Sciences: Multiple positions Assistant to full professor. Ph.D. in biomedical sciences related field or M.D. required. Must be able to teach one or more of the following areas: anatomy, biochemistry, cell biology, genetics, immunology, embryology/developmental biology, microbiology, neurobiology, physiology, pathology or biomedical ethics. Neurobiology and/or embryology/developmental biology preferred. Ability to supervise undergraduate and/or graduate student research required.

Biology: Assistant/Associate Professor. Ph.D. in an organismal sciences related field preferred. M.S. in biology with additional professional experience will be considered. Must be able to teach one or more of the following areas: entomology, plant physiology, ecology, zoology, or ichthyology. Ability to supervise undergraduate research expected.

Chemistry: Assistant/Associate professor. Ph.D. in Chemistry required. Candidates in any area of chemistry encouraged to apply. Organic chemistry experience preferred. Ability to supervise undergraduate/graduate student research expected.

Forensic Science: Assistant/Associate/Full Professor. Ph.D. degree in forensic science or a natural science degree with forensic science knowledge and experience. Candidate must be able to teach undergraduate courses in forensic science and contribute to other courses in the department. Ability to supervise undergraduate/graduate student research expected.

Exercise Science: One position. Assistant to Full-Professor Ph.D./Ed.D. in Exercise Science or related field; evidence of successful teaching at the university level; and evidence of scholarly activity. NSCA and/or ACSM certification desirable. Capacity to teach a range of graduate courses in the Exercise Science program, including but not limited to Exercise Physiology, Research Methods, Statistics, ECG & Exercise Prescription for Special Populations, and/or Human Performance.

Athletic Training: One position. Assistant to Full-Professor Ph.D./Ed.D. in Athletic Training or related field; evidence of successful teaching at the undergraduate and/or graduate level; and evidence of scholarly activity. An established research agenda and record of publications is preferred. Board of Certification Athletic Trainer and eligible for Virginia Athletic Training Licensure. Capacity to teach a range of courses within the current undergraduate and master's degree in Athletic Training.

Respiratory Therapy: One position. Assistant to Full-Professor. Must have RRT credential, master's degree or higher in science, education, or respiratory therapy, with at least 18 graduate credit hours directly related to course content covered in the respiratory therapy program and be eligible to obtain and maintain a license by the Virginia Respiratory Care Board.

All applicants must be committed to the evangelical standards and mission of Liberty University, and willing to contribute to the university's online teaching initiatives. To apply for any posted positions, go to the Human Resources page located at <http://www.liberty.edu/humanresources>



VICE PRESIDENT
STUDENT ENGAGEMENT AND SUCCESS

Central Washington University, one of the Pacific Northwest's premier universities, announces a nationwide search for its next Vice President of Student Engagement and Success. The University seeks a proven, innovative leader who can join the executive leadership team to further build upon the University's affirming environment.

Founded in 1891 as the Washington State Normal School, Central Washington University has grown into a comprehensive university with four colleges (Arts and Humanities, Business, Education and Professional Studies, and Sciences) and eight University Centers and instructional sites. Located in the heart of Washington State, about 90 minutes east of Seattle, CWU enrolls more than 10,300 students. The student to faculty ratio is 20:1 with an annual budget of more than \$350 million. CWU has consistently ranked as one of the top "Best Bang for Your Buck" universities in the West and is the only state university to earn the prestigious Higher Education Excellence in Diversity (HEED) award in five out of the last six years.

Reporting directly to the President, the Vice President of Student Engagement and Success (VPSES) provides leadership for the Division of Student Engagement and Success and is charged with developing, implementing, and fostering an integrated and seamless pipeline of students from recruitment and onboarding through retention, persistence, and graduation. The VPSES will partner closely with the VP for Academic Affairs on integrating student success into all aspects of academic life and the VP for Advancement on transitioning students into a robust alumni network.

Responsibilities include oversight of admissions, financial aid, orientation, student life, student health and wellness, Associated Students of CWU, Dean of Students Office, housing and residence life, campus recreation, career services, veteran services, educational access, student success and other offices. Responsibilities include leadership development, budget oversight, hiring and evaluation.

The VPSES reports to the President and is a member of the University's Executive Leadership Team, President's Budget Advisory Committee, and the University Policy Advisory Council. The VPSES supports collaborative and constructive relationships with other departments, in particular, those within Academic Affairs, Advancement, and Public Affairs. The VPSES is an enthusiastic and effective advocate for diversity and inclusion in student and employee recruitment and retention and in the workplace. (A 'Position Description' is available upon request at the email listed below).

While applications and nominations will be received until a new VPSES is selected, interested parties are encouraged to submit their materials to our Consultant at the address below by May 15th to receive optimal consideration. Application materials should include a letter of interest and a current CV.

CWU VPSES Search
R. William Funk & Associates
2911 Turtle Creek Boulevard – Suite 300
Dallas, Texas 75219
Email: krisha.creal@rwilliamfunk.com

AA/EEO/Title IX/Veteran/Disability Employer

R. WILLIAM FUNK & ASSOCIATES



ELON UNIVERSITY

MARTHA AND SPENCER LOVE SCHOOL OF BUSINESS VISITING PROFESSOR IN BUSINESS ANALYTICS POSITION

The Department of Management and Entrepreneurship in the Martha and Spencer Love School of Business invites applications for a one-year Visiting Professor in Business Analytics starting fall 2022.

Elon University is a dynamic private, co-educational, comprehensive institution that is a national model for actively engaging faculty and students in teaching and learning in a liberal arts-based, residential campus. To learn more about Elon, please visit the University website at www.elon.edu.

To apply, please send a letter of interest, curriculum vitae, and a list of three references to: buschair@elon.edu (subject line: Business Analytics Opening), or to Business Analytics Faculty Search Committee, Department of Management and Entrepreneurship, Martha and Spencer Love School of Business, Elon University, 2075 Campus Box, Elon, NC 27244. Review of candidates will begin immediately and continue until the position is filled.



Hudson County Community College (HCCC) serves one of the most ethnically diverse and densely populated communities in the United States. The College is a vibrant, urban institution of higher education whose mission is to provide its diverse communities with inclusive, high quality educational programs and services that promote student success and upward social and economic mobility. Hudson County Community College has three campuses. The largest campus is located at the heart of Jersey City's Journal Square, which is approximately 20 minutes from New York City. The College also has a North Hudson Campus, located in Union City, New Jersey and an additional location at the Hudson County Schools of Technology in Secaucus, New Jersey. The College offers 70 degree and certificate programs and more than 300 daytime, evening, and weekend courses throughout its three-campus network. HCCC offers 9 fully online degree programs and expects this number to grow in the coming year. In addition to its degree programs and courses, HCCC offers a wide array of non-credit classes and programs designed to develop professional skills, provide occupational training, teach languages and culinary skills, and enrich personal and cultural knowledge.

This is an exciting time to be part of the HCCC community. The College recently launched its 2021-24 Strategic Plan, the culmination of which will align with the College's 50th anniversary in 2024. The College was recognized by the Association of Community College Trustees as the recipient of the 2021 ACCT Northeast Region Equity Award. HCCC has recently been named as one of 101 recipients of the Higher Education Excellence in Diversity (HEED) Award, a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

The Division of Humanities and Social Sciences offers a distinctive Associate of Fine Arts degree program with options in Studio and Computer Art. Throughout their time at HCCC, Fine Arts students participate in many opportunities offered through the Department of Cultural Affairs.

The College's Culinary Arts Institute is one of only three programs in the New York Metropolitan region to hold accreditation from the Accrediting Commission of the American Culinary Federation Education Foundation. The Culinary Arts Institute features state-of-the-art facilities and a hands-on program that prepares students for a range of careers in the hospitality industry.

Instructor of Philosophy

Under the supervision of the Associate Dean of Humanities and Social Sciences, the Instructor of Philosophy is responsible for teaching 15 credits per semester of day, evening, and weekend classes in Philosophy and Religion courses.

Instructor of Criminal Justice

Under the supervision of the Associate Dean of Humanities and Social Sciences, the Instructor of Criminal Justice is responsible for teaching 15 credits per semester of day, evening, and weekend classes in Criminal Justice and Homeland Security.

Instructor of Sociology

Under the supervision of the Associate Dean of Humanities and Social Sciences, the Instructor of Sociology is responsible for teaching 15 credits per semester of day, evening, and weekend classes in Sociology and Anthropology.

Instructor of History

Under the supervision of the Associate Dean of Humanities and Social Sciences, the Instructor of History is responsible for teaching 15 credits per semester of day, evening, and weekend classes in United States History and History of Western Civilization.

Instructor of Table Service

Under the supervision of the Associate Dean of Business, Culinary Arts and Hospitality Management, the Instructor of Table Service is responsible for teaching 12 credits per semester in Culinary classes.

All instructor positions require successful applicants to participate in division activities such as curriculum development and academic advisement; and contribute to the College community through committee work and other activities.

TO APPLY PLEASE VISIT:

<https://www.hccc.edu/administration/hr/job-opportunities.html>

Submit a letter of application, resume, salary requirements and names/contact information of three professional references by April 20, 2022.

Please select individual links for specific application email addresses.

RUTGERS

Business School
Newark and New Brunswick

Associate Professor in Finance & Economics

The Finance & Economics Department of Rutgers Business School – Newark and New Brunswick, Rutgers, The State University of New Jersey, is seeking a full-time faculty member at the rank of untenured Associate Professor, subject to funding availability.

Requirements

Candidates must have a Ph.D. in finance or economics, should have a track record of publications in top-tier finance and economics journals in the area of household finance, behavioral finance and/or fintech.

Responsibilities

The successful candidate must have demonstrated effective teaching at the university level and be able to teach Capital Markets, Household Finance, Investments, and/or Fintech at the undergraduate and graduate levels.

Applicants who seek more information about this position should contact Ivan Brick, the chair of the Finance & Economics Department at ibrick@business.rutgers.edu.

The Finance & Economics Department has 45 full-time faculty members. Rutgers Business School offers BS, MBA, Master of Quantitative Finance, Master in Financial Analysis, and Ph.D. programs that include finance and applied economics concentrations. The Department houses the Whitcomb Center for Research in Financial Services and the Center for Real Estate.

Please submit your application (cover letter, three names of your letter writers, research paper[s], and CV) electronically at <https://jobs.rutgers.edu/postings/159560> by **April 30, 2022**. However, a review of applications will commence immediately and continue until the position is filled.

It is university policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment. For additional information please see the Non-Discrimination Statement.

ATHLETICS

Head Tennis Coach/Instructor

McNeese State University
Head Tennis Coach/Instructor.
Teach fitness, kinesiology and related courses and direct women's tennis program. Bachelor's degree, any field. Interested persons email or mail cover letter and CV to: tstines@mcneese.edu or Tanner Stines, Department of Athletics, McNeese State University, Lake Charles, LA 70609.

AVIATION

Instructor Pilot-IP-4-Multiple Positions (Prescott, AZ)

Embry-Riddle Aeronautical University
Provide ground, flight training device, and flight instruction in single and/or multiengine aircraft, while contributing superior customer satisfaction. Prepare training records, and ensure that students in each flight course meet

course standards, training requirements, and objectives. Requires: Bachelors degree in related field. FAA Certified Flight Instructor - Airplane Single Engine, Instrument Airplane, Airplane Multi Engine; 1200 hours instruction given; FAA Class II Medical Certificate. Send resume to: Embry-Riddle Aeronautical University, Attn: Sidney Shaffer, Employee Relations and Staffing Specialist - HR, 1 Aerospace Blvd., Daytona Beach, FL 32114

Instructor Pilot-IP-5-Multiple Positions (Prescott, AZ)

Embry-Riddle Aeronautical University
Provide ground, flight training device, and flight instruction in single and/or multiengine aircraft, while contributing superior customer satisfaction. Prepare training records, and ensure that students in each flight course meet course standards, training requirements, and objectives. Requires: Master's Degree in related field.

FAA Certified Flight Instructor - Airplane Single Engine, Instrument Airplane, Airplane Multi Engine; 2000 hours Flight Instruction given in an Airplane; FAA class II Medical Certificate. Send resume to: Embry-Riddle Aeronautical University, Attn: Sidney Shaffer, Employee Relations and Staffing Specialist - HR, 1 Aerospace Blvd., Daytona Beach, FL 32114.

CLASSICS

Faculty Specialist Position in Classics

Western Michigan University
Western Michigan University. The Department of World Languages and Literatures at Western Michigan University invites applications for a one-year renewable faculty specialist position in Classics beginning Fall 2022, pending budgetary approval. The chosen candidate will teach courses of Classics in English and Latin, at

all levels, for 0.5 full-time equivalent (15 credit hours of workload per year). The responsibilities of a faculty specialist focus on teaching, not research or service outside of participating in monthly department meetings. Information about the Department of World Languages and Literatures can be found at www.wmich.edu/languages. M.A. in relevant field required. Candidates must apply at <https://wmich.edu/hr/jobs>, where additional details about the position qualifications may be found. Review of applications will begin immediately and continue until position is filled. As articulated in the College of Arts and Sciences Strategic Plan, we are committed to fostering a community of diverse, inclusive, equitable and globally-engaged scholars, learners and leaders. Western Michigan University is a learner-centered, discovery-driven and globally-engaged university. WMU is an equal opportunity employer and is committed to diversity in all areas of the campus community. The Carnegie Foundation for the Advancement of Teaching has placed WMU among the 76 public institutions in the nation designated as research universities with high research activity. WMU is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans, individuals with disabilities and all other qualified individuals are encouraged to apply.

COMPUTER SCIENCE

System Administrator/Adjunct Instructor

Dallas Baptist University
System Administrator/Adjunct Instructor. Provide support for all university IT systems, including documenting procedures and LAN layouts, conducting audits, as well as maximizing information security and minimizing downtime. Teach IT courses. Bachelor's Management Information Systems, Computer Science or closely related field. In lieu of a Bachelor's, employer will accept an Associate's degree in the same fields, plus two years' IT experience. Interested persons should mail cover letter and CV to Ms. Christa Powers, Dallas Baptist University, 3000 Mountain Creek Parkway, Dallas, TX 75211. DBU is an EEO/AE employer.

Assistant Professor of Computer Science

Indiana University Kokomo
The School of Sciences at Indiana University in Kokomo, Indiana invites applications for an Assistant Professor position in Computer Science. Duties include teaching multi-level computer science and informatics courses both on-line and in person, as well as research and scholarly activities and service to the School and the University. Position requires a PhD in Computer Science, Informatics, Computer Information Systems, or a related field. Interested candidates should send a letter of interest and curriculum vitae to: jsaam@iuk.edu. Questions regarding the position or application process can also be directed to jsaam@iuk.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

INFORMATION SCIENCE

Tenure Track Assistant Professor in Information Science

University of South Carolina
The School of Information Science at the University of South Carolina invites applications for a tenure-track faculty position at the Assistant Professor level to begin August 16, 2022. Candidates with a specialization in Public Li-

brarianship and one or more of the following will be considered: ? Youth Services and programming ? Adult services and programming ? Community outreach and library services to under-served populations ? Social justice issues ? Intellectual Freedom ? Emerging technologies ? Leadership and advocacy ? Collection development and management Responsibilities: ? Participate in instruction, research, publication, grant writing, and other scholarly activities ? Teach in both face-to-face and online environments primarily at the graduate level with opportunities to teach in the undergraduate program as well ? Mentor and advise graduate and undergraduate students ? Provide service to the department, college, university, profession, and community Minimum Qualifications: ? Earned doctorate in library/information science or related field by start date of employment ? At least 3 years professional experience in public libraries ? Capacity to teach in undergraduate, master's, and doctoral programs ? Capacity to teach and mentor at the graduate level ? Knowledge in creating educational materials for face-to-face and online instruction ? A record of, or the potential for: 1) active engagement with the theories and methodologies currently informing the study of public libraries and librarianship; and contributing instructional expertise to the school's MLIS, PhD and/or the information science undergraduate major and minor; and developing a program of research and scholarship in their specialty area. All applicants must complete an online application at UofSC Jobs. Must include: 1. A letter of application that addresses teaching philosophy, research agenda, service mission, and a demonstrated commitment to diversity, equity, and inclusion. 2. Current vitae 3. Three letters of recommendation

INFORMATION TECHNOLOGY

Chief Information Officer

University of Montevallo
The University of Montevallo, Alabama's public liberal arts university, seeks candidates for the position of Chief Information Officer. The CIO will provide leadership and management of information technology resources and services for the University; oversee contractual relationships with third-party vendors providing technological services; ensure information security and mitigate cyber risks; provide vision and build support for strategic technology initiatives. Work involves close collaboration with department management providing vision and leadership on technology elements to ensure tactical endeavors are aligned with overall University strategic goals. Develop and implement a long-term IT operations plan for the University that addresses all campus consumers: Faculty and Staff, Students and contractors / service providers. The University of Montevallo is accredited by the Southern Association of Colleges and Schools and is a member of the Council of Public Liberal Arts Colleges. Adjacent to Birmingham, in one of the nation's fastest growing counties, Montevallo provides attractive living in a moderate climate with ready access to numerous metropolitan and recreational resources. Details and application instructions are at <https://jobs.montevallo.edu>

MATHEMATICS

Assistant Professor of Computational Mathematics

Eastern Washington University
Assistant Professor of Computational Mathematics. Eastern Washington University, 314 Showalter Hall, Cheney, WA 99004. Teach uni-level courses in Math Reason, Finite Math, Calc I & II, Discrete Math, Intro Stat, Lin Alg, and math-rel courses. Mentor & advise students on math rel research w/ emphasis on stat analysis, comp math, numeri-

cal analysis & acoustics. Req PhD or equ in Comp Math, Applied Math, Stat & Sci Comp, or rel + 2 yrs of exp as a Post Doc fellow, Grad TA, Grad RA, RI, or equivalent. Exp incl prep & teach college-level cw for Math, incl Elms of Num & Ops, Precalc, Calc for Life Sci & more. Apply online at: <http://jobs.hr.ewu.edu>

Lecturer

The Ohio State University
Mathematics: Lecturer, The Ohio State University At Newark, Newark, Ohio. Duties: serve as Lecturer in The Ohio State University At Newark, Newark, Ohio (The Ohio State University Newark Campus); teach undergraduate mathematics classes, including remedial mathematics courses; grade student coursework and exams; keep office hours. Requirements: Master's degree in Mathematics or closely related field; requires successful completion of a background check. Recruiting for multiple positions. Send CV and cover letter to: brown.2596@osu.edu. EOE/AA/M/F/Vet/Disability Employer.

ORGANIZATIONAL BEHAVIOR

Assistant Professor

Oregon State University
Oregon State University is seeking an Assistant Professor to: Teach graduate and undergraduate courses in Organizational Behavior; develop and pursue a program of research and scholarship. To be eligible, applicants must have: Ph.D. from an AACSB-International accredited university or equivalent, with an emphasis in Organizational Behavior, Human Resource Management or closely related field. To apply, submit a letter of interest and c.v. to evc.oisen@oregonstate.edu.

VETERINARY MEDICINE

Assistant Professor Clinical

The Ohio State University
Veterinary Medicine: Assistant Professor Clinical in The Ohio State University Department of Veterinary Clinical Sciences, College of Veterinary Medicine, Columbus, Ohio. Duties: lectures and clinical teaching of veterinary medicine students, residents, and fellows with a focus on Small Animal Oncologic Surgery; veterinary patient care with a focus on Small Animal Oncologic Surgery; conduct and publish research related to clinical veterinary medicine; participate and continue education events and outreach activities; curriculum development; service on college committees. Requirements: Doctor of Veterinary Medicine (foreign equivalent degrees acceptable); American College of Veterinary Surgeons (ACVS) certification in Small Animal Surgery. Requires successful completion of background check. Send CV and cover letter to: dumitrescu.3@osu.edu. EOE/AA/M/F/Vet/Disability Employer.

New Chief Executives



Valerie Sheares Ashby, dean of the Trinity College of Arts and Sciences at Duke University, has been named president of the University of Maryland-Baltimore County. She will succeed Freeman A. Hrabowski III, who has led the university for 30 years.



Jennifer Bonds-Raacke, provost and vice president for academic affairs at St. Norbert College, has been named president of Saint Martin's University. She will be the first woman to serve as president of the university.



Rebecca Neiduski, dean of the School of Health Sciences at Elon University, has been named president of Wartburg College.

Chief executives (continued)

APPOINTMENTS

Wiebe Boer, chief executive of Shell–All On, an energy investment company in Nigeria, has been named president of Calvin University.

Ericke Cage, interim president of West Virginia State University since September, has been named to the post permanently.

Marc P. Christensen, dean of the Lyle School of Engineering at Southern Methodist University, has been named president of Clarkson University, in New York.

Kelly R. Dampousse, chancellor of Arkansas State University, has been named the sole finalist for the presidency of Texas State University.

Rod Flanigan, dean of business and technology at Cochise College, has been named president of the North Dakota State College of Science.

Janet L. Gooch, executive vice president for academic affairs and provost of Truman State University, has been named chancellor of the University of Illinois at Springfield and vice president of the University of Illinois system.

Rachelle Keck, president of Briar Cliff University, has been named president of Grand View University.

Peter K. Kilpatrick, provost and senior vice president for academic affairs at

the Illinois Institute of Technology, has been named president of Catholic University of America. He will succeed John Garvey, who will step down this summer.

Jolene Koester, a senior consultant for the American Association of State Colleges and Universities and a former president of California State University at Northridge, has been named interim chancellor of the California State University system.

John Kowal, who has served as administrator-in-charge of Clinton Community College, in New York, since August 2021, has been named president.

William W. Latimer, vice president of the Bronx Campus of Mercy College, in New York, has been named president of Chestnut Hill College. He will succeed Carol Jean Vale and will be the first lay person to serve as president.

Rhea Law, interim president of the University of South Florida since August 2021, has been named to the post permanently.

Adam J. Morris, executive vice president, chief transformation officer, and chief institutional-advancement officer at Biola University, will become president of Azusa Pacific University on July 1.

Bill Pink, president of Grand Rapids Community College, has been named president of Ferris State University.

Frank Shushok Jr., vice president for student affairs at Virginia Tech, has been named president of Roanoke College. He will succeed Michael C. Maxey, who plans to retire in July.

Beverly Daniel Tatum, president emerita of Spelman College, has been named interim president of Mount Holyoke College. She served as acting president of the college in 2002 and will succeed Sonya Stephens, who stepped down to lead the American University in Paris.

Gregory Vincent, former president of Hobart and William Smith Colleges, has been named president of Talladega College.

DEPARTURES

Eugene Giovannini, chancellor of Tarrant County College, has been fired after the Board of Trustees voted to terminate his contract.

Merrill Irving Jr., president of Hennepin Technical College, resigned in February after accusations surfaced that he allegedly harassed and discriminated against employees.

John Jasinski, president of Northwest Missouri State University since 2009, plans to step down.

Lynn Morton, president of Warren Wilson College since 2017, plans to retire at the end of the academic year.

Brennan O'Donnell, president of Manhattan College since 2009, plans to step down in July. He will take a sab-

atical before joining the faculty as a professor.

Melody Rose, chancellor of the Nevada System of Higher Education since June 2020, stepped down.

Chief academic officers

APPOINTMENTS

Robert Bohrer II, senior associate provost for academic success at Gettysburg College, has been named vice president for academic affairs and dean of the college at Hiram College.

Rachel Bowser, associate provost for strategic initiatives and a professor of English at Georgia Gwinnett College, has been named vice president for academic affairs and dean of Agnes Scott College.



GERALD GRIFFIN

Gerald Griffin, interim provost of Hope College since January 2021, has been named to the post permanently.

Sheila Adamus Liotta, dean of the School of Arts and Sciences at Providence College, has been named vice president for academic affairs at Saint Anselm College.

Laurie McCauley, dean of the School of Dentistry at the University of Michigan at Ann Arbor, has been named provost and executive vice president for academic affairs.

Other top administrators

APPOINTMENTS



KRISTINA CAMMARANO

Kristina Cammarano, assistant vice chancellor for student success at the University of Nebraska at Omaha, has been named vice president for student affairs and chief diversity officer at Midland University, in Nebraska.

William Guerrero, vice president for finance and administration at Springfield College, has been named vice president for finance and chief financial officer at the University of Bridgeport.

Susan Sciame-Giesecke, chancellor of Indiana University at Kokomo, has been named vice president for regional campuses and online education at Indiana University at Bloomington.

Roger Stackpole, chief financial and administrative officer at Le Moyne College, has been named vice president for finance and administration at Wheaton College, in Massachusetts.

RETIREMENTS

John M. Barry, vice president for communications and chief marketing officer at the University of Richmond, plans to retire in July.

Deans

APPOINTMENTS

Andrew Belser, director of the School of Theater, Film, and Television at the University of Arizona, has been named dean of the Hixson-Lied College of Fine and Performing Arts at the University of Nebraska at Lincoln.

Anadeli Bencomo, a professor of Latin American literature and cultural studies at the University of Houston, has been named dean of the College of Liberal Arts at the University of Texas at El Paso.

Nicola A. Boothe, a professor in the Florida A&M University College of Law and a visiting professor of law at the Boston University School of Law, has been named dean of the University of Illinois at Chicago School of Law.

Leah Chan, associate dean of academic affairs and a professor of law at Suffolk University Law School, will become dean of the William S. Boyd School of Law at the University of Nevada at Las Vegas on July 1.

William Gibbons, associate dean of academic affairs in the College of Fine Arts at Texas Christian University, has been named dean of the Crane School of Music at the State University of New York College at Potsdam.

Martine Kei Green-Rogers, interim dean of the Division of Liberal Arts at the University of North Carolina School of the Arts, will become dean of the Theatre School at DePaul University on July 1.

Yoshitaka Iwasaki, a professor and chair of the department of public health and recreation at San Jose State University, has been named the inaugural dean of the College of Health, Education, and Social Transformation at New Mexico State University.

Melanie B. Jacobs, a professor and former interim dean of the Michigan State University College of Law, has been named dean of the Louis D. Brandeis School of Law at the University of Louisville.

Ashish Joshi, senior associate dean of academic and student affairs and a professor of epidemiology and biostatistics in the City University of New York's Graduate School of Public Health and Health Policy, has been named dean of the School of Public Health at the University of Memphis.

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Sunita Gupta Kramer, associate vice president for research and experiential education at Rutgers University, has been named dean of the School of Science at the College of New Jersey.

Juliet Langman, senior associate dean and associate dean of graduate studies in the College of Education and Human Development at the University of Texas at San Antonio, will become dean of the Graduate College at Kennesaw State University on July 1.

Bernard Rousseau, associate dean of equity, inclusion, and community engagement at the School of Health and Rehabilitation Sciences at the University of Pittsburgh, has been named dean of the Doisy College of Health Sciences at Saint Louis University.



MARY ANN SCULLY

Mary Ann Scully, co-founder and chief executive of Howard Bank, has been named dean of the Rev. Joseph A. Sellinger, S.J., School of Business and Management at Loyola University Maryland.

Lisa Vernon-Dotson, associate dean and chair of the department of interdisciplinary and inclusive education in the College of Education at Rowan University, has been named dean of the Dwight Schar College of Education at Ashland University.

Other administrators

APPOINTMENTS

Jessica Aylor, vice president for community engagement and director of community investment for the Triangle Community Foundation, has been named director of development and interim executive director of library development at the University of North Carolina at Chapel Hill.

Kim Dupree Jones, dean of the School of Nursing at Linfield University, has been named associate dean of academic advancement in the Nell Hodgson Woodruff School of Nursing at Emory University.

Shawana Singletary, director of admissions and recruitment at Metropolitan College of New York, has been named assistant vice president and chief enrollment officer at Adelphi University.

LaNiece R. Tyree, a former director of auxiliary services and event management for Prince George's Community College, has been named assistant vice president in the Office of Auxiliary Enterprises at Howard University.

Deaths

Julian P. Heicklen, a former professor of chemistry at Pennsylvania State University, died on March 11. He was 90. After his retirement, Heicklen participated in a series of public protests in defense of civil liberties, culminating in a 2011 indictment, later dismissed, for jury tampering.

Richard Howard, a poet and professor of writing at Columbia University, died on March 31. He was 92. Howard received a Pulitzer Prize in 1970 for his work *Untitled Subjects*.

Joan Joyce, a former coach of the women's softball team at Florida Atlantic University, died on March 26. She was 81. Joyce played volleyball and golf as well as softball, and also coached golf at Florida Atlantic.

Nancy Milford, who taught English at various institutions, including Vassar College and the University of Michigan, died on March 29. She was 84. Milford wrote biographies of Zelda Fitzgerald and Edna St. Vincent Millay.

Eugene N. Parker, a professor of astrophysics at the University of Chicago, died on March 17. He was 94. Parker received the National Medal of Science in 1989 and was a member of the National Academy of Sciences. He predicted the existence of the solar wind, and a NASA probe was named in his honor.

Philip M. Phibbs, a president emeritus of the University of Puget Sound, died on March 21. He was 90. Phibbs led the university from 1973 to 1992.

Thomas F. Staley, director of the Harry Ransom Center at the University of Texas at Austin, died on March 31. He was 86.

—COMPILED BY JULIA PIPER

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The University of Richmond congratulates Kevin F. Hallock on his inauguration as our 11th President

AN AWARD-WINNING TEACHER AND LABOR MARKET ECONOMIST, President Hallock joins the University of Richmond at an exciting time in our history. As a top-25 liberal arts university with a top-20 business school, a highly regarded law school, and the nation's first school of leadership studies, the University of Richmond holds a distinctive place in American higher education.

We are consistently recognized for the values that have always defined who we are — academic excellence, an industry-leading commitment to access and affordability, and an unyielding focus on the well-being of our students and our community. President Hallock embodies these values and brings the passion and commitment to push us boldly forward.

As we begin this next chapter in the history of the University, we are confident that our progress will continue to accelerate and our impact will only grow.

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