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FEATURES

10

The Big Quit

Even tenure-line professors are leaving academe.

THE REVIEW JOSHUA DOLEŽAL

16

An Unacceptable Idea

A university says it supports free inquiry. So why does this pedophilia researcher no longer work there?

EMMA PETTIT



22

When Diversity Becomes a Bad Word

In South Dakota, some say a hostile climate is driving them to quit.

CHELSEA LONG



FIRST READS

'I Didn't Want to Be Canceled'

Georgetown reinstated Ilya Shapiro after a controversial tweet. He quit anyway. **6**

'Designated Advocate'

Three months after an athlete's suicide, her parents are proposing a plan that could spare others their pain. **7**

Pay to Play

Landing your college's name on a Monopoly board can cost as much as \$60,000. **8**

Student Slump

Undergraduate enrollment was in decline well before the pandemic. **9**

INSIGHT

The Uneven Burden of Identity

Students are asking professors for help, putting those with lower status at bigger risk.

BECKIE SUPIANO **28**

Debt Knell?

How student-loan forgiveness would really work.

ERIC KELDERMAN **30**

In Praise of Academic Cliché

How worn-out buzzwords go mainstream and change the world.

THE REVIEW JULIE STONE PETERS **32**

CAREERS

How to Keep Partner Hires Happy

Retaining academic couples is less hectic than recruiting them, but it still takes work.

ADVICE DAVID D. PERLMUTTER **34**

INDEX of jobs by category and region. **36**

JOB LISTINGS **37**

29,345

TOTAL
POSITIONS
ONLINE
jobs.chronicle.com

GAZETTE **42**

Cover illustration by Shout for *The Chronicle*

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Leaving a Calling

WHEN JOSHUA DOLEŽAL accepted a tenure-track job at Central College, he thought he had found the path that would sustain him for decades. A first-generation college student, he'd been enchanted by the world his professors opened to him. "My working-class family frowned when I changed my major to English during my sophomore year," he recalls, "but the only thing I wanted was the life my professors had." Yet last year, he resigned his position as a professor of literature and writing, walking away from tenure and academe alike.

In this issue's cover story, "The Big Quit" (Page 10), Doležal documents the pandemic's toll on faculty members and sketches the exodus that its fallout has wrought. "Before Covid," he writes, "it was still possible to see tenured and tenure-track faculty members as relatively immune from

the stresses of working in higher ed. No more." The trials of the quit-literati — those legions of overworked postdocs and adjuncts — have turned out to be not anomaly but harbinger: A survey conducted by *The Chronicle* and Fidelity Investments found that, since 2020, over a third of tenure-line faculty members have seriously considered leaving academe. Plenty of others are eyeing early retirement. The push factors are many: Untenable workloads coupled with stagnant pay. Lax or nonexistent Covid precautions. Campuses that can't, or won't, accommodate the needs of working parents. Escalating legislative attacks on tenure and academic freedom. And a pervasive sense of malaise and burnout, spiked with the fear that, bad as things are, they may yet get worse.

The final straw for Doležal was the distance from loved ones, a sacrifice made painfully salient by the pandemic. His job in Iowa meant that his children were growing up roughly a thousand miles away from either his family (in Montana) or his wife's family (in Pennsylvania). Travel required elaborate quarantine and testing protocols. Widespread illness shattered the illusion that there would always be more time with elderly relatives. So last year he resigned, packed up, and moved across the country. He now lives in Pennsylvania, where his kids see their grandparents, aunt, uncle, and cousin on a weekly basis.

Nearly everyone featured in this essay frames quitting as a painful but salutary choice. They say they feel more secure, less exhausted. They've reconnected to their intellectual curiosity (and to their families). They'd make the same decision again. Still, the undercurrent of grief is impossible to miss. No one Doležal spoke to regretted the decision to leave, but all expressed a mix of relief and loss. Like him, they were leaving a calling.

— JESS ENGBRETSON, ASSOCIATE EDITOR



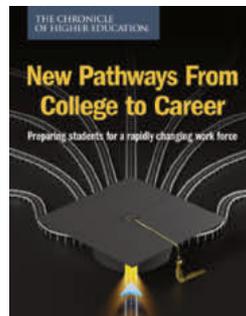
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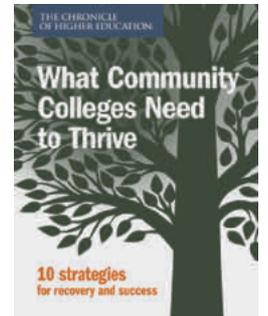
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FIRST READS

Twitter tempest | 'Designated advocate' | Story 3 | Story 4 (Same text as decks)

Twitter tempest

'I Didn't Want to Be Canceled'

ILYA SHAPIRO quit his job at Georgetown University's law school before he ever really started it.

Shapiro, a former vice president at the Cato Institute, had been hired to be executive director of the law school's Georgetown Center for the Constitution. Before he officially stepped into that position, though, he sent a tweet about President Biden's stated intention to nominate a Black woman to the U.S. Supreme Court. Shapiro wrote that he thought Sri Srinivasan, chief judge of the U.S. Court of Appeals for the District of Columbia Circuit, would be the best pick but "alas doesn't fit into the latest intersectionality hierarchy so we'll get lesser black woman."

Those three words — "lesser black woman" — led to a lot of outrage.

He apologized, said his wording was "inartful," and took down the tweet. The dean of the law school, William Treanor, called the language "appalling" and said it was "at odds with everything we stand for at Georgetown Law." Shapiro was suspended with pay, and an investigation began. After four months, the university reinstated him, a decision Shapiro initially celebrated.

Then, this month, he announced that, on sec-

ond thought, he would resign. A report from Georgetown's diversity office said that any similar remarks in the future would very likely create "a hostile environment based on race, gender, and sex" — a warning that, Shapiro wrote, amounted to a "slow-motion firing."

I spoke with Shapiro about his decision to quit, the controversial tweet, and what he plans to do now.

You wrote a column after Georgetown completed its investigation in which you said that you were "relieved that now I'll get to do the job for which I was hired." You called it a "new day." Four days after that, you resigned. What changed?

What changed was that it took a little time to go through the report that I got from the university administrators and to see and understand that I was being put in an untenable situation and that the next time I said or did something that offended someone, or someone claimed offense or felt discomfort, then that would constitute a hostile educational environment and I'd be disciplined. I'm not prepared to live and work under that kind of sword of Damocles, and I'm certainly not prepared to walk on eggshells to try to avoid any sort of inadvertent offense.

You wrote that the dean assured you that he'd have your back in the future and that he wanted you to succeed. So I take it you didn't believe him?

He said that he would have my back if I acted professionally. I came to understand what "acting professionally" meant through the report and through his statements. And it became clear that he would not have my back unless I never said anything that subjectively offended anyone or anyone complained.

Basically his assurance, I came to realize, was an empty one. [Shapiro was subsequently hired as a senior fellow at the Manhattan Institute for Policy Research.]

You tried to speak at a Federalist Society event at the Hastings College of the Law at the University of California back in March. You stood at a podium for more than 40 minutes while protesters chanted "Black lawyers matter" and pounded their desks. Eventually, you gave up and walked out. What would you have told those students had you been able to speak?

I have a whole presentation about the politics of Supreme Court nominations. I would have talked about the role of politicians, going back to George Washington, how things have changed over time, how politics play a different role now, what the inflection points were historically and bringing it up to the present day. As in other events that I did during that period, if students had asked about my tweet or about what I think about the Ketanji Brown Jackson nomination, or anything like that, I would have been happy to answer. But I didn't get a chance to do any of it.

I saw several tweets accusing you of, basically, wanting to be "canceled." One said you would now be joining the "right-wing outrage-culture grift train." How would you respond to that?

Of course I didn't want to be canceled. I never expected to become a poster boy for cancel culture. But if I could use this platform that I've been given to make certain points and to advance the ideas that I care about, then I was going to take that and continue to take that, whether in the hopes of pressuring Georgetown or other higher-education institutions to reform, or whether it's generating enough awareness and opposition to these illiberal trends in academia such that reform will be forced on the institutions. — TOM BARTLETT

This interview has been edited for length and clarity.



KENNY HOLSTON, REDUX PICTURES

‘Designated advocate’

A ‘Release Valve’ for Mental-Health Crises

THE DEATH of Katie Meyer, the Stanford University women’s soccer goalie who took her own life in March, brought scrutiny to college disciplinary processes and the stress they can cause students. Meyer’s parents are now proposing a new university policy they believe could have helped their daughter when she was in crisis.

The proposed policy, which the parents have named “Katie’s Save,” would allow students to choose a “designated advocate” who would be notified by their college if they are facing “challenging circumstances,” including physical injuries, mental-health problems, disciplinary issues, and more. As a situation unfolds, an advocate could help provide support for the student if needed. Students could opt in to the program during registration at their college.

Meyer’s parents have declined in interviews to share details about a potential disciplinary issue that they’ve said Katie was facing. But Gina Meyer, her mother, told ESPN that Katie had been dealing with it for six months and hadn’t told them.

College students often think they can handle a situation when it gets difficult, “but sometimes they can’t,” Gina Meyer said. “They may need extra support from someone, someone checking in on them, someone saying, ‘Hey, can I help you with this? What can we do? How can I help you?’”

Karla Hudson, a Stanford spokesperson, said in a statement, “We have recently learned of Katie’s Save from the media and will be studying the proposed policy.”

Student-conduct and mental-health experts told *The Chronicle* that the main goal of Katie’s Save — providing students an avenue for getting the support they need when they’re overwhelmed — could be beneficial.

“More support is better than less, always,” said Martha Compton, director of strategic partnerships and client relations at Grand River Solutions, a higher-ed consulting firm, who previously led the Association for Student Conduct Administration.

When she was working in student conduct on college campuses, Compton said, two barriers often prevented students from asking for help: They would worry about their parents finding out, or they were concerned their parents would be disappointed in them. Having a “release valve,” she said — a contact of their choosing who isn’t their parent — “could be really helpful.”

Many mental-health professionals share the goal of notifying people of issues whenever possible, said John Dunkle, a senior

former director of the U.S. Education Department’s Family Policy Compliance Office. Since the inception of the Family Educational Rights and Privacy Act, or Ferpa, Rooker said, students who are 18 and older have had the right to choose which records their college can disclose to others.

Patience Bryant, president of the Association for Student Conduct Administration, said student-conduct offices already typically attempt to connect students with people outside of the university who can support them during investigations. Some offices even have their own Ferpa waivers for students. Still, Katie’s Save could help students have an additional route to get support if they choose, Bryant said.

The Katie’s Save website includes an example of



clinical director at the nonprofit JED Foundation and former executive director of counseling and psychological services at Northwestern University. “But we don’t want to create new processes if mechanisms and processes already exist and people just aren’t aware of them,” he said.

For example, Dunkle said, some states allow psychiatric advance directives, a type of legal document where someone diagnosed with a mental-health condition can put in writing what they want to happen if they become incapacitated or are in a crisis. “I used to talk with families about this all the time when I was working at Northwestern because it’s something that maybe they don’t think it’s going to happen, but you never know,” he said.

What Katie’s Save is proposing is nothing new, said LeRoy Rooker, a senior fellow at the American Association of Collegiate Registrars and Admissions Officers and

what a consent form would look like. Students would have the option to pick and choose when their advocate would be notified, such as only when they have been cited for an instance of substance abuse.

Rooker said the proposal is a good blueprint for colleges to follow for crafting a Ferpa-compliant student waiver. Students would still control their records, Rooker said, “but it gives them an avenue for letting a specific person know if there are issues going on.” — WYATT MYSKOW

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.

Hot properties

When Colleges Pay to Play

AFTER the University of Texas at San Antonio paid a mark-up of 70 times the list price for a small square of property, it's safe to say that no other investor has been ripped off quite as badly in today's hot real estate market.

No, this isn't a story about some crooked land deal gone sideways. We're talking about the board game Monopoly — specifically, its San Antonio edition. UTSA's spot on the board cost the university \$21,000, though players will be able to snap up the square for much less — 300 in Monopoly money, to be exact.

Produced by Top Trumps USA and licensed by Hasbro, this take on the game swaps out the classic properties like Marvin Gardens and St. James Place for local landmarks. On the San Antonio board, gone are the spaces for Electric Company and Water Works, making room for the oil refiner Valero Energy, which is headquartered in the city. Replacing underrated Kentucky Avenue? Dignowity Meats. And rounding out the board in Boardwalk's prime spot — the Alamo.

UTSA sits alongside two other higher-education institutions in the game's green-bannered squares, which is generally the second-most expensive property set. The three are situated just after the “Go to Jail” corner

square, where Pacific, North Carolina, and Pennsylvania Avenues normally appear.

For \$21,000, UTSA finds itself shoulder-to-shoulder with the University of the Incarnate Word and Texas A&M University at San Antonio. Other institutions appear on the game boards for other cities. In Worcester, Mass., the College of the Holy Cross takes TAMUSA's spot on that board. And repping for nearby Cambridge? Harvard University, the Massachusetts Institute of Technology, and the Hult International Business School.

To be featured on the board, some institutions had to pay up. Per the \$21,000 “bronze” package, UTSA purchased itself the right to be promoted on a single square of San Antonio's board. “Silver” package buyers willing to shell out \$36,000 acquired not just a promotional board space, but also a customized Community Chest card. And for TAMUSA? The “gold” package afforded it a board space, a customized Community Chest card, 24 units of the game itself, as well as image-space in the center of the board and on the box lid to promote its campus. Total cost: \$60,000, according to invoices and correspondence obtained via public-records requests. TAMUSA also bought more units to give away — 384 games, to be exact, worth another \$8,900.

In other cases, universities won spots on their community's boards without spending a cent.

Taken together, the varying transactions and financial arrangements provide insight into the ways that institutions of higher education try to foster brand awareness, bolster student recruitment, and milk their status as cultural landmarks. Why go big —

\$60,000 over three years — on a board game? Civic pride, said Jesse Pisors, TAMUSA's vice president for university relations and advancement. “We pursued the Monopoly Board opportunity because it was a way to celebrate the university as part of the broader San Antonio community,” Pisors wrote in a statement to *The Chronicle*.

Texas A&M at San Antonio also used the games for fund raising. At a university-sponsored unveiling event of the San Antonio edition, the proceeds from sales of each unit benefited TAMUSA's student organizations. The games are also available for purchase on TAMUSA's website.

Representatives for the University of the Incarnate Word did not respond to an inquiry from *The Chronicle* for comment. But online accounts associated with the institution have promoted the university's partnership with the Monopoly brand.

Officials at Holy Cross touted its relationship with the game maker but declined to disclose how much it paid to be featured on the game board for Worcester.

“Holy Cross is proud to be a member of the Worcester community and we were very happy about the opportunity to be featured on the Worcester Monopoly edition,” a spokesman wrote in a statement.

Less happy were the business owners, patrons, and other locals whose favorite institutions failed to make the cut for promotion on the Worcester board. One tavern owner called the arrangement with Top Trumps “a pay-to-play situation,” and even went so far as to feed Monopoly game boxes into a roaring wood chipper while a *Wall Street Journal* reporter watched.

Not all institutions needed to pony up cash, though, to take a place on their city's board. Neither Harvard nor MIT spent a dime to be featured in the game. Top Trumps produced for Cambridge,

Mass., according to statements from the two universities. A Harvard spokesperson clarified that *the university* elected not to charge Top Trumps any royalties or fees for the company's use of the university's name and brand.

— DAN BAUMAN



The Enrollment Crash Was Underway for Years

THE NEWS about college enrollment has been persistently bleak since the pandemic began, even as colleges have resumed in-person operations and the effects of the pandemic – thanks to widely available vaccines – have begun to wane.

But a recent report clarifies something important about the downturn, which has become one of the most widely discussed trends in higher education during the past two years: Undergraduate enrollment was already on the decline well before the pandemic.

Data from the “Report on the Condition of Education 2022,” produced by the National Center for Education Statistics, show that the slide in undergraduate enrollment began in 2011. By the fall of 2019 – before the pandemic had begun – the number of undergraduates had shrunk by more than 1.5 million students.

The undergraduate-enrollment slump includes a slow exodus of male students from higher education in the decade before the pandemic. In 2009 there were 7.6 million male undergraduates, a number that had decreased by roughly 5 percent by 2019. That decline was intensified by the pandemic; data from the fall of 2020 show a 7-percent drop in male undergraduates from the year before. The number of women has also declined since 2009, but starting from a much higher base than the men.

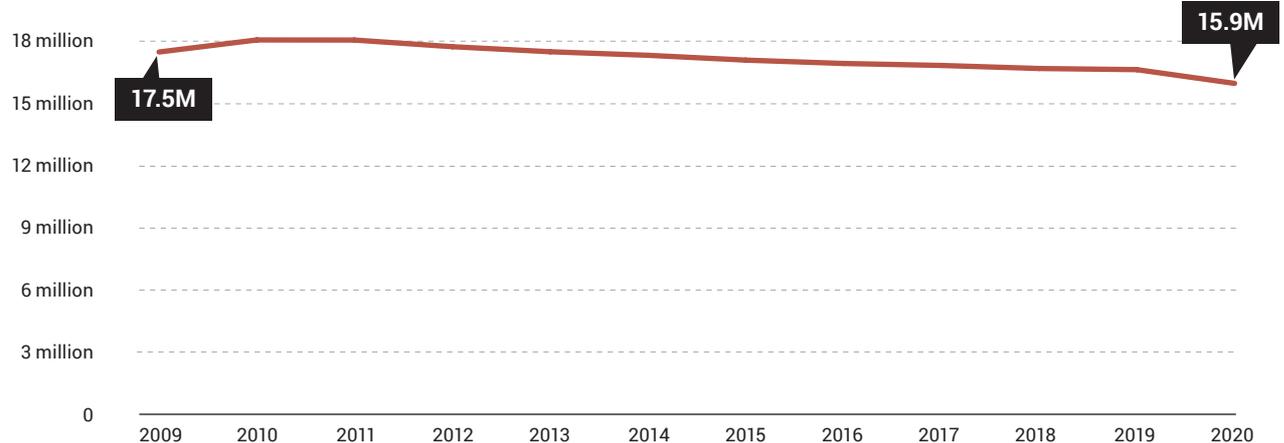
Although two-year institutions have borne the brunt of pandemic-era enrollment drops, data in the report detail the sector’s shedding of students in years prior. From 2011 to 2019 – a span that included an economic rebound from the Great Recession – enrollment at two-year colleges fell by 26 percent. In the fall of 2020, two-year college enrollment plummeted 12 percent from the year before.

The report, which summarizes education data from pre-kindergarten through postsecondary years, is the center’s first to include the impact of the pandemic.

— AUDREY WILLIAMS JUNE

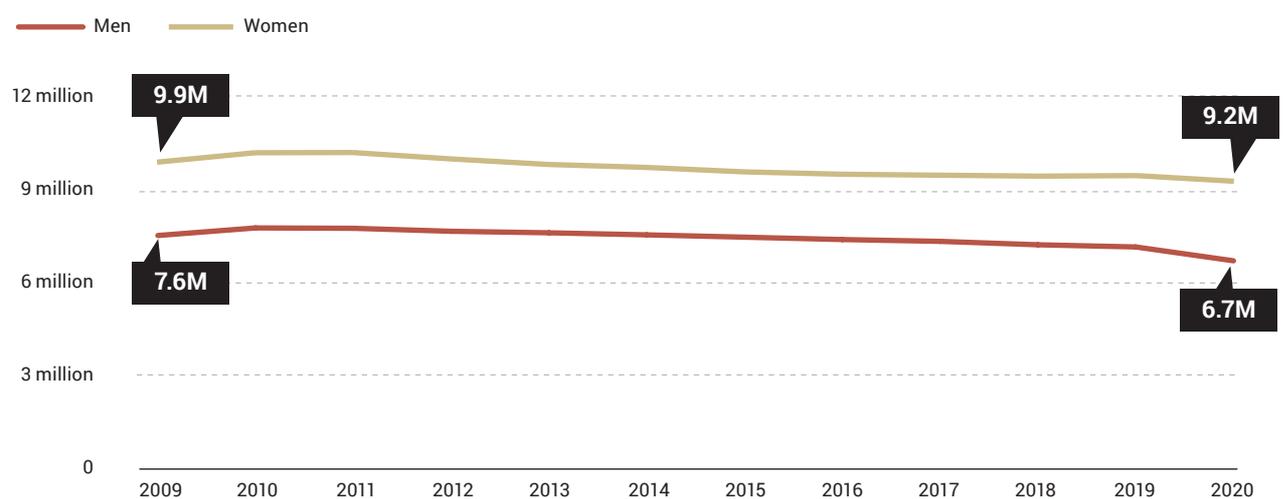
A Multiyear Decline

Between the fall of 2011, when undergraduate enrollment began to dip, and the fall of 2020, undergraduate enrollment fell 12.3 percent.



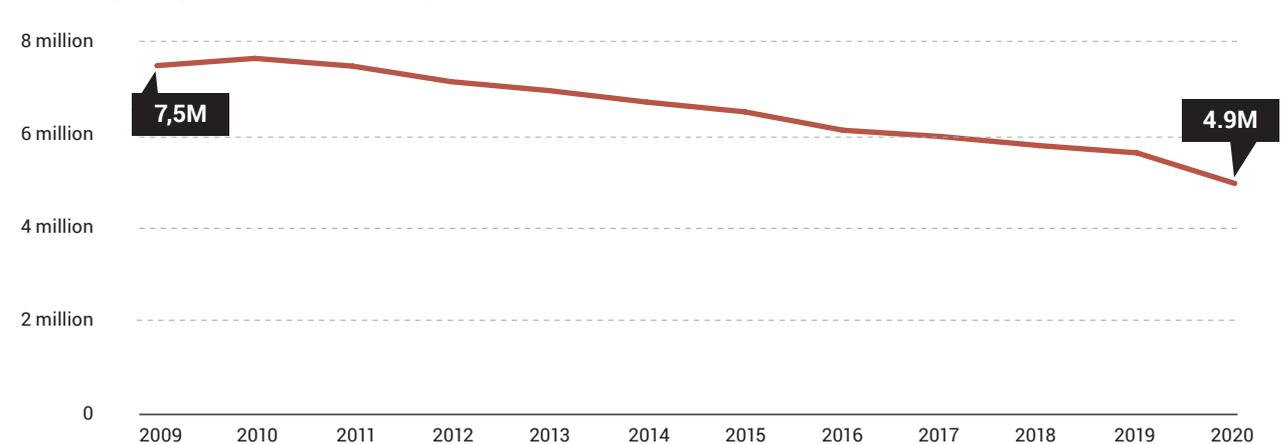
Steady Decline, Sharp Drop

The decline in college enrollment for men and women was similar for several years – until the fall of 2020, when the share of men dropped more steeply.



A Sector’s Enrollment Slide

Community-college enrollment has fallen by 2.6 million students since 2009.

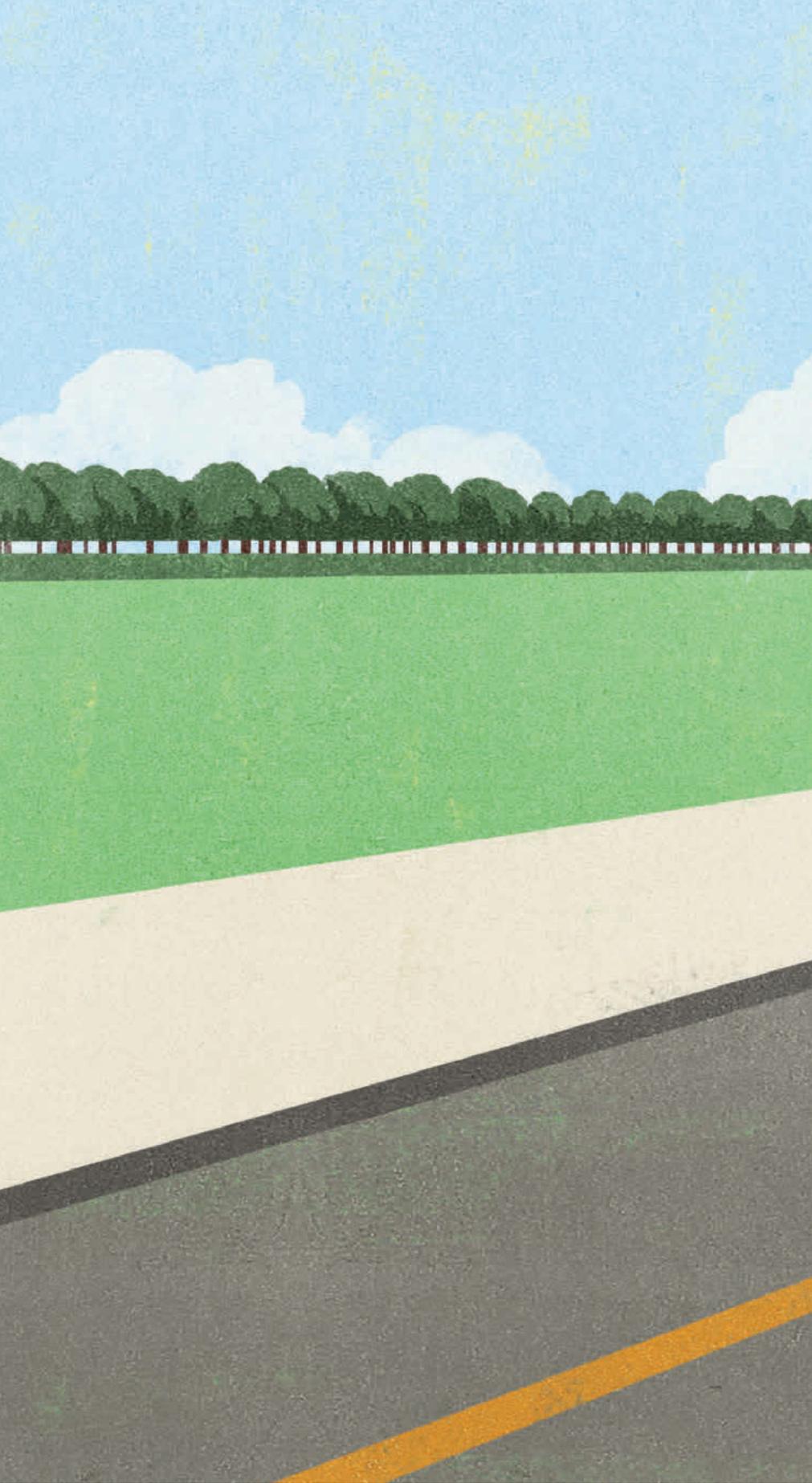


Note: Data are for institutions that grant associate degrees or higher in the 50 states and the District of Columbia and that participate in Title IV federal financial-aid programs.

Source: National Center for Education Statistics



THE BIG QUIT



ILLUSTRATIONS BY SHOUT FOR THE CHRONICLE

Even tenure-line professors are leaving.

BY JOSHUA DOLEŽAL

WHEN WILLIAM PANNAPACKER landed a tenure-track job as an English professor, in 2000, it felt like a religious experience. “Suddenly,” he writes, “I was an academic ‘born-again.’” Pannapacker thought he had escaped his blue-collar roots after completing a Ph.D. at Harvard University, but even with Ivy League credentials he struggled for years to find work. The job offer renewed his conviction that he had been called to faculty life, and he embraced it fully — publishing widely, securing more than \$2 million in grants from the Andrew W. Mellon Foundation, and eventually earning an endowed chair. Yet this year he retired from that position to face an uncertain future at the age of 54.

THE REVIEW ESSAY

Faculty members have been leaving higher education for decades, but Pannapacker’s story stands out: He was tenured. We have become accustomed to the exodus of graduate students, postdocs, and adjuncts, but before Covid it was still possible to see tenured and tenure-track faculty members as relatively immune from the stresses of working in higher ed. No more. A 2020 study by *The Chronicle* and Fidelity Investments found that more than half of all faculty members surveyed were seriously weighing options outside of higher education: either changing careers entirely or retiring early. The study showed that faculty members share a great deal with the millions of American workers whose life transitions have been described alternately as the Great Resignation or the Big Quit. Though it may be true that most faculty members have chosen to disengage from their work rather than quit outright, as Kevin R. McClure and Alisa Hicklin Fryar recently argued in these pages, the story of those who have quit during the pandemic remains largely untold. I am one of them.



Like Pannacker, I earned tenure and full rank at a small private college in the Midwest where I taught American literature and creative writing for 16 years before resigning at the end of 2021. The top factor in my decision was geographical distance from family members. The pandemic brought that sacrifice into brutal focus, compounding my sense of doom about the future of the humanities. Such feelings are pervasive: Covid-19 did not transform faculty attitudes toward higher education as much as it deepened longstanding concerns about disrespect, inadequate compensation, and an unsustainable work/life balance. Nearly everyone who has shared a resignation story with me has grieved the loss of a calling. But the reasons given by those who left during the pandemic (or are now planning

was troubled from the start. “I both adored and loathed my training,” she writes. “It took me a long while to figure out that what I was compromising might be too much to bear.”

Others reach this realization sooner and forgo the job search entirely. Amanda Welch was a Ph.D. candidate when one of her mentors gushed about his wife taking their children away for the summer so he could devote himself to research. She thought, *That sounds awful*. A few years later, while working as a postdoctoral fellow, Welch made a breakthrough discovery in the lab that could have been her ticket to a long faculty career. But she dreaded replicating her results. Welch recalls, “I felt like the only person who was thinking, *Oh, my God — I have to do more of this*.” She eventually turned down a job offer at a medical school in southern Florida. If academe is a pie-eating contest where the reward is more pie, she realized that she no longer wanted to win.

Near the end of her fellowship, Welch helped edit a colleague’s grant application. “This is great work,” he said. “How much do I owe you?” It was a watershed moment in her professional life. Welch now owns Scientific Dispatches Consulting, which offers a range of editing services and support for all stages of the research process. If she had stayed on the academic track, Welch would be living far from her family, approaching the fifth year on her tenure clock, and wondering how she might bring in grants for a lab that had been closed during much of the pandemic. Instead, she enjoys a more integrated work and personal life as a business owner than she did as a graduate student and postdoctoral fellow. “It used to be dropping kids off to Boy Scouts, leaving it all to the den mother,” she says. “Now I realize that we’re all trying to balance personal demands with work demands. I’m much more OK with saying to a client that I can’t make this because I have to take my kid to trumpet lessons.”

Women have been leaving academe at higher rates than men for years, particularly in the sciences, and the pandemic has only worsened the structural inequities that already bedeviled the profession. But now men and women increasingly agree that academic careers place unreasonable strains on private life. Even the tenured pie-eaters have begun to feel that they’ve had quite enough pie. That’s been the experience of a senior professor whom I’ll call Smith, who plans to resign from a private university in the Midwest within a year. Smith told me that he’d like to be able to do what anyone in any other industry does: Move somewhere else. “It’s unbelievable that we are stuck to one job,” he said. “That’s more grating as the years go on. Why can’t I do my job in Minneapolis or Miami? It doesn’t make sense.”

Jennifer Askey, a life coach now based in Edmonton, Alberta,

“It took me a long while to figure out that what I was compromising might be too much to bear.”

their exit) differ very little from those expressed in at least 20 years of “quit lit.” Our stories highlight problems that stretch back decades and that, if left unaddressed, will plague academe for years to come.

I F THERE WERE a canon of quit literature, Rebecca Schuman’s “Thesis Hatment” would define its major tropes. The conventional narrative goes like this: An idealistic young person follows the praise and encouragement of undergraduate mentors into a Ph.D. program, only to discover that there are no jobs, that the competition for tenure-track positions is impossibly stiff, or that the sacrifices required to earn tenure are too great. The protagonists in these stories typically leave academe after laboring for years as postdoctoral fellows, lecturers, or adjunct instructors. In her memoir-in-essays *Grace Period* (2017), Kelly J. Baker explains how her preoccupation with job applications over five years of adjunct work eroded her quality of life so profoundly that she gave up the search altogether. Like a recently divorced person, she recognizes that her relationship with academe

chose mobility over security shortly after receiving tenure at Kansas State University, in 2011. Askey was encouraged to apply for an open position as department chair, but instead took an unpaid leave to move with her family to Canada, where they decided to stay. It was a rocky transition, Askey recalls, but the existential crisis she endured has made her a better coach for faculty members who are contemplating a similar move. All of her clients are academics, and a quarter of them are working with her on immediate or near-term plans to leave the professoriate. She says that many of them are asking themselves, “Am I doing the research that I love, or am I just doing the administrative stuff that keeps the institutional wheels turning?”

Indeed, a common theme among those who have voluntarily resigned from a tenured post, or plan to do so soon, is a waning sense of purpose. One word for this mind-set is burnout. Jonathan Malesic, author of *The End of Burnout* and a former theology professor, found the gap between his vision of faculty life and the reality of it so enervating that he ultimately quit his tenured position and turned to freelance writing. In a recent essay for *The Review*, he recalls, “my students’ perpetual lack of interest felt like a rebuke to everything that mattered to me.” While Malesic left academe in 2017, he believes the pandemic has only exacerbated the conditions for burnout. “A sense of purpose might sustain someone through the challenges of the pandemic,” he writes, “but, paradoxically, it can destroy a career, too. It’s not easy to reorient your vocation around a series of tasks you never trained for, on minimal sleep, while months become years, with no relief.”

Pannacker, the former English professor, discovered that the autonomy he enjoyed early in his career had been replaced, as the years passed, by a sense of urgency about student recruitment and financial solvency. As the number of classes offered by the English department shrank, he found himself assigned to teach more and more introductory courses. By the time he retired, he was teaching one upper-division literature course every four years. At Smith’s institution, faculty members are sometimes encouraged to advertise their courses with fliers around campus. “Right now,” he said, “the measure of our worth as teachers is how many warm bodies we have in our classes. I did not expect that I’d have to come up with ridiculous course titles and sensationalize subject matter and beg and plead with students to take my courses.” For Askey’s clients, these crass measures of effectiveness damage a sense of purpose more profoundly than an increased workload from administrative or service responsibilities. “The ‘prove yourself or else burden’ eclipses the calling part of it,” she told me. “It leads to a sense of ‘This is not fulfilling.’”

While few academics enter the profession expecting to retire wealthy, poor compensation can feel like yet another form of disrespect, chipping away at purpose. “I didn’t go into it for the money,” Smith said, “but my salary is embarrassing. I’m in my 50s, and I make what some of my students will make their first year out of college. If I were compensated better and rewarded or incentivized to do what I do, I would have a lot more second thoughts” about leaving. When I asked if he might continue his research even if he wasn’t paid to do it, Smith laughed. That is essentially what he feels he has been doing all along.

The pandemic has also made the classroom feel physically unsafe. Karen Kelsky, an academic-career coach and author of *The Professor Is In*, told me that many faculty members she has worked with over the past two years have begun to think of their jobs as “literally a life-or-death issue.” Irwin Bernstein, a psychology professor at the University of Georgia, made national news in August

2021 when he resigned, in the middle of a lecture, after a student in his class refused to wear a mask. The fall semester then saw a rash of similar resignations over the health risks to faculty members of in-person teaching. A tenure-track professor whom I’ll call Jones feels that her state university has forced her to choose between self-care and productivity. While recovering from major throat surgery last year, Jones received a call from her department head, who explained that the administration had requested additional justification for why she was unable to return to in-person teaching after two weeks. For Jones, such disregard for her health inflamed a sense that the interpersonal aspects of her research — nurturing trust with participants and their communities — were not valued as part of her professional development. Jones became a scholar to help people, but after just two years on the tenure track, she has concluded that her university cares less about the wellness of its faculty and students than about its image and its bottom line.

You’d think that plunging job satisfaction among faculty members would alarm administrators, but this isn’t always the case. For uni-

“I didn’t do a Ph.D. to become an academic administrator or manager. I became an academic to work on scientific problems.”

versities facing tight budgets, some degree of attrition can be a boon: Voluntary resignations may mean that administrators can avoid axing tenured faculty positions. Deans and presidents still reeling from the pandemic’s economic turmoil also find themselves facing the 2025 demographic cliff. In light of what’s coming, the most important task for many administrators is eliminating as many faculty positions as possible. One of my sources reported that even after campus-climate surveys continued to yield alarming results, an administrator confessed to him, “Why would I want to improve morale? I want these people to leave.” Such thinking recalls the strategy recommended by corporate consultants in the movie *Office Space*, when Milton Waddams is not terminated outright but instead faces a series of humiliations that his superiors believe will “fix the glitch” by pushing him away.

Despite the many factors that contributed to their decisions to resign, all of my sources continue to grieve the loss of a calling. Leaving higher education was not their first choice. Pannacker wrote his dissertation on Walt Whitman in part because they both had ties to Philadelphia. “I was born in Camden, and I felt I had some geographic claim on him,” Pannacker said. “His worldview articulated the one I was groping toward. Even now, walking along the waterfront in Chicago, something from Whitman comes to mind. My education gave me that.” Askey especially loved the creative energy of discussion that came from teaching German literature and film. “There was this work of art that I got to take apart and put back together with students,” she said. “It was collective meaning-making. A sense of ‘I’m imparting something beautiful to you.’”

She now brings a similar mind-set to coaching and relishes the opportunities for learning and growth. But teaching was her first love.

Like many academics, I thought I had found my calling as an undergraduate. I attended a small private college in Tennessee, where my professors were also my friends. I spent many evenings sharing meals with them, watching films, sometimes even performing music together at local coffee shops. I was raised in an evangelical home where television and video games were forbidden, and from an early age I filled those cultural gaps with books. My working-class family frowned when I changed my major to English during my sophomore year, but the only thing I wanted was the life my professors had.

I thought I had found that life when I accepted a tenure-track job at a small liberal-arts college in Iowa. My experience as a first-generation student meant that I was well suited to mentoring young people from the rural Midwest. I loved building relationships with students beyond the classroom: traveling with my senior seminar to Red Cloud, Neb., the childhood home of Willa Cather, or rerouting a nature trail with football players to protect a patch of endangered prairie willow. If my own intellectual hunger as an undergraduate was not always mirrored in my students, and if the growing cultural indifference to the humanities made me work a little harder to persuade nonmajors that the material was worth their best effort, I generally felt that I could win over anyone by the end of a 15-week semester.

Then the pandemic hit, raising existential questions about why work was more important than living close to family members. I was trained as a graduate student to regard tenure as a treasure that, once earned, should be relinquished only from my cold, dead hands. But at a time when everyone was losing loved ones, when my family in Montana had to sing “Happy Birthday” to my grandfather through the window of his locked-down nursing home, and when a holiday visit to my wife’s family required a 10-day quarantine, with testing at either end, I found it difficult to privilege my calling over the chance for my young children to build close bonds with their elders. Who could say that there would always be more time?

Like Malesic and Pannacker, I felt the stress of budget woes at my own institution. Anxiety about enrollment required faculty members to sacrifice weekends volunteering at recruiting events, where I often felt more like a salesman than a scholar. Like Smith, I felt forced to promote upper-level courses to students and their advisers, hoping I could hit the enrollment minimums that would allow those courses, the ones for which I was uniquely credentialed, to continue. All of this diminished my sense of purpose.

Then our faculty was asked to identify which academic majors to eliminate, and something like the Hunger Games ensued. Faculty members in departments whose majors had been cut remained tenured or tenure-track, but found themselves perpetually dogged by the “prove yourself or else” imperative. The English major was spared — but after weighing family priorities against the future I foresaw in my program, I joined those who chose to leave.

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MOST WHO LEAVE don’t look back. For Askey, full-time coaching fosters the collective meaning-making that once drove her teaching. “I don’t want to be at the mercy of other people telling me what I’m worth,” she said. “Or if I’m going to be in that position, it has to be somewhere other than academia, because that hurt too much.” Pannacker has struggled to

parlay his grant-writing experience into the nonprofit sector but is looking into starting a higher-education consultancy. Smith remains unsure of his plans, though he knows he will continue research and writing in some form.

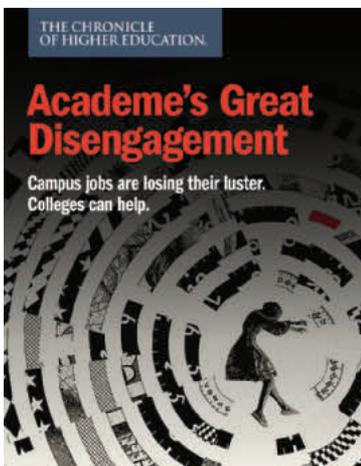
Rebecca Costantini, formerly an assistant professor of communication at the University of the Sciences, never wavered once she learned that her position would be eliminated after USciences merged with Saint Joseph’s University, another institution in Philadelphia. Even though she had endured only one cycle of the academic-job market, Costantini felt she had to try something else. “I know some folks who have cycled through seven or eight times,” she said. “That takes a mental and physical and emotional toll on you. I just couldn’t do it again.” Instead, she reframed her work experience, drafted a résumé, and started scanning job postings on LinkedIn. After 120 job applications, Costantini was hired as a user-experience researcher with a software company. Three months in, she finds the work engaging and her new colleagues welcoming. “But I will always grieve this transition,” she said. “It’s a combination of mourning and celebration. It’s a messy feeling.”

Christopher Jackson, formerly chair of sustainable geoscience at Britain’s University of Manchester, now works at an engineering company. “I was in academe for 18 years,” he told me. “I can honestly say it became harder to do everything, and everything became less enjoyable.” While he still valued teaching and had no trouble securing research funding, Jackson felt himself growing increasingly detached from the science he loved as he gained seniority. “I didn’t do a Ph.D. to become an academic administrator or manager,” he said. “I became an academic to work on scientific problems.” Jackson’s new position will allow him to return to his roots as a subsurface geoscientist and to preserve the best of himself for his family and friends.

The question of whether to stay or go is especially fraught for faculty members, like Jackson, who represent historically marginalized communities. While I wrestled with guilt over abandoning the first-year students who reminded me of myself as a college freshman, tenure did not signify membership in an institution that had once excluded people like me. By comparison, Jackson, whose heritage includes Jamaican and Vincentian roots, is always aware of the message that his presence sends to younger researchers. “The hardest thing about this transition is the sense that ‘Chris, you’ve done all this stuff, and lots of people look up to you, and now you’re being selfish and taking that away,’” he said. “But I’m going to go and do this other thing, and I’m going to keep being visible and vocal in a different sector.” Jones, the professor contemplating leaving a state university in the United States, feels a similar conflict: She is the only person of color in her department. “I want to be the representation that I did not have and to make students feel safe,” she said. “But I’m struggling with balancing what’s good for me with what’s good for students and what students deserve.”

Then there’s the money question: Many faculty members cannot afford to leave a stable job, especially if they’re not sure what comes next. In nearly all of my conversations, faculty members brought up the importance of a financial safety net — usually a partner’s employment. Malesic might not have left his position if he could not have followed his wife’s career. Pannacker would not have quit if he had been single. Smith and I similarly found the courage to contemplate a midcareer move because our spouses offered a safety net. Support from parents, an extended family, or inherited wealth can also cushion the transition. The financial risk of giving up tenure is often greater for faculty members of color, who shoulder more debt, on average, than white faculty members do.

Yet the money question cuts both ways: In some cases, low compensation pushes even tenure-track and tenured faculty members away from higher education out of need. In these instances, a spouse’s employment might just as easily give others the privilege to stay in academe. As a Black scholar who preferred to remain unnamed wrote to me, the notion that a tenure-track job equals financial security is grounded in the relatively anomalous experience of faculty members at elite colleges. Such thinking, she noted, “assumes that tenure is stable, and at a lot of tuition-dependent universities, tenure is precarious. We get yearly contracts, and in recent years several tenure-track and



FROM THE CHRONICLE STORE

Academics are stressed out, and some of them aren't going to take it anymore. Pandemic-related job demands layered over budget cuts, political pressures, and public skepticism toward higher education are taking a toll. This collection includes the best reads on declining morale in the academic workplace and how colleges can improve it. Get this and other Chronicle Intelligence products at [Chronicle.com/browse](https://www.chronicle.com/browse).

tenured professors have had their positions eliminated. These days the fear of losing your job is a low-to-moderate persistent hum.” If financial security determines who can contemplate leaving higher education and who cannot, then the privilege that tenure has traditionally represented is depreciating rapidly.

KELSKY BELIEVES we are in the midst of a “tidal wave” of resignations by tenured and tenure-track faculty members. When she launched The Professor Is Out, a private Facebook group, in February 2021, she thought it might draw a thousand members. “I assumed that it would be mostly contingent people,” she said. “What it turned out to have is 21,000 members, with a substantial proportion tenure-line. Every single day there is at least one tenured faculty member who will say, ‘I’m out of here.’ And that’s not even counting all of the tenure-track people.”

Federal data on faculty turnover in 2021 will not be available until this fall, and those numbers will not reflect professors who are planning an exit in the next year or two. There is also danger in seeking a single story about faculty departures; higher education is hardly homogenous. Is there a material difference between the rate of resignations at major research universities and small private colleges like my former employer? Are historically Black and Christian colleges seeing the same rate of turnover as other colleges and universities, or are those work environments more fulfilling and supportive for tenure-line faculty members (or less)? Are white professors disproportionately leaving the profession because they have the financial resources to walk away, or are fewer scholars of color giving up tenure because they are less equitably represented to begin with? We don’t yet have the data to answer these questions, but we need to start gathering it.

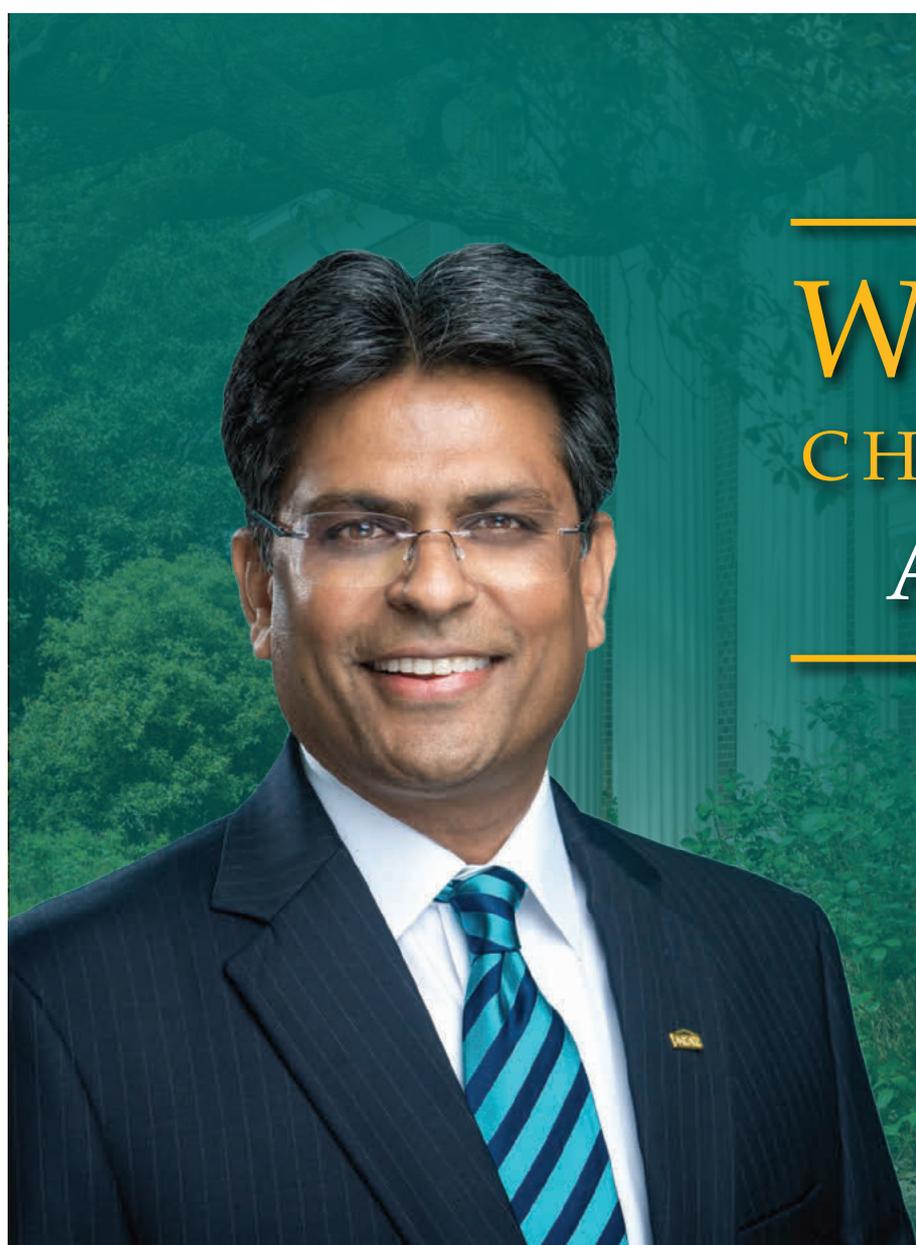
In the Twitter thread that inspired his essay with Hicklin Fryar,

McClure worried about denial among institutional leaders who seemed to be doing little to address faculty turnover and disengagement. This mind-set, McClure wrote, assumes that if “we can just get on the ‘other side’ of the pandemic, things will magically improve. Like we’ll flip the switch back on and faculty will reanimate.” But all signs suggest that the long-term impact of pandemic stress

My working-class family frowned when I changed my major to English during my sophomore year, but the only thing I wanted was the life my professors had.

on the faculty will be profound. If a return to normal simply means restoring the burnout conditions that the pandemic inflamed, then the rumble of faculty members leaving may build to a roar that no amount of magical thinking can explain away. ■

Joshua Doležal is the author of a memoir, Down From the Mountaintop: From Belief to Belonging, and a Substack newsletter, The Recovering Academic. He lives with his family in Pennsylvania.



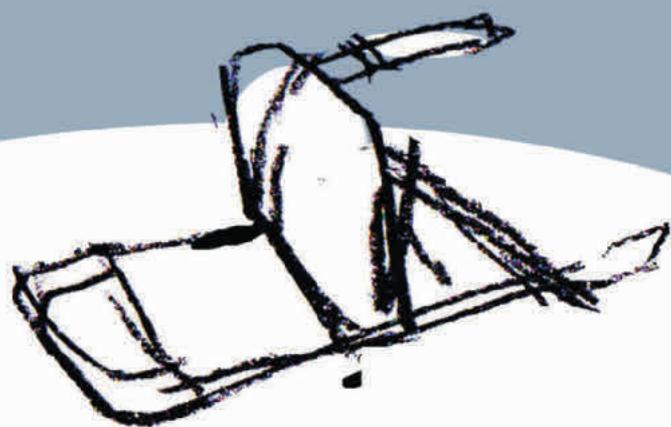
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An Unacceptable

A university says it supports free inquiry.
So why does this pedophilia researcher no longer work there?

BY EMMA PETTIT



Idea



ISTVAN BANYAI FOR THE CHRONICLE

ALLYN WALKER PREDICTED the backlash — its likelihood, if not its extent.

Walker's book, *A Long, Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity*, examines adults who are sexually attracted to children but say they refrain from acting on that attraction. The scholar avoids the term "pedophiles," even though its literal meaning describes only desire, not behavior, in part because it has come to be synonymous in the public mind with "child molester." In reality, some, and perhaps many, adults who hold such attractions have not been convicted of molesting minors, according to Walker and other researchers.

"Allow me to be clear: This book does not promote sexual contact between adults and minors," Walker writes in the introduction. Knowing some readers might see it that way, though, Walker prepared. Before the book's publication in June 2021, the scholar, then an assistant professor of sociology and criminal justice at Old Do-

minion University, wrote a memo for university leaders with talking points to respond to that misconception, should objections to the research arise.

They did.

After a snippet of an interview with Walker went viral, people branded Walker, whose pronouns are they/they, as an advocate of child abuse. Students petitioned to remove Walker from campus. Colin Jost joked on *Saturday Night Live* that a professor was "being criticized after saying that it is not immoral for adults to be sexually attracted to children. Find out why in his new book, *Wait! Hold On! Hear Me Out ...*" Tucker Carlson billed Walker as yet another example of higher education out of control.

As a torrent of unwanted attention and threats fell on Old Dominion, the university placed Walker on administrative leave. Less than two weeks later, Walker resigned. The university depicted the decision as mutual.

In a statement at the time, the president of Old Dominion said it is a community that "respects academic freedom and remains willing to discuss controversial ideas." Professors at the university question that claim. Some of Walker's colleagues think the institution ushered the assistant professor out the door. They say Old Dominion, and specifically the president, abandoned an academic who studies one of the most taboo topics possible. They've wondered what would happen if their own work generated such a hurricane.

"The president and the provost have continued to reiterate that they support academic freedom. Those words are very important," said Mona J.E. Danner, chair of Walker's department. "The actions of the last several months do not support those words."

Did Old Dominion make a difficult trade-off between principle and public safety? Or did it cut and run when asked to protect a scholar with controversial ideas?

WALKER, who declined *The Chronicle's* requests for an interview, did not always see the subjects of their research as they do today. They earned a master's degree in social work from Columbia University in 2010 and spent a year counseling victims of sexual assault and other violent crimes, including children. While in that job, "if you told me that in five short years I was going to be researching minor-attracted people's experiences with facing stigma, I would've called you absurd," Walker writes. Then they learned of the existence of adults who are attracted to children but avoid any sexual contact.

"I stopped assuming that their attractions meant something about their behavior," Walker writes, "and I began asking questions."

Questions like how such people form identities, how they navigate societal stigma, and how they've avoided harming children. *A Long, Dark Shadow*, published by the University of California Press, distills Walker's interviews with 42 subjects and argues that the stigma can keep some people from disclosing their attractions to others, and ultimately "propagates the danger to children that we all fear." Walker did much of the research while earning a Ph.D. in criminal justice from the City College of New York's John Jay College of Criminal Justice and the CUNY Graduate Center.

Walker's avoidance of the term "pedophile" is not unique among researchers in the field. "We are mindful, especially in this realm, about how we talk about people, not wanting to use language that's pejorative, not wanting to use language that triggers this idea that this is a foregone conclusion," said Elizabeth J. Letourneau, who directs the Moore Center for the Prevention of Child Sexual Abuse at the Johns Hopkins Bloomberg School of Public Health. Letourneau said she did not know who came up with the phrase "minor-attracted person," but it is becoming a standard term. She uses "people with sexual attraction to children." Walker's work, she said, is "exactly" the type of research that's also been conducted at Hopkins.

In their book, Walker advocates for treating minor-attracted people with empathy. "These are real human beings who happen to have attractions that they never asked for, that they typically do not want, and that they cannot get rid of," Walker writes. That appeal for compassion could be misunderstood, Walker knew. So did Danner, their chair. "One never knows what might happen, but I just wanted to be prepared," she said.

So Walker wrote a memo for university officials in May 2021, addressing that possibility. (Details of the memo were first reported by the student publication *Mace & Crown*, which also raised questions about Walker's case and academic freedom.)

"While it is customary for people to associate attractions to minors with sexual offending against children, this book explicitly separates these concepts. The book does *not* advocate for the normalization of sexual activity between adults and minors, and neither do I," the memo says.

Danner sent Walker's memo to Jonathan Leib, interim dean of the College of Arts & Letters. She included a synopsis of Walker's book and credentials and her observation that some of the predicted media attention "may inaccurately portray Dr. Walker's research and attack them" and the university.

On May 20, 2021, Leib passed along the document to university leaders, including John R. Broderick, the president, who was stepping down soon, Austin Agho, the provost, Rhonda L. Harris, then

Some professors say ODU, and specifically the president, abandoned an academic who studies one of the most taboo topics possible.

the chief of police, and Giovanna Genard, assistant vice president for public relations. Walker's book is an important addition to existing literature on sexual-abuse prevention, Leib wrote. However, some people might just read the title and "misinterpret" the book and its goals.

Walker's book is an academic text and unlikely to receive much publicity, the dean wrote. But "we wanted to alert you to the possibility, just in case."

ONE LATE AFTERNOON in November, the phone rang in Danner's office. The woman from West Virginia on the other end of the line was very upset that an Old Dominion professor would "advocate that the sexual abuse of children was OK," Danner recalled.

The department chair explained Walker's work. She and the woman talked for about 20 minutes. At the end of the conversation, Danner asked the caller, "How do you feel now?" The woman indicated that she felt better, saying something like, "This is not what I thought this was."

Danner considered the conversation a success. That feeling of triumph quickly subsided.

A couple days earlier, the Prostasia Foundation, an advocacy group that says it supports research to prevent child sexual abuse, published a half-hour video interview with Walker about their research. A website called 4W — an outlet for "today's feminists who are boldly stepping outside of the mainstream narrative" — wrote an article about the interview with the headline: "'Non-Binary' University Instructor Calls to 'Destigmatize' Pedophilia," which got attention. Then, a clip of that interview went viral on Twitter.

In the clip, Walker explains why they use the term "minor-attracted person." "I've definitely heard the idea that you brought up, though, that the use of the term 'minor-attracted person' suggests that it's OK to be attracted to children," they say. "But using a term that communicates who someone is attracted to doesn't indicate anything about the morality of that attraction."

The Twitter account Libs of TikTok posted the video, writing: "This non-binary assistant professor at Old Dominion University is trying to normalize the term MAP (Minor Attracted Persons.)"

In a thread about Walker, the account wrote, "They are coming for your kids," and, "He's really out here defending pedos."

Soon the university was deluged with complaints, outrage, and threats. Critics disagreed that destigmatizing sexual attraction to children would protect them. Social media ignited with calls for Walker's dismissal, or worse. "Flush em all out into the open by letting them think its ok to share your predatory nature, then exterminate them all. Allyn Walker, you're in the open and you're not hard to find," one person tweeted. Some of the backlash focused on Walker's transgender identity and accused Walker of being a pedophile. When Tucker Carlson covered the story, he referred to Walker as "a self-described 'nonbinary assistant professor,'" adding, "we have no idea what that means, by the way, but that's what this person calls him or herself." Beside Carlson was a graphic that announced: "The Left's Depraved New Low."

Students at Old Dominion also objected. They mounted a protest and urged the university to fire Walker. At ODU, "pedophilia is not

welcomed. And neither is the idea of MAPs," the protest's organizer told the *Mace & Crown*. "There is no such thing as a minor-attracted person." At one point, someone went to the sixth floor of Walker's building, crossed off their name in the faculty and staff directory, and scrawled over it, "PEDOPHILE."

Amid the onslaught, Danner played defense. She was in frequent contact with university officials and with Walker. She re-sent Walker's memo to Genard, the assistant vice president for public relations. She sang Walker's praises to the provost, emphasizing that they were a highly productive researcher and beloved teacher.

Initially, she was "thrilled" with the university's response. Two days after the clip of Walker's interview started making the rounds, the university issued a statement quoting Walker's defense of their research and supporting free inquiry: An academic community "plays a valuable role in the quest for knowledge." That means "being willing to consider scientific and other empirical data that may involve controversial issues and perspectives," it read.

Danner's sense was that "this was a storm that we were going to weather together."

THEN the forecast shifted.

On November 16, Walker taught two classes in person, with two campus police officers stationed outside the classroom door, according to Danner, who accompanied Walker to those classes. The sessions went well. Walker read a short statement at the beginning of each class and saw some "nods" from students, the assistant professor told Danner via email. Attendance was normal, and students were engaged. Walker was "optimistic for my future classes the rest of this semester," they wrote.

Danner passed along Walker's assessment to the provost, writing, "In short, it is not true that all students are against or fearful of Dr. Walker, and many students are comfortable with Dr. Walker as their professor."

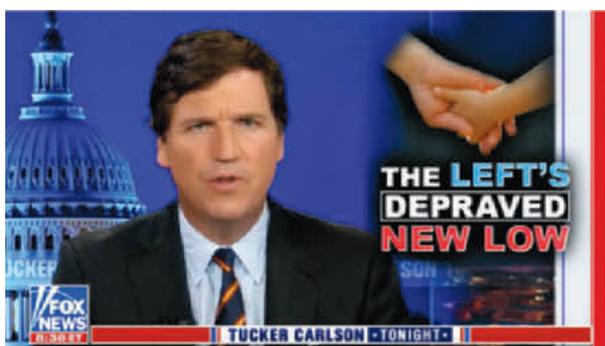
But that day, according to Danner, Walker was called to a meeting with several senior administrators, including September Sanderlin, the university's vice president for human resources. At the meeting, Walker was

repeatedly asked what they wanted to do, and each time responded by saying they wanted to stay at Old Dominion and teach, according to Danner, who spoke with Walker directly after the meeting.

After each reply, Walker was asked something like, "What would be the next best thing?" or "What else would you like?" according to a summary of what Walker told Danner, which Danner later emailed to the Faculty Senate's executive committee. Walker "repeatedly tried to determine whether there was any path forward for them at ODU in the VP's minds, which admin would not answer directly; ODU admin continually pressed Dr. Walker to consider going to another university or pursuing another 'opportunity,'" Danner wrote. (Sanderlin did not respond to a request for comment.)

During the meeting, Walker was placed on indefinite administrative leave. They left with the impression that they probably did not have a future at Old Dominion. They called Danner, who rushed over to meet them. Another faculty member, Ruth Triplett, a professor of sociology and criminal justice, picked the pair up and drove Walker home.

Walker was "in an emotional state," Triplett told *The Chronicle*,



“and Mona and I were both in an emotional state because no one expected that they would be placed on administrative leave.”

Walker’s leave notice, obtained by *The Chronicle*, said that the action was being taken “due to concerns over your safety and that of the campus, and to address the immediate effects of the reaction to your research and book which has impacted the University’s mission of teaching and learning.”

Brian O. Hemphill, Old Dominion’s new president, reiterated that concern for safety when he explained Walker’s leave in a message to campus. “Ideally, we would be able to debate even the most challenging issues without disruption or threats of violence, but that is not the world we live in today,” Hemphill said. “Our campus has recently become the target of threats and other unacceptable disruption.”

Hemphill also touched on the subject matter of Walker’s research. “Many individuals have shared with me the view that the phrase ‘minor-attracted people’ is inappropriate and should not be utilized as a euphemism for behavior that is illegal, morally unacceptable, and profoundly damaging,” Hemphill said. “It is important to call pedophilia what it is.

“As a father,” the president continued, “I am troubled by this narrative and its potential consequences for my children and that of future generations.”

“Research into sensitive topics and the expression of new or controversial views lie at the heart of academic research. ... At the same time,” Hemphill wrote, “this freedom carries with it the obligation to speak and write with care and precision, particularly on a subject that has caused pain in so many lives.”

That statement signaled to Danner, and to at least several other faculty members, that the university was publicly shifting its support away from Walker. The president’s words threw Walker “under the bus,” Amanda M. Petersen, an assistant professor in Walker’s department, told *The Chronicle*. “There’s an element of victim-blaming here. ... Like, if Allyn hadn’t spoken about their research, or hadn’t spoken about their research in a way that some people didn’t like, that this all wouldn’t have happened.” Hemphill was using the same rhetorical framework as those who were misconstruing Walker’s research, professors noticed: lumping adults who commit sexual offenses against children, and those who refrain from doing so, into the same group.

The people Walker studies have not done anything illegal, or morally unacceptable and profoundly damaging, Triplett said, “unless you think just thoughts are morally unacceptable and profoundly damaging.”

Hemphill insists he was misunderstood. In an email to *The Chronicle*, he wrote that his statement “was about the narrative” around pedophilia, “specifically the behavior, not Dr. Walker or their research.” The university “has not and will not” criticize Walker’s research, he wrote. “In my messages to campus around this matter, I addressed the issue of civil discourse generally by underscoring an inclusive and supportive community specifically,” the president said. “My words clearly called for compassion, concern, and support for all and by all.”

Two days later, on November 18, Triplett drove Walker to another meeting with senior administrators. During the ride, Walker reiterated to Triplett that they wanted to continue working at the university, she said in an email. But at the meeting, Walker was “again asked at least twice what else, other than remaining at ODU, they wanted, and each time Dr. Walker replied that they wanted to remain at ODU,” Danner later relayed to the executive committee.

At the same time, Danner met with Hemphill and told the president



OLD DOMINION U.

President Brian O. Hemphill of Old Dominion U.

that Walker wanted to stay. According to Danner, Hemphill replied that that could not happen. He said the university would help Walker leave the institution, she later told the committee.

When asked about that meeting, Hemphill told *The Chronicle* that it would “not be appropriate for the University to publicly discuss a personnel matter, including a conversation with an employee’s supervisor.”

By that point, Walker had retained lawyers through the Foundation for Individual Rights in Education, which has since changed its name to the Foundation for Individual Rights and Expression. Six days later, on November 24, Walker and the university jointly announced that the assistant professor had “decided to step down.” Walker thanked Old Dominion, the department of public safety, their colleagues, students, FIRE, and Danner.

In a message to faculty, staff, and students, Hemphill ended a summary of the past two weeks on a positive note. “The vast majority of Monarchs engaged in civil discourse, even those among us for whom personal experience made the subject of child sexual abuse especially painful,” the president said.

“We protected freedom of speech. We rejected violence. And, we took the necessary steps to protect life and safety — a prerequisite to the exercise of the academic and other freedoms we cherish.”

ONCE the lawyers got involved, neither Danner nor Triplett were privy to what was being discussed between the two parties, they said. Walker’s resignation announcement came as a blow. In their previous conversations, “I never got any sense that they wanted to do anything else but be here, teach their students ... and continue the work that they’re

doing,” Triplett told *The Chronicle*. Petersen said the same to the Mace & Crown. When she and Walker spoke on November 19, Walker “desperately wanted to stay at ODU.”

Justin Dillon, a partner at KaiserDillon PLLC, which represented Walker, told *The Chronicle* in an email that he was “glad we were able to work with ODU to resolve this situation in a mutually agreeable manner” but did not elaborate on what the resolution entailed. “I would like to think that the school learned some valuable lessons about free speech in the process,” Dillon said.

After Walker resigned, it became “really clear that Dr. Walker cannot talk, or is not going to speak, about a number of things,” Danner said. But “I am still grieving.”

Danner thinks the university forced Walker’s hand. Given, among other things, the administrative leave, the repeated questions about what alternatives to staying they would like, and the speed of the process, “in no case can Dr. Walker’s resignation be considered to be freely made,” Danner wrote to faculty senators. (Asked by *The Chronicle* to comment on that perspective, Hemphill pointed to the joint statement announcing Walker’s resignation.)

The executive committee reviewed Walker’s case by interviewing people involved and found, among other things, that Old Dominion had not properly followed its own administrative-leave policy and should have offered Walker faculty representation at meetings with administrators.

“I don’t think the university was prepared to deal with what happened,” Triplett said. There was a rush to get the story out of the media, she said, and unfortunately, Walker was seen as the problem.

In the months since, professors at Old Dominion have pressed the administration for clarity about Walker’s resignation, for acknowledgment that Walker’s research is valuable, and for some recognition that much of the hatred directed at Walker had to do with their being transgender.

Though the wave of reactions was mighty, leaders at Old Dominion could have done more “to resist the power of the misreading of Dr. Walker’s work” and to protect the scholar’s reputation in the institution’s messaging, the university’s chapter of the American Association of University Professors wrote in an open letter. Old Dominion’s response “essentially indicated that if a conflict emerges between academic freedom and hateful political groups that threaten violence, then the politics of hate will win,” Kent Sandstrom, a professor in Walker’s department and a former dean of the college, said in an email. “I can’t think of a more troubling precedent.”

Hemphill has reiterated to concerned professors that the university is committed to academic freedom, and that the administrative leave was meant to keep both the campus and Walker safe. “It was done out of an immense amount of care and concern,” the president told *The Chronicle* in an email. Hemphill said that the university’s police department reviewed “approximately 3,000 threats” related to the Walker controversy, and that “many” were found to be credible. “Such threats included bodily harm and even death,” Hemphill said. “For our University, this was always a safety issue and never an issue of academic freedom or free speech.”

For Hemphill, the question of campus safety may feel especially urgent. The president worked as the vice president for student affairs and enrollment management at Northern Illinois University in 2008, when a campus shooter opened fire, killing five students. Hemphill co-edited a 2010 book, *Enough is Enough*:

A Student Affairs Perspective on Preparedness and Response to a Campus Shooting, which delves into the aftermath of both the Northern Illinois and the Virginia Tech shootings.

“We respect the fact that he cares for campus safety, and we do genuinely believe that,” said Dan Richards, president of the university’s AAUP chapter. “We just felt like, on this specific case, they made a misstep by going right to administrative leave.”

Richards also commended Hemphill and the provost for being open with and listening to faculty members in the aftermath of Walker’s resignation. Still, some faculty members remain worried about how the institution will react the next time a scholar attracts unwanted attention.

“We have not been given strong enough evidence from the administration that this won’t happen again if any of our re-

“We have not been given strong enough evidence ... that this won’t happen again if any of our research were to get this level of attack or outrage online.”

search were to get this level of attack or outrage online,” said Ruth Osorio, an assistant professor of English and women’s studies. When asked, the president has said that the vast majority of faculty members don’t conduct research that’s as controversial as Walker’s. “And my question is always, well, what about that 1 percent?”

Walker’s Old Dominion contract ends this month. For the time being, at least, they have found an academic home. They’ll be a postdoctoral fellow at Johns Hopkins’s Moore Center for the Prevention of Child Sexual Abuse.

It appears that Walker has not spoken on the record about what happened to any news outlet since they resigned. In the midst of the firestorm, they gave an interview to the online magazine *Jezebel*, and sounded optimistic.

“I think my expertise is valuable to ODU and really complements its very robust criminal-justice program,” Walker says in the article, published on November 19, five days before they announced they were stepping down.

“My research positions ODU to be at the forefront of developing effective ways to prevent child sexual abuse,” they said. “Again, my book does not advocate for the normalization of sexual activity between adults and minors, and neither do I under any circumstances, ever.

“So yeah, I’m hopeful that that will be understood.” ■

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.

D. When Diversity Becomes a Bad Word

In South Dakota, some say a hostile climate is driving them to quit.

BY CHELSEA LONG

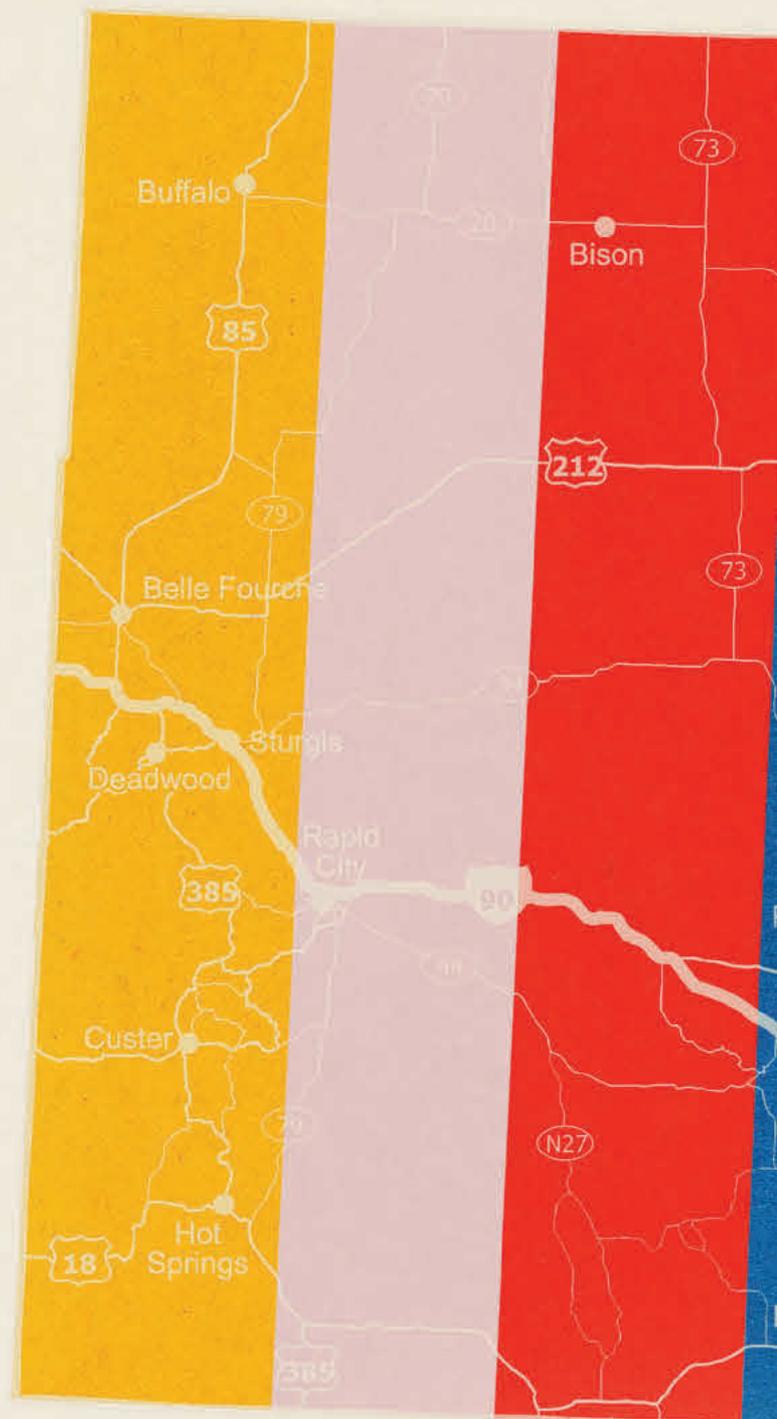
IN A COURSE Dyanis Conrad teaches called “The Foundations of American Education,” she spends the first few weeks of the semester establishing that racism is real.

Many of the students in Conrad’s University of South Dakota classroom have never had to think critically about race. There are places in South Dakota where people can live their whole lives without bumping into a Black person or person of color, and for a number of her students, Conrad is the first Black person they’ve ever talked to.

Those conversations can be difficult. But avoiding them, she believes, would be much worse.

In 2021, Conrad, an assistant professor of curriculum and instruction, was singled out by “Woki-Leaks,” a website that claims to expose “wokeness” at the state’s universities. One of her alleged offenses: speaking on a podcast hosted by the University of South Dakota during Black History Month, where she talked about critical social justice. She was subsequently criticized by South Dakota’s Republican governor for promoting critical race theory.

Conrad said in an interview with *The Chronicle* that she doesn’t teach CRT. But she does highlight some aspects of it in her teaching — just as other teacher-educators do.



VALERIE CHIANG FOR THE CHRONICLE,
PHOTOS FROM GETTY IMAGES





PHOTOGRAPHS BY LAYN MUDDER FOR THE CHRONICLE

Dyanis Conrad enters her office for the last time after six years of working at the University of South Dakota.

“All CRT does is give you a lens to ask questions,” she said. “Whose voices were silenced? Whose voices were amplified? What kinds of opportunities did people have to share their perspectives? What were the factors in business, politics, religion, etc., that might have influenced these decisions?”

Across the country, Republican lawmakers have increasingly argued that public colleges are spending taxpayer dollars to indoctrinate students with liberal ideology about privilege and racial justice, hire useless diversity bureaucrats, and silence conservative voices. A wave of related bills have been introduced in more than two-dozen states since January 2021.

In South Dakota, that rhetoric has had serious consequences for higher ed in the state, several faculty members and administrators say.

The state Legislature passed bills ordering colleges to promote “intellectual diversity” and to discontinue required training and orientation programs that cover certain “divisive concepts” related to race, gender, and sex. Gov. Kristi Noem, a Republican, enthusiastically signed those bills, plus an executive order banning the state from applying for federal grants that have ties to critical race theory.

Noem also directed the South Dakota Board of Regents, the governing body for the state’s public universities, to strongly consider doing away with campus diversity offices. (Board members are appointed by Noem.) In January, the state’s six public universities did just that — replacing them with “opportunity centers.”

The Chronicle spoke with seven current and former administrators, faculty members, and students across South Dako-

ta. They described a climate that had become inhospitable for people who want to talk about race in their classrooms and promote diversity, equity, and inclusion on their campuses — especially those who identify as queer, Black, or people of color. They said the universities themselves are trying to help, but campus leaders’ hands are tied.

Some of them have been driven to resign.

OVER THE YEARS, Republican leaders in South Dakota have become increasingly fixated on what they see as “wokeness” on campuses.

In 2019, students at the University of South Dakota’s law school proposed holding a celebration they called “Hawaiian Day.” A student objected to the party’s theme and its use of “Indigenous cultural symbols” like leis, according to the Sioux Falls *Argus Leader*, and told law-school administrators. Officials then advised student organizers to change the theme to “Beach Day” and to avoid distributing leis, citing a school policy on inclusiveness.

The decision drew outrage from lawmakers, who saw it as an example of rampant political correctness. So Noem and other Republican leaders backed a law that they said was designed to protect free speech and open debate at the state’s colleges. Institutions now have to make efforts to include a range of ideological views in programs and events, and survey their students annually on whether they feel comfortable sharing their views.

Lamont A. Sellers, a former chief diversity officer at the University of South Dakota, led diversity training at the time. In an interview, Sellers, who is Black, said he never told people they

couldn't say certain things. He sought to create spaces where all voices and identities could be respected. There was never a point, he said, where people weren't allowed to speak up.

Even so, Sellers knew that some lawmakers and others believed that diversity officials were stifling conservative voices. After the law took effect, Sellers said he made a concerted effort to comply.

He reached out to student groups, including the College Republicans — whom he said he received no response from — and others for ideas on how to more intentionally include intellectual diversity in his office's programs. Before the pandemic hit, he said, he was making some headway with a lecture series. Still, he couldn't get over the fact that the Legislature's decision to prioritize intellectual diversity seemed redundant.

Many state leaders don't think about diversity in the same way that Sellers does. Most of South Dakota's legislators are white and Republican. In the sparsely populated state, 84 percent of residents are white. While the state has nine Native tribes, all belonging to the Great Sioux Nation, which make up 9 percent of the population, they have little representation in positions of power.

South Dakota's government has had a fraught relationship with sovereign Native tribes for years. At one point, Noem was banned from the Oglala Sioux Tribe's Pine Ridge Reservation for her support of the Keystone XL oil pipeline. Tribal leaders have also criticized Noem for opposing public-health restrictions during the pandemic, which hit Native communities hard, and for removing aspects of Native history from the state's public-school curriculum standards last year.

Noem has consistently aligned herself with former President Donald J. Trump. When Trump said in 2020 that he wanted the nation's schools to reject the "1619 Project" and embrace "patriotic education," she heeded his call. She set out to eradicate critical race theory from the state's educational system — including universities.

Noem has claimed that critical race theory is an "inherently divisive concept" that makes students feel "discomfort" or "guilt" because of their identity.

Her critics argue otherwise.

"Divisive for whom?" Conrad said.

"It's not divisive for Black families. It's not divisive for Native families," she said. "So who exactly are you referring to? Who are you trying to protect and why?"

In a statement after signing a bill that banned "divisive concepts" in March, Noem said that "no student or teacher should have to endorse critical race theory in order to attend, graduate from, or teach at our public universities." She continued: "College should remain a place where freedom of thought and expression are encouraged, not stifled by political agendas."

Noem's office referred *The Chronicle* to her previous statements on critical race theory. A spokesperson didn't respond to follow-up questions.

In their quest against political correctness and critical race theory on campuses, Noem and her Republican colleagues have also landed on another enemy: campus diversity offices.

I**N 2018**, before Noem became governor, lawmakers began interrogating the need for diversity offices. At the University of South Dakota, Sellers said the institution received lots of questions from lawmakers concerning the office's budget, its size, and its programming.

South Dakota wasn't the only state questioning campus diversity offices. Around the same time, Sellers spoke with a colleague who'd recently quit as the vice chancellor for diversity,

equity, and inclusion at the University of Tennessee at Knoxville. Tennessee's legislature had defunded UT-Knoxville's diversity office for a year, amid Republican outrage over gender-neutral pronouns. Now South Dakota's Legislature wanted to do the same thing.

The Legislature was gearing up to try to pass a bill to defund the state's diversity offices. The bill died in committee, but it was "the first shot over the bow" at diversity, equity, and inclusion work at the state's universities, said Sellers.

He and his colleagues never actually spoke with any of the people who were behind the legislation. "As long as I was there, there was never any real conversation about what was going on, what we were doing, and how we were going about doing it," he said.

In 2021, the issue resurfaced. Noem sent a letter to South Dakota's Board of Regents railing against diversity offices. Then the board motioned to eliminate them altogether.

The board issued an official policy statement rejecting the idea that "any individual person is responsible for actions taken by other people." The statement continued: "We also reject, and will not promote, any suggestion that one group of people is inherently superior or inferior to another group, or is inherently oppressive or immoral."

Noem wrote in a statement that diversity offices had become "less about serving students and more about advancing leftist agendas."

Institutions would be given six months to implement what the board called "opportunity centers" or risk a fine.

And so the state's six public universities got to work. Opportunity centers debuted this spring semester. Per the board's directive, they now serve as a one-stop shop for students to access campus resources.

"Opportunity centers, formerly known as diversity offices, serve as an umbrella organization for the array of student support services, offices, and efforts already underway on campus, coordinating resources to ensure each student has access to what they need to succeed," Shuree Mortenson, a spokesperson for the Board of Regents, wrote in an email.

The multicultural-affairs offices, located within the student-services arm of the opportunity center, provide much of what the diversity offices previously provided, Mortenson said. "The name change removed no diversity services or programming at South Dakota's state universities," she said. The University of South Dakota and South Dakota State didn't respond to requests for comment.

Bailey Biegler was worried when she learned the opportunity center was going to replace the diversity office at South Dakota State University. Biegler, who graduated in May, feared that campus spaces offering education and

"Divisive for whom? It's not divisive for Black families. It's not divisive for Native families. So who exactly are you referring to? Who are you trying to protect and why?"





Dyanis Conrad is moving across the country to Virginia, where she'll be teaching at Randolph-Macon College.

“When you go through that whole process of looking at what we can do better, looking at inequities, and then looking at why those inequities have developed, you cannot avoid the conversation of race.”

services to underrepresented groups would be affected.

So far, the opportunity center hasn't disrupted how most student organizations operated, Biegler said. Until recently, she was the president of South Dakota State's Gender and Sexuality Alliance.

The student group provides queer students with a safe space to be themselves and educates the campus community about LGBTQ issues. They host speakers and hold regular events, one of which took place in March, a drag show that received a large turnout. “We were a little anxious that people would make a scene, but everybody was very well-behaved and respectful,” she said.

At the opportunity center, students can ask questions about what groups are on campus. But it still feels like something is missing, Biegler said. Without the diversity office, the groups won't get as much support — such as advising, mentoring, and help bringing in guests — from faculty and staff members, Biegler said.

Diversity offices did more than what opportunity centers have been charged with, several administrators and faculty members said. They looked at equity across campus by recognizing that some groups may need access to different resources to achieve the same things as their peers. They looked at their institutions on a macro level — at how policies affect not only racial and ethnic minorities, but LGBTQ students, first-generation students, students with disabilities, and veteran students.

Then they collaborated with university leaders on campuswide solutions — for instance, advertising inclusive restrooms on university websites so that people didn't have to out themselves by asking, and organizing food pantries for students who didn't have enough to eat.

The current and former professors and administrators in-

interviewed by *The Chronicle* say that people still want diversity and inclusion training, but that's harder to do these days because of the new state laws. They say that's why so much talent is leaving the state. It's going to be hard for universities to recruit talent in South Dakota's political climate. They fear students will start leaving next.

Sellers left the University of South Dakota in 2020, shortly after the state's attacks on diversity offices began. He said he couldn't handle the stress of it all.

The director of South Dakota State's American Indian Student Center left last fall.

More have left since.

State laws and policies won't change what Conrad will teach her students, the future teachers.

"There's a clear lack of equity across U.S. schooling," she said. "When you go through that whole process of looking at what we can do better, looking at inequities, and then looking at why those inequities have developed, you cannot avoid the conversation of race."

The University of South Dakota's School of Education is a nationally accredited program, and prioritizing diversity is a required part of that accreditation, she added.

But the state's actions have affected what she does outside of the classroom.

She said she has had a more difficult time applying for funding from the university in certain cases. "No one wants to touch anything that has to do with diversity and equity — work that is in conflict with current legislation and the governor's office," she said.

Conrad said administrators seem to have drawn an unspoken line between what kinds of diversity are acceptable. In her experience, it's pretty easy to receive funding to support veterans' services on campus, or to hire ASL interpreters for events. But on more than one occasion, she's had to frame grant requests for cultural events differently and without reference to "diversity, equity, and inclusion."

A University of South Dakota spokesperson didn't respond to questions about the institution's approach to awarding funding and naming events.

Conrad said it's exhausting to have to be in that space as a queer woman of color without any support. Others share those sentiments. Many people have supported her privately, but they're not going to throw their families or careers under the bus by supporting her publicly.

This month, Conrad is leaving the university. She's moving across the country to Virginia, where she'll be teaching at Randolph-Macon College.

But she's going to keep fighting for colleagues and students of color in South Dakota who feel they're being attacked. She plans to host professional-development and speaking events across the state, focused on equity and inclusion in the curriculum.

"It's my son's home," she said. Her son was concerned about leaving his friends who might be considered different — whether that was because of their race, sexual orientation, or gender identity. "He made me promise that I would keep working to help them be safe, and so that if he wants to come back to be a Coyote [the college's mascot], he would also be safe."

Meanwhile, some professors who remain in South Dakota say they wonder whether diversity can continue to be an institutional value when "diversity" isn't supposed to be talked about anymore. ■

Chelsea Long was a reporting intern for The Chronicle.



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The Uneven Burden of Identity

Students are asking professors for help. But the response to that request doesn't fall equally.



DANA SMITH FOR THE CHRONICLE

AS STUDENTS have confronted the many challenges of the past two years, they've leaned on their professors for support. They've asked for accommodations, extensions, and flexibility. They've sought help coping with personal issues, including strains on their mental health.

It adds up to a lot of extra work for instructors. But that work has not been distributed evenly. Professors who are white men performed less emotional labor — that is, managing students' feelings and their own — in the early stretch of pandemic teaching than did their colleagues, according to a recent study based on faculty surveys from three colleges.

That uneven burden is driven by the different demands that students place on professors of different identities, according to the paper "Teaching College in the Time of Covid-19: Gender and Race Differences in Faculty Emotional Labor," published in the journal *Sex Roles*. Instructors who

are white, cisgender men, it says, have a "status shield" that protects them from students' requests.

Cisgender men and women of color, white cisgender women, and gender-nonconforming professors did not have that protection, it found.

Both the data and further interviews suggest that "women of color were already tapped out," says Catherine White Berheide, a professor of sociology at Skidmore College and the paper's lead author. What changed, in other words, was that male professors of color and female, white professors began doing the amount of emotional labor that female faculty of color were already doing.

The study has limitations: Its sample is 182 professors at three small, private liberal-arts colleges. But its findings are in keeping with the literature on how instructors' identities — and, especially, students' perceptions of them — affect the work of teaching. With faculties still domi-

nated by white scholars — and, at the senior level, men — students don't grant the same authority to instructors who don't match the classic portrait of "professor." That makes teaching harder.

This challenge isn't new. But at a time when many professors are working harder than ever, without any clear payoff, and as many seek out teaching advice only to find it might not account for their circumstances, the impact of instructor identity is getting more attention. Some faculty developers make a point of mentioning it in their presentations. It surfaces in periodic Twitter discussions about teaching decisions like whether to have students use professors' first names. And it's the topic of a forthcoming book in a well-regarded series on teaching in higher ed from West Virginia University Press.

"Part of it is that people are finally starting to open their ears to hear those of us who've been saying

this for years — like, decades," says Chavella Pittman, a professor of sociology at Dominican University who contributed a chapter about the experience of women of color to the West Virginia University Press book. She is also working on a book for the same press meant to empower women faculty of color to teach both authentically and strategically.

The extra emotional labor put in by professors who don't have that status shield has real consequences. Research shows that students hold these instructors to different standards and judge them more harshly in course evaluations. Since on many campuses those evaluations, despite their documented biases and other flaws, remain the primary form of evaluating teaching, students' uneven expectations can damage the careers of professors who are women, people of color, and, especially, both. Meanwhile, the time and energy professors spend on emotional labor cannot be used to



Beckie Supiano

writes about teaching, learning, and the human interactions that shape them. Follow her on Twitter @becksup

perform other parts of their jobs, including the research their careers almost always rest on.

“Less research productivity, negative student evaluations, and a casual narrative of a faculty member with marginalized status as less than a good teacher are the main ingredients in the recipe for failed retention, tenure, and promotion,” Pittman says. “And colleges keep baking that up and serving that to marginalized faculty.”

FOR SEVERAL YEARS, both Jennifer Sims and Cyndi Kernahan taught students at the University of Wisconsin at River Falls about race. Although they were in different departments, Sims in sociology and Kernahan in psychology, their classes were quite similar, Sims says, because Sims focused on social psychology.

But students, the instructors noticed, responded quite differently to Sims, who is Black, than they did to Kernahan, who is white. Some of that might have been about age, or job title — Sims, now an assistant professor at the University of Alabama at Huntsville, was an adjunct at the time, and Kernahan, a full professor who also wore an administrative hat, is older. But the main factor, both professors concluded, was race.

When the instructors taught about implicit bias, for example, Kernahan’s students described finding it eye-opening. When Sims covered similar material, she got a lot more pushback, with some students saying she was accusing them of racism.

Students, Sims says, have an expectation that “people who look certain ways are going to be in certain positions. And when that is disrupted, and you have someone who looks like they should be the lunch lady, but is in front of the classroom telling you that the thing that you’ve been thinking your entire life is actually empirically inaccurate, then they’re going to feel some sorta way about it.”

Perhaps it’s unsurprising that a Black woman teaching about race got a different response than did a white woman covering similar content. But that class is not the only context in which Sims has gotten a different reaction doing the same things as her colleagues.

To take one example, Sims recalls a River Falls student objecting to her policy of deducting 10 points for each day a paper was late — a policy that was not uncommon in the days before Covid-19. The student, who had lost 30 points, complained to Sims’s department chair. The chair pointed out that the student had taken his class, where the policy was to dock 50 points the first day, and not complained then.

“The key issue is the stereotypes associated with a particular identity,” says Yolanda Flores Niemann, one of the editors of *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. For example, a stereotype of women is “we’re supposed to be nurturing,” says Niemann, a retired professor of psychology at the University of North Texas who consults on faculty support. So when a professor who’s a woman gives lots of assignments and difficult exams, Niemann says, “she will be attacked for being mean, for not caring” because those actions are in tension with the way she’s expected to behave. If she is a person of color she faces yet another level of attack based on her intersectional identity, Niemann says.

Presumed Incompetent came out a decade ago; a follow-up collection, *Presumed Incompetent II*, was published in 2020. Even so, much of the common advice about how to teach well — and many of the studies underpinning that advice — ignores the uneven results professors will get because of the way students perceive them.

Molly A. Metz has been thinking about the research side of this lately. Metz, an assistant teaching professor of psychology at the University of Toronto, recently worked with a college senior, Reina Trujillo-Stryzak, who wrote her undergraduate thesis about how professors can foster lifelong learning in their students. The paper uses self-determination theory, which focuses on the quality of student motivation through the satisfaction of their three basic psychological needs: autonomy, competence, and relatedness, Trujillo-Stryzak says.

Early on in the project, Trujillo-Stryzak and Metz discussed lim-

itations of some of the studies they were drawing on. They decided to eliminate one recommendation about professors being energetic because they found it ableist, offering a limited view of what being energetic might look like. But even the teaching practices Trujillo-Stryzak did include come with a caveat. A section of the paper lays this out: “[W]e would like to emphasize,” Trujillo-Stryzak writes, “that our table of teaching behaviours will not be applicable in all contexts. It is meant to act as a ‘menu’ for professors to pick from based on what they see as feasible in their courses.”

There’s a need, she adds, for scholarship on teaching to address this more explicitly. “Future research must investigate the influence of racialized and gendered perspectives of teaching on students’ need satisfaction and learning internalization. It is possible their degree of satisfaction is conditional with the instructor’s gender and race.”

INSTRUCTOR IDENTITY may just be starting to receive broad attention. But there are, of course, experts who’ve long been advising individual professors on how to navigate it.

Niemann encourages professors facing stereotypes to present themselves professionally in the classroom. Professionalism is hard to find fault with. It’s also wise — though difficult — not to read what students might be saying about you on social media, she says.

Because student evaluations of teaching are biased, Niemann encourages professors to create a teaching portfolio and document all the evidence of their teaching success they can.

It can also help, Niemann says, to discuss identity and bias with students head on. A professor who looks young might mention this and talk about it with the class. Niemann used to ask her students, “How many of you have ever had a Mexican American professor before?” It was never very many. Niemann would talk about her heritage and background to let students know where she was coming from. And she’d emphasize: “We all have our lived lenses.”

Talking about stereotypes can chip away at their power, Niemann says. “It kind of pulls the rug out from under people,” she says. Professors can open up a discussion — or, if it’s more comfortable, have students write any questions or concerns anonymously. The professor can then summarize and respond to questions later on.

It’s good that colleges are bringing in more diverse faculty members, but those professors must be supported equitably, says Tazin Daniels, an assistant director of the Center for Research on Learning and Teaching at the University of Michigan. That means providing training for faculty developers, she says, and having a diverse staff of them, too. Well-trained faculty developers, Daniels says, can help individual professors think through the ways their identities play into their teaching. She has herself written some advice on that topic for faculty members in STEM.

But there’s more that teaching centers can do, Daniels says. That might mean creating learning communities and affinity groups for professors, for example. “But it also means that if we are the ones in these relationships with department chairs, deans, directors, provosts,” Daniels says, “we need to use some of our political pull” to point out systemic issues, like faculty-retention rates — and what might be driving them.

At a broader level, colleges need to reckon with the biased nature of student course evaluations. Teaching centers can help, there, too, Pittman, the Dominican University professor, says, by training departments in how to interpret them.

Another idea? Follow the evidence on how to evaluate teaching, rather than leaning so hard on one problematic measure. Not only would that be better for instructors without that status shield, it would benefit everyone who makes an effort to teach well. Oh — and their students, too. ■

How Would Student-Loan Forgiveness Really Work?

Political considerations and bureaucratic logistics imperil President Biden's plan.

NEARLY 18 months into the term of President Biden, his administration continues to grapple with whether and how to provide blanket forgiveness to the more than 40 million people who hold nearly \$1.6 trillion in student-loan debt.

Since he was a candidate in 2020, the president has consistently said he wanted to erase up to \$10,000 of debt for each borrower, preferably by an act of Congress rather than executive action. So far, Congress has failed to act, and Biden's campaign proposal remains just that, with little indication from the administration if or when an executive action will be announced. The White House has denied that any plan is imminent, though news accounts in *The Washington Post* and *The Wall Street Journal* indicate otherwise.

Those reports outline a plan consistent with the president's original target amount, perhaps with an income cap to limit who will be eligible. Such a measure would erase the debt of nearly a third of borrowers and halve the debt of an additional 20 percent.

It's not clear if that will be enough to satisfy Democratic activists, who are pushing for a larger amount to be forgiven and warning that the party may suffer in the fall midterm elections without such a bold policy. Republicans, by contrast, may seek to paint loan forgiveness as a costly handout to college graduates who are already economically secure. "With his poll numbers tanking, President Biden is trying to buy off voters with mass



Eric Kelderman

covers issues of power, politics, and purse strings in higher education. You can find him on Twitter @etkeld



MARK HARRIS FOR THE CHRONICLE

student-loan forgiveness," said Rep. Virginia Foxx of North Carolina, in a news release. Foxx is the top Republican on the U.S. House of Representatives' Committee on Education and Labor.

In addition to political considerations, any plan is likely to face numerous logistical and legal hurdles, including whether the president has the authority to forgive loans and whether the government and third-party loan servicers can manage the process efficiently. The U.S. Department of Education did not respond to a request for comment.

While much of the discussion about loan forgiveness has focused on how much debt should be forgiven, Congress needs to bolster student aid and to reform policies that punish students when their degrees do not pay off, said Sameer Gadkaree, president of the Institute for College Access and Success. For example, he said, Congress should pass the free-college program proposed by the president and

make student loans eligible for discharge in bankruptcy.

"The loan-forgiveness conversation points to the flaws in the system that relies too heavily on debt and the economic hardship some borrowers have faced," Gadkaree said. "We haven't engaged on that conversation."

Who Should Benefit

A proposal to cancel student loans would make more sense if it were part of a broader discussion about how to finance a college education, said Matthew M. Chingos, who directs the Center on Education Data and Policy at the Urban Institute.

Instead, Chingos said, the current debate focuses on whether the president should pick a somewhat random amount for cancellation, without discussing who should benefit from loan forgiveness and without taking steps to prevent future college students from ending up with intractable debts.

Still, while there may not be a spe-

cific economic argument for limiting loan cancellation to \$10,000, it would be an easy way to erase all student debt for a plurality of borrowers.

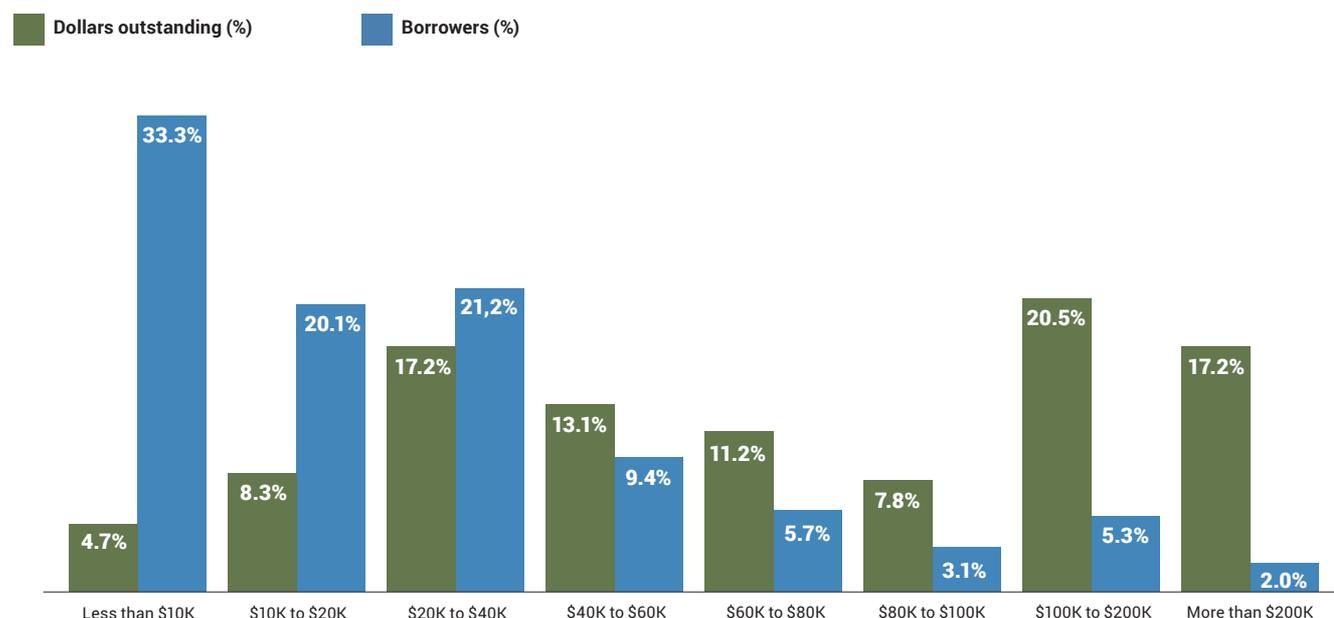
About a third of those with student-loan debt owe less than \$10,000. More than half of borrowers owe less than \$20,000, and three-quarters owe less than \$40,000. Just 7.3 percent of those with student-loan debt have balances of more than \$100,000.

Younger borrowers are also more likely to have their entire student-loan balance erased by a blanket cancellation. More than half of borrowers age 24 or younger owe \$10,000 or less. Borrowers 62 years old and older are the second-largest group that would see all of their debt erased under such a plan, with 36 percent carrying balances of \$10,000 or less.

If the White House does settle on a limit of \$10,000 in forgiveness per borrower, many other policy choices would need to be made, such as whether debts accrued by parents or

1 in 3 Borrowers Hold Less Than \$10,000

A majority of total outstanding debt, in dollars, is held by people who borrowed \$60,000 or more, but a third of borrowers hold \$10,000 or less in student-loan debt.



Note: Data show debt as of December 2021.

Source: Federal Student Aid

graduate students would be included in the relief plan.

If the Biden administration was considering who might benefit most from loan cancellation, Chingos said, it should look to people who took out Parent Plus Loans to pay for their children's education but have little hope of repaying the debt. That situation makes the program seem like a predatory lender, he said, so the government should consider wiping out the entire amount, not just \$10,000.

By contrast, he said, people who borrowed for graduate school, under the Grad Plus program, would be expected to benefit from their degree with a higher salary.

"Everyone agrees we should forgive the debt for people who can't pay," Chingos said. "Now the debate includes giving some forgiveness to people who should be able to pay."

Who Would Qualify

In addition to limiting the amount to be forgiven, the White House may also be considering limits on who would qualify. News reports have indicated the administration may limit loan forgiveness to people who earn less than \$150,000 a year.

Limiting student aid by income is a key feature of the federal government's approach, said Scott Buchanan, executive director of the Student Loan Servicing Alliance, an association representing the private companies the federal government pays to manage the loans.

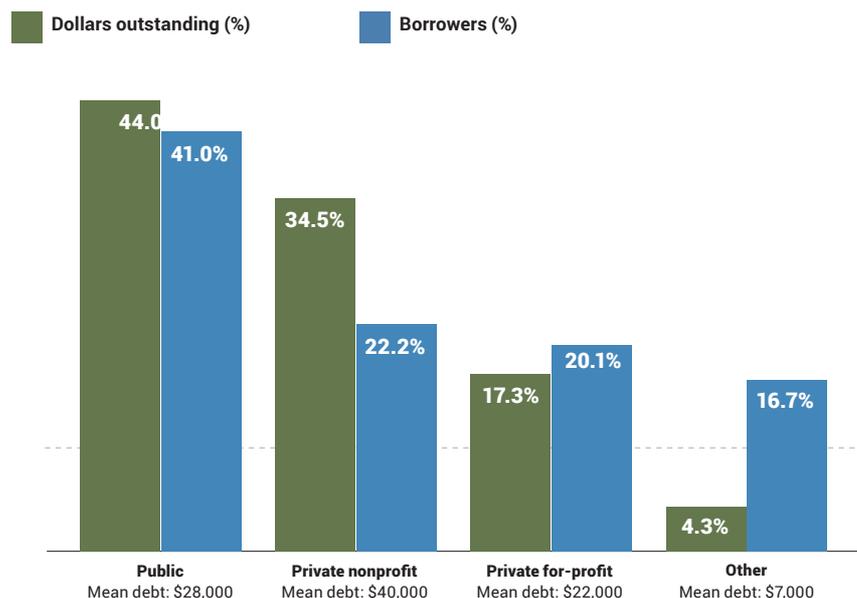
Pell Grants, for example, are limited to low-income students, he said, as are the amounts and kinds of loans that students are eligible for. Widespread loan forgiveness should follow that practice, he said, in order to use scarce federal resources to help those who need it most.

But an income cap of \$150,000 would exclude very few borrowers, said Justin Draeger, president and chief executive of the National Association of Student Financial Aid Administrators, and would save the government very little money.

Enforcing such a limit on loan forgiveness by income may also create bureaucratic hurdles, by requiring an application from each borrower and income verification by the Education Department.

The government cannot automatically verify borrowers' incomes, said Draeger, because data from the Inter-

Public Colleges Have Largest Share of Borrowers and Debts



Note: Data show debt as of December 2021. "Other" includes loans from foreign institutions as well as consolidation loans from before 2004 that cannot be linked to a specific college or university.

Source: Federal Student Aid

nal Revenue Service cannot be shared with other agencies unless specified by Congress.

While means-testing for loan forgiveness is a political question, Draeger said, the real issue is how the government will carry it off without placing a substantial burden on those who most need loan forgiveness and so prevent them from getting it.

How the Policy Could Be Rolled Out

Previous efforts at far-more-limited student-loan forgiveness have been plagued by complexity, confusion among borrowers, and poor communication by servicers. Policy experts warn that trying to expand forgiveness to tens of millions of borrowers could heighten those problems.

The Public Service Loan Forgiveness program, for example, was created in 2007 by Congress to give relief to people working in nonprofit, nursing, education, and other public-serving jobs. When the first borrowers were eligible for the program, after 10 years of loan repayments, the department initially rejected nearly all who applied to have their debts canceled.

In October the department waived the original rules in order to credit borrowers with payments that would have fallen outside the normal regulations. Billions more in loan balances have been canceled since then.

The department provided automatic relief this month amounting to nearly \$6 billion in student-loan forgiveness for some 560,000 borrowers

who had attended Corinthian Colleges, a for-profit chain that shut down in 2015. Students had been allowed to seek forgiveness of their loans through a regulation called "borrower defense to repayment," but seven years after the colleges closed, tens of thousands of applications had yet to be approved.

The biggest question for the administration now may be whether it can create a widespread process for student-loan cancellation in time for the fall elections.

The progressive wing of the Democratic Party has been demanding student-loan forgiveness from the administration, and has warned that some left-leaning voters may not support Biden's party in the fall.

Meantime, student-loan payments are set to resume on September 1, more than 2½ years after they were paused for the pandemic.

That pause and the restarting of payments are equally unprecedented, and no one is quite certain how the Education Department and loan servicers will be able to manage that shift along with all the other changes in loan repayments, Buchanan said.

"It's going to take months to get it right," he said, "and the department has no more financial resources to do this work than they did before the pandemic."

That creates a potential political problem for the White House, he said: "If loan forgiveness is tied into political issues and they want it to happen before November, it's going to be tough."

Jacquelyn Elias contributed to this article.

In Praise of the Academic Cliché

How worn-out buzzwords go mainstream and change the world.

“These ideas, ... cliché as they are, are actually, today, this ‘modern’ day, the fancy damned *zeitgeist* itself.”

—Jack Kerouac

I’VE ALWAYS been fond of the ordinary, homespun cliché. But I chafe at its more rarefied cousins, the catchphrases of critical theory as they mellow into middle age: “the male gaze,” “Orientalism,” “intersectionality,” “queer performativity,” “the epistemology of the closet,” “bare life” (and so on). My trouble isn’t with “jargon,” a word that continues to appear regularly in debates about the humanities. “No more jargon!” cry attackers; “complex ideas require complex language,” counter defenders. Perhaps. But I’m concerned not with terms that express complex ideas but with those so depleted by repetition that they sometimes express nothing at all.

Most of these terms were, at the outset, startlingly revelatory. Many still carry a vestige of their original charge. They remain insignia of belonging, the currency of academic cultural critique: still-valuable properties in a high-risk market. But overuse has sapped their strength. Easily reproduced, they now serve as fodder for academic satire, mocking the revolutions they once dreamed. When I see them, I wince precisely because I hear the still small voice: “Do not ask at whom the satire points, it points at thee.”

Such terms lie at the heart of a paradox in the humanities. Among our central missions is to challenge the assumptions of the world as we know it: Uproot conventional wisdom; attack the conceptual status quo. While we may also serve as guardians of culture — memorializing the catastrophes of history, defending knowledge and beauty against the onslaughts of barbarity — mostly we view ourselves as critics of dead thought. “Our work ... strives to understand the world in new terms,” explains the Modern Language Association. “Humanistic study ... encourages [us] to refuse to take



ALEX WILLIAMSON FOR THE CHRONICLE

things for granted.” We break open the locked rooms of the present, in all its blindness. We defamiliarize the future. Clichés are by nature conservative: They preserve ideas, congealed in truism. We thus stand united against the cliché, that great bearer of atrophied thought.

And yet, somehow we produce our very own. These circulate within the

coterie world of the critical humanities, where, instead of challenging the norms of the realm, they

affirm them. Guardians of the status quo, they mock one of our most cherished aspirations, the aspiration to original thought. They serve the very thing that cultural critique seeks to dismantle: adherence to groupthink.

You might protest that these are not clichés, but useful terms of art. And yet they conform to classic definitions of the cliché: a phrase “that has become overly familiar or commonplace” and now “betrays a lack of original thought.” The word “cliché” began as an onomatopoeia: initially a verb (*clicher*) that mimicked the sound a printer’s mold made when it struck molten metal to create the stereotype plates used by 19th-century printers.

Soon the verb became a noun denoting the plates themselves. Sometime in the mid-19th century, its usage expanded to designate style: stock phrases; trite fashions, melodies, images, ideas. Perhaps a printer-cum-scribbler opened a dull pamphlet one day and observed grumpily, “Nothing here, just clichés,” then said with a swagger, “Nice figure!” A cliché was born.

The origin of the word “cliché” in a once-clever metaphor reminds us that no cliché begins life as a cliché. Each arises from a startling insight or analogy, one that we repeat until it grows so natural that we hardly hear it anymore. Ours may spring from epiphanies. But so do they all.

THE CLICHÉ generally has a bad name. George Orwell famously warned that clichés reflect the mental conformity that lies behind political conformity, preparing the way for fascism. For Orwell, clichés enable political double-talk, making “lies sound truthful and murder respectable.” Hannah Arendt saw Adolf Eichmann’s relentless clichés as a symptom of the banality of mind on which evil thrives. Composition textbooks admonish students: “Steer clear of clichés”; “eliminate clichés.” Writers who use them “are too lazy to find [their] own words.”

Still, clichés have their defenders. A cliché (they say) can establish familiarity and trust. Clichés are democratic, capturing the inflections of everyday speech and codifying popular wisdom. To scorn them may bespeak a narrow-minded disdain for the common. Clichés hide profound insights in plain sight. When they brush against the windows of thought uninvited, one can put them to work against their own fatigue by flaunting them. In implicit quotation marks, the ironic or parodic cliché can reveal our rote habits of mind. It can function homeopathically, offering just a drop of poison to work a cure.

But academic clichés are harder to defend. Far from being populist, they are the status markers of a particularly exclusive community, shoring up higher-than-highbrow privilege. They are esoteric, seeming to say: “*You*, of course, cannot understand.” If they were to express popular wisdom or capture everyday speech, they would lose their *raison d’être*. And while others may parody them, we ourselves rarely use them ironically. They are far too politically weighty for that. When ordinary clichés become dead metaphors — so common that they no longer appear as metaphors — they serve as a kind of lexical compost, enriching the language. Academic clichés die too. But like toys dumped on landfill, they rarely decompose. They just grow grimy with age.

How does a critical term make this sorry trip? It starts, of course, at precisely the moment the term begins to gain dominion. To do so, it must capture the academic *zeitgeist*, but it must also seem radically new. Someone might have said something similar before (Erving Goffman, Simone de Beauvoir, Heraclitus ...), but never quite this way, and not with such radical point. People begin to repeat it. They find its insight transferrable. It gains traction, then currency, then charismatic authority, and eventually oracular power, rising in crescendo with each repetition. Soon it becomes a kind of magic talisman: pointing to an idea, perhaps, but also performing its own virtuosity. It expresses an attitude. It declares your allegiances. It

THE REVIEW ESSAY

positions you against something: capitalism, or neocolonialism, or heteronormativity (the precise thing is not always so clear). Its occultism is central to its glamor. Merely invoking it announces: “Complex ideas at work here!”

Then its spread accelerates, and the slide begins. Applied mechanically to an ever-widening pool of objects, the term suddenly appears in the most surprising places. (How, exactly, is llama farming “posthumanist”? Are Chicken McNuggets really “bare life”?) Losing its bearings, it starts to stand for propositions that are dubious at best. Or, with theoretical pomp, it proclaims the obvious. No longer cutting-edge but blunted for general use, it becomes commonplace, then flatly imitative, then mind-numbingly predictable.

The 28th time in the space of a week that I read the word “anthropocene” (six times in conference programs, 15 times in journal articles, seven in student papers), I sigh. Not quite a cliché, but maybe on its way. We always hope such words will change the world. Sadly, the words of even the best of us seem fated to die within the walls of the university. Did Fredric Jameson’s dazzlingly obscure *Postmodernism, or, The Cultural Logic of Late Capitalism* contribute a microparticle to thwarting the tyrannical dominion of capital? Has Giorgio Agamben made the slightest dent in neo-despotism or the permanent state of exception? If we try to trace the political impact of cultural theory’s most revolutionary ideas, it often seems doubtful they do anything at all.

BUT LOOK more closely: Such ideas do sometimes travel. And when they travel, they do so — most palpably, most traceably — by riding the backs of our clichés. In fact, it is only at the moment that a term has so saturated our sentences and jammed our journals that we can no longer bear to hear it that its real political work may begin. It is then that it may surreptitiously slip through the gates of the university and into public speech. Such terms don’t go viral but appear gradually, without anyone particularly noticing at first. They quietly wriggle through discourse, swimming from theory to classrooms to highbrow essays or blogs, surfacing on Facebook and Twitter, in podcasts and cafe conversations. As a term picks up

speed, it begins to appear in mainstream journalism and popular entertainment. Converging with other forces, it starts to change how people see, what they think, and, ever-so-slowly, what they do.

1991, *The New York Times*: “You thought modern was bad enough. ... Post-modern is going to be a lot worse. ... How about making up a sentence using ‘performativity’? ... Performativity?” (incredulous jeer). 1998, *Slate*: “How long will it be before some cultural-studies professor writes a paper for the MLA called: ‘[The] Politics of Deconstructive Video-Tape Performativity?’” (satiric chuckle). 2004, *The New York Times*: “The preferred term nowadays seems to be performativity” (slightly raised eyebrow). 2013, television comedy-drama *Glee*: “[Sam]: I’m taking over this Monster Ball since ... as a former teen stripper I understand the power of ... performativity” (wry wink). 2021, *Rolling Stone*: “The fact that younger generations are now courting LGBTQ+ audiences through explicit queer performativity is ... progress” (earnest nod). 2022, BBC Radio, interview with the opera star Kangmin Justin Kim: “I’m a Korean American man sometimes singing an Egyptian prince or African princess or anything, you know ... the performativity of gender, a different attitude to masculinity” (gesture that means: “we take this for granted”).

Some of our clichés turn up in court as legal decrees. One finds “performativity,” “deconstruction,” and “normativity” in judicial opinions. “Intersectionality” has transformed antidiscrimination law. In *Lam v. University of Hawaii* (1994), the U.S. Court of Appeals for the Ninth Circuit found that “where two bases for discrimination exist, they cannot be neatly reduced to distinct components,” citing Kimberlé Crenshaw’s foundational 1989 paper. “Genderqueer” now appears in countless legal decisions defending rights and mandating pronoun choice. It doesn’t matter whether judges use these terms with all the nuance of high theory. What matters is that in such places we can see — concretely and demonstrably — how the humanities does things with words.

Admittedly, academic buzzwords don’t always do what they should. They may go rogue. If one catches on, it may show up in caricature and turn on you. Sixteen states have now banned

the teaching of “critical race theory,” and nearly 20 more have a ban in the works. Far-right protesters around the world hold up signs: “stop teaching critical racist theory”; “say ‘no’ to gender theory”; “performativity destroys the family.” In Brazil, protesters burn an effigy of Judith Butler wearing a pink bra as they scream, “Burn the witch.” One Twitter comment: “How can you know if your research is having an impact? When a mob holding Bibles and crucifixes burns an effigy of you.” Who will be louder? It’s anyone’s guess. Clichés are plutonium nuggets of thought: They might power a revolution, or they might explode on you. That is the risk, but maybe it’s the risk of any political work.

My colleagues are at a rally. They wave signs in the air: “Feminism against patriarchy!” I picture them the next day scrawling “Avoid clichés!” in the margins of a paper titled “Feminism Against Patriarchy.” We divide our thinking: political slogans, yes; clichés, no. These are two different things, belonging to two different spheres, politics and pedagogy. But how can this be right? For if we insist on this segregation, we’ve clearly forgotten the precept we hold most dear: Rhetoric is politics. Orwell and Arendt knew that — but they were wrong about clichés. Clichés are the indispensable glue of political change. It’s just better when they’re the right kind.

Not all of our students will be original thinkers, nor should they all be. A world of original thinkers, all thinking wholly inimitable thoughts, could never get anything done. For that we need *unoriginal* thinkers, hordes of them, cloning ideas by the score and broadcasting them to every corner of our virtual world. What better device for idea-cloning than the cliché? These don’t live forever: Most are bubbles and will waft away on the breezes of change. So why should we seek to kill off those that remind us of things worth remembering, bear within themselves a dream or a promise, and might just repair lives along the way? Maybe we should instead strive to send our students forth — and ourselves too — armed with clichés for political change. ■



Julie Stone Peters

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**Academic clichés die too.
But like toys dumped on landfill,
they rarely decompose.
They just grow grimy with age.**

How to Keep Partner Hires Happy

Retaining academic couples is less hectic than recruiting them, but it still takes work.

WHAT HAPPENS after you successfully hire two academics who also happen to be partners in life? You can't just declare victory and move on. You have to devote at least some time and thought to retaining the partners and keeping them happy — two things that may turn out to be mutually exclusive.

Since February I have been focusing the Admin 101 column on the complex issue of partner/spousal hires. So far the series has explored how to prepare for these dual hires, how to supervise the process, and how to negotiate the contracts. Now we turn to the *long game*. What principles, practices, and structures will help the partners and their institution thrive together? And what can you do, as the hiring administrator, if things go sour?

Check in on each partner's progress. The logistical, personnel, cultural, and political challenges of a

successful partner accommodation are temporarily solved once the contracts are signed. But versions of those challenges can reappear a year or a decade later.

Sometimes, for example, one or both partners shift the focus of their career and drift away from the institution's original expectations of the hire. I heard from the chair of a science department at a top research university about a high-powered researcher who secured a spousal accommodation for his wife within his same department. Shortly afterward, however, he started to become less and less productive in grants funding. The department had agreed to the partner accommodation on the theory that "We need to keep this star moneymaker, so let's help with his partner." But as the luminary's radiance faded, the grumbling began — both from other professors and from the dean — about why this partner hire had been funded in

the first place. Meanwhile, the star's wife was thriving as a faculty member — in other words, keeping up her side of the bargain. The chair felt caught in the middle.

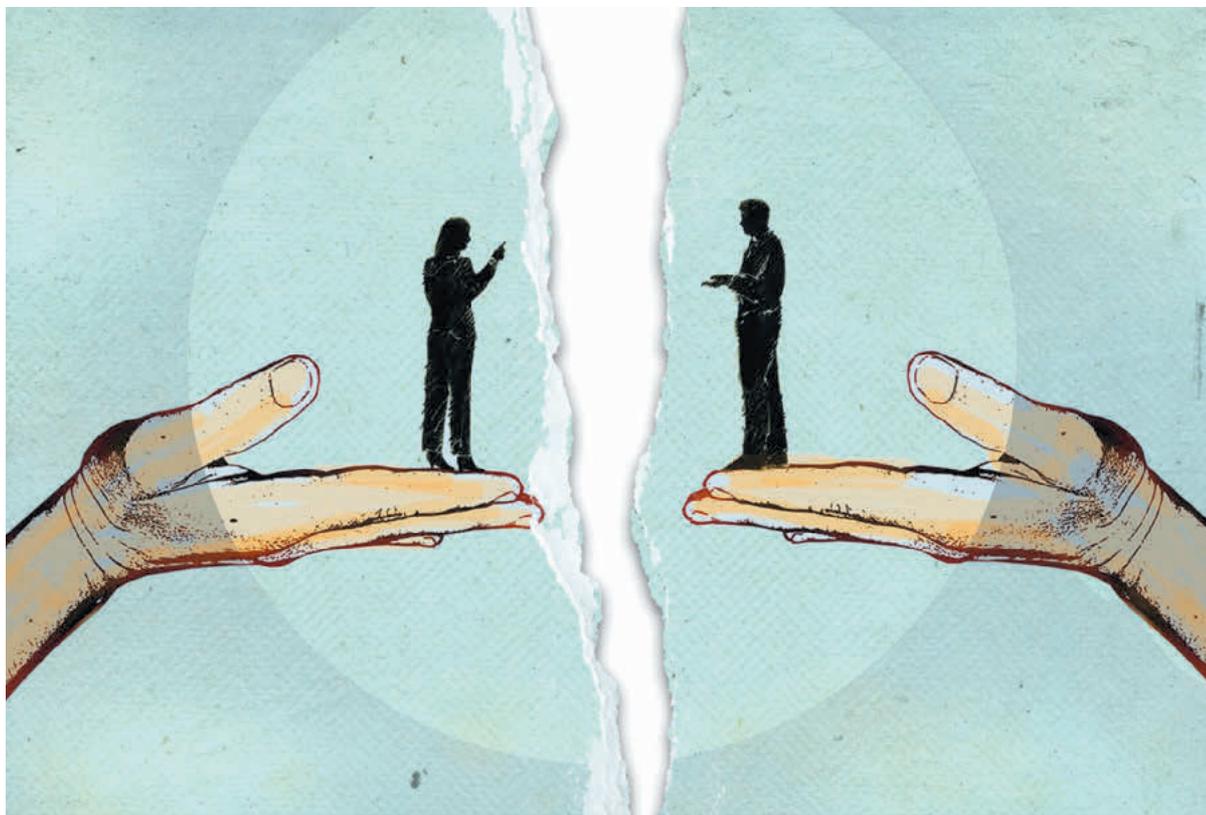
In that case, there was no real solution. The deals were done. But in retrospect, the chair felt he could have kept in better touch with the partners about their career trajectories. Maybe some candid conversations about the consequences of decisions may have been helpful — or not. But inattention and silence never help.

Alternatively, it may be the partner whose career goals shift. A hired partner in a languages department at a regional university grew dissatisfied with the original lecturer position he was hired for. He wanted to be on the tenure track but he didn't tell his partner, feeling embarrassed that he would come off as ungrateful for the negotiated accommodation terms. Luckily, he had developed a trusting relationship with an associate dean who coached him on the concrete steps he would need to achieve to apply for a tenure-track position, if one became available. It did and he was hired for it, fairly. The partners were satisfied with the new situation, and no one questioned the propriety since the second position was earned, not given.

Likewise, keep in touch with each partner's supervisor. In both cases cited above, the partners were hired within the same department so the chair could easily keep tabs on them. But most partner hires involve different departments, different colleges, or even different branches of an institutional system, so it's vital for the various leaders of those units to maintain lines of communication. You never know when you might have to troubleshoot a potential problem about an academic couple with another administrator.

To take one instance: The chair of a social-science department at a big state university recruited a faculty member whose partner was hired by the institution's arts school. Both in terms of discipline and campus location, the two units were distant from each other. However, the department chair and the arts-program administrator had made a strong, pos-

ADVICE



GETTY IMAGES

INSIDE CAREERS

INDEX
36

ADMINISTRATIVE
37

FACULTY
37-41

OTHER POSITIONS
41

itive connection in working together on the partner hire and stayed in touch. That's how the social-science chair was able to find out that the partner in the arts unit was struggling in her teaching. He also learned that she hadn't shared that information with her partner because she didn't want him to worry or, worse, intervene on her behalf. Quite rightly, she wanted to maintain a professional identity, independent of her partner — the importance of which I have stressed throughout this series.

The administrators of both programs decided to meet with the arts partner and put together a plan that included encouraging her to attend workshops at the campus teaching center and shadow excellent teachers in the arts unit. Over the next year or so, her comfort level in the classroom and her course-evaluation ratings both improved. This happy resolution probably wouldn't have resulted had the two chairs simply hired the partners and left them to sink or swim on their own.

Evaluate the partners separately. Gone are the days (I hope) when a dean would introduce an academic couple at a function as, "Our own Dr. William Burghley ... and his lovely wife Elizabeth" — who also happened to be a doctorate-holding faculty

member. Historically, female faculty partners were perceived and treated as the lesser-achieving spouse — which was not necessarily true then and is certainly not the case today.

Past malpractice is one of the reasons faculty members should maintain a professional identity distinct from that of their academic partner. But the onus is not just on the partners. If you supervise one or both of them, it's also on you to act in ways that respect and acknowledge their separate work identities. Nowhere in either of their annual evaluations, for example, should you even hint at the idea that one partner's record of research, teaching, and service is dependent upon the success of the other.

Still, centripetal drift happens. Be flexible when it does. My university has estimated that about 30 percent of academic hires come with a request for partner accommodation. Some of those couples arrive at the campus with joint professional identities and plan to continue collaborating on research. If two people met and bonded in a chemistry lab working on one line of study, your job is not to break up the research collaboration. Indeed, there is a phenomenon I have noticed in which, over time, some partners gravitate toward more and



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more mutual projects. Even if they are in different departments, the two may lead an overseas-studies program together or attend the same national conferences.

There's nothing wrong with that. To take a famous instance, the world is better off because of the great love and complementary research minds of Marie and Pierre Curie. Their getting married dressed in lab coats signified how much their scientific work was a foundation of their romantic relationship, and vice versa.

And you can't stop an academic couple from collaborating anyway. All you can do is delicately suggest that their joint professional work satisfy the following two "safety protocols" (neither of which you can actually enforce):

- Don't make accommodation requests a habit. An agricultural-science chair told me about a faculty member who would regularly ask for extra funding, equipment, and other goods and services for his wife's (separate) lab. Very early on, the chair made clear that his wife was welcome to come in and make her case but any "while you're at it, can you give X to my partner's lab, too" requests would not be granted.
- Be wary of political alliances. A voluble, activist faction led by or including an academic couple

only feeds the fires of resentment in a department. As an administrator, your powers here are limited (and properly so) by respect for faculty governance and academic freedom. But you can advise the two partners that their careers and reputations could be damaged if they are perceived as leading a hostile junta.

What if they split up? After spending months arranging a partner hire, your worst fear is that the couple will break up, and leave an ugly swath of professional, political, emotional, and cultural wreckage in their wake — not just for them but for the people around them, too. A colleague in the sciences recalled the bitter divorce of his postdoc advisers, which left everyone in their lab feeling like "we were the children having to choose sides in a custody battle."

In such situations, your influence is limited, and aggressive "managing" can do more harm than good. Very few academic administrators have degrees in marriage counseling. Picking a side — unless one of the partners is breaking laws or violating operating policies — is not your role. Even trying to act as a referee or "shoulder to cry on" may end with your being caught up in the chaos.

Your main duty as chair or dean is to mitigate damage to others. Stand up, for example, for the

rights of graduate students to get their education and do their work in a non-hostile, non-retaliatory environment. Here, as well, is where it can pay off if you have built trust separately with each of the partners. Appeal to their sense of fair play and self-interest. Emphasize that professional behavior and not burdening others with one's personal problems are smart career moves.

As a chair or dean, your goal should always be to avoid being a player or a partisan in the drama.

Faculty retention is less hectic and time-consuming than recruiting, but it's not something that chairs, deans, and other leaders should leave to chance and circumstance. The long game of partner hiring depends on forces often outside of your control as an administrator. Academe is an enterprise that, by and large, gives many of our "workers" enormous autonomy, and we hope they use that privilege responsibly. But since we are dealing with humans, there are no guarantees.

With a little vigilance, occasional guidance, mutual trust, and common sense, the majority of partner hires can be fruitful for the partners and the hiring units. Of course some have been catastrophic — but then so have been some regular hires. All you can do as an administrator is advocate for the common good and for the best interests of each partner in the long term. ■

JOBS INDEX

By Category

ADMINISTRATIVE

Student Affairs

- Chief student-affairs officers/VP's 37
- Other student affairs 37

FACULTY

Business

- Accounting/finance 38
- Business/administration 40
- Economics 38
- Management 38
- Other business/management 38, 40

Education

- Counselor education 38, 41
- Special education 38
- Teacher education 41

Health & Medicine

- Nursing 38
- Other health/medicine 38

Professional Fields

- Other professional fields 39
- Social work/human services 38

Science, Technology, & Math

- Biology/life sciences 37, 38, 40
- Other sciences/technology 37, 38, 40

Social Sciences

- Other social/behavioral sciences 38

Other Faculty

- Marketing 41
- Maternal-Fetal Immunobiology 41
- Nursing Administration 41

By Region

United States

SOUTHEAST

Florida International University

- Biology/life sciences 37
- Other sciences/technology 37

Darla Moore School of Business, University of South Carolina

- Business/administration 40
- Other business/management 40

University of Montevallo

- Nursing administration 41

MIDWEST

DePaul University

- Accounting/finance 38
- Biology/life sciences 38
- Counselor education 38
- Economics 38
- Management 38
- Nursing 38
- Other business/management 38
- Other health/medicine 38
- Other sciences/technology 38
- Other social/behavioral sciences 38
- Social work/human services 38
- Special education 38

Northwestern University

- Marketing 41

Saginaw Valley State University

- Biology/life sciences 40
- Other sciences/technology 40

Wayne State University

- Maternal-Fetal Immunobiology 41

SOUTHWEST

University of Texas System

- Chief student-affairs officers/VP's 37
- Other student affairs 37

International

ETH Zurich

- Counselor education 41
- Teacher education 41

The Hong Kong Polytechnic University

- Other professional fields 39



ASSOCIATE VICE CHANCELLOR FOR STUDENT AFFAIRS

The University of Texas System invites nominations and applications for the position of Associate Vice Chancellor for Student Affairs (AVCSA). The ideal candidate will have a demonstrated record of superior leadership, organizational, and interpersonal skills, as well as an ability to develop effective relationships across wide-ranging constituencies in a highly complex organization.

The AVCSA reports directly to the Executive Vice Chancellor of Academic Affairs of the University of Texas System. In partnership with campus and UT System counterparts, the AVC will serve as a resource to and provide strategic direction in support and expansion of programs addressing student affairs and campus life issues with a focus on student mental and physical health and well-being.

Other major responsibilities include, but are not limited to:

- Develop, oversee, and lead system-wide efforts, in cooperation with UT Austin, related to student mental health, student safety, and alcohol-related initiatives, and develop, oversee, and lead in evaluating the effectiveness of these efforts;
- Collaborate with campus and UT System colleagues on addressing student grievances received by the Office of Academic Affairs, the UT System, and the Board of Regents, and respond as needed or requested;
- Consult with System counterparts and campuses on issues related to sexual assault, behavioral intervention, free speech, and student organizational concerns; and,
- Monitor the student affairs and campus life landscape to identify new and emerging trends for System-wide implementation or awareness.

For more than 130 years, The University of Texas System has been committed to improving the lives of Texans and people all over the world through education, research, and health care. With 13 institutions, an enrollment of 242,000 students, and an operating budget of \$24 billion, the UT System is one of the largest public university systems in the United States. The UT System is also one of the largest employers in Texas, with more than 22,000 faculty and more than 83,000 health care professionals, researchers, and support staff. Across UT institutions, research and development expenditures total \$3.5 billion – the highest in Texas and the second highest in the nation – and the UT System is regularly ranked among the top 10 most innovative universities in the world.

The University of Texas System is committed to recruiting and retaining a diverse community and promotes the full participation and inclusion of all its members. The System supports campus communities that welcome, understand, and celebrate diversity of all kinds, including race and ethnicity, gender and sexual identity, regional and national origin, socioeconomic status, different learning styles and abilities, veteran status, and more.

Master's degree or equivalent and seven years of student affairs administration and leadership preferred.

For best consideration, please send all nominations and applications to:



Shelly Weiss Storbeck
Global Education Practice Lead
and Managing Director
DeMethra LaSha Bradley, Managing Associate
Abby Kallin, Search Associate
UTSAVCSA@storbecksearch.com

For more information, please visit the University of Texas System home page at <https://www.utsystem.edu/>.

The University of Texas System Administration is an Equal Opportunity/ Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation. Reasonable disability accommodation may be requested by contacting the Office of Employee Services.

FIU FLORIDA
INTERNATIONAL
UNIVERSITY



JOIN MIAMI'S R1 PUBLIC RESEARCH UNIVERSITY

Florida International University (FIU) is a Carnegie R1 public research university focused on making a real impact in research and teaching. We are defined by our proven student success techniques, groundbreaking research and high social mobility that uplifts students and accelerates their success. FIU is the #1 institution in the U.S. awarding bachelor's degrees to minorities.

With more than \$246M in research expenditures in 2021, FIU is a research leader in environmental resilience, extreme event mitigation, tropical biodiversity, childhood mental health, cybersecurity and Latin American studies, among others. FIU has been designated the University of Distinction in Environmental Resilience by the Florida Board of Governors.

Open positions include:

- Undergraduate Nursing Department Chair:
Job ID: 526928
- Program Director, Master in Physician Assistant Studies Program Job ID: 526935
- Assistant/Associate Professor, Epidemiologist, Department of Humanities, Health and Society
Job ID: 526827



For additional positions,
please visit go.fiu.edu/join

FIU is a member of the State University System of Florida and an Equal Opportunity, Equal Access, Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.



**Term Faculty (Non-Tenure Track)
Economics (22-23)**

DePaul University's The Department of Economics invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Economics (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106855>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Counseling & Special Education Department (22-23)**

DePaul University's The Department of Counseling & Special Education invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Counseling & Special Education Department (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106994>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Community Nursing/MENP (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Community Nursing/MENP (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/107085>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Master of Social work (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Master of Social work (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/88999>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
School of Accountancy & MIS (22-23)**

DePaul University's department of School of Accountancy & MIS (22-23) invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – School of Accountancy & MIS (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106852>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Assistant/Associate Professor (Tenure-Track)
Nurse Practitioner and Assoc Director DNP (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Assistant/Associate Professor (Tenure-Track) Nurse Practitioner and Assoc Director DNP (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/107222>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Management & Entrepreneurship (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Management & Entrepreneurship (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/107081>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Finance (22-23)**

DePaul University's The Department of Finance invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Finance (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106860>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Psychiatric Nursing/MENP (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Psychiatric Nursing/MENP (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/107086>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Biology**

DePaul University's The Department of Biology invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Biology starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106994>

DePaul University is an Equal Opportunity / Affirmative Action employer.



**Term Faculty (Non-Tenure Track)
Management & Entrepreneurship/
Operations & Supply Chain Management (22-23)**

DePaul University's The School of Nursing in the College of Science and Health invites applications from qualified candidates for a Term Faculty (Non-Tenure Track) – Management & Entrepreneurship/Operations & Supply Chain Management (22-23) starting July 1, 2022.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in the natural and health sciences, including nursing.

Apply: <https://apply.interfolio.com/106856>

DePaul University is an Equal Opportunity / Affirmative Action employer.



We Are PolyU • Together We Excel

Global Search

for Chair Professors / Professors / Associate Professors / Assistant Professors / Research Assistant Professors

THE UNIVERSITY

The Hong Kong Polytechnic University (PolyU) pledges *Opening Minds - Shaping the Future* as its promise for education and research. With 85 years of rich heritage, the University has evolved alongside the development of Hong Kong, the Nation and the world, through its educational programmes for the nurturing of professional talents, entrepreneurs and leaders, and impactful research and innovations. PolyU strives to advance knowledge, address societal challenges and benefit humankind.

Ranked among the top 100 universities globally by both the Times Higher Education (THE) and Quacquarelli Symonds (QS) World University Rankings, PolyU offers a wide range of world-class educational and research programmes in six faculties and three independent schools. PolyU has furthermore achieved remarkable results in the latest QS World University Rankings by Subject 2022 - It was placed among the top 20 universities in four disciplines this year, with three of them being ranked 1st in Hong Kong.

GLOBAL SEARCH

To steer its education and research in a wide spectrum of disciplines towards the highest levels of international excellence, PolyU has launched a global search for outstanding scholars to join the University to boost the leadership and impact of its educational and research activities.

In the 2022/23 academic year, PolyU will be recruiting positions at various levels in all academic units as listed below. Please visit our website at <http://polyu.edu.hk/hro/careers/globalsearch> for the details.

Outstanding scholars in the STEM (Science, Technology, Engineering and Mathematics) disciplines joining PolyU will have the chance to be nominated for substantial funding support through the **Global STEM Professorship Scheme** sponsored by the Government of the Hong Kong Special Administrative Region.

PRESIDENTIAL YOUNG SCHOLARS SCHEME

In addition, we are inviting outstanding young scholars to join us as Assistant Professors or Associate Professors. Appointees will be conferred the title of "Presidential Young Scholar" and be offered an attractive remuneration package as well as a start-up grant of not less than HK\$3 million to support research activities (including the admission of PhD students, purchasing of equipment, and hiring of research staff) in the initial three years.

FACULTY OF BUSINESS

- Department of Logistics and Maritime Studies
- Department of Management and Marketing
- School of Accounting and Finance

FACULTY OF CONSTRUCTION AND ENVIRONMENT

- Department of Building Environment and Energy Engineering
- Department of Building and Real Estate
- Department of Civil and Environmental Engineering
- Department of Land Surveying and Geo-Informatics

FACULTY OF ENGINEERING

- Department of Aeronautical and Aviation Engineering
- Department of Biomedical Engineering
- Department of Computing
- Department of Electrical Engineering
- Department of Electronic and Information Engineering
- Department of Industrial and Systems Engineering
- Department of Mechanical Engineering

FACULTY OF HEALTH AND SOCIAL SCIENCES

- Department of Applied Social Sciences
- Department of Health Technology and Informatics
- Department of Rehabilitation Sciences
- School of Nursing
- School of Optometry

FACULTY OF HUMANITIES

- Department of Chinese and Bilingual Studies
- Department of Chinese Culture
- Department of English and Communication

FACULTY OF SCIENCE

- (currently Faculty of Applied Science and Textiles)
- Department of Applied Biology and Chemical Technology
 - Department of Applied Mathematics
 - Department of Applied Physics

SCHOOL OF DESIGN

SCHOOL OF FASHION AND TEXTILES

(currently Institute of Textiles and Clothing under Faculty of Applied Science and Textiles)

SCHOOL OF HOTEL AND TOURISM MANAGEMENT

For more information about PolyU, its faculties, schools and individual academic units, please visit PolyU's website at <http://www.polyu.edu.hk>.

TO APPLY

Please send a detailed curriculum vitae, together with a completed application form downloadable from http://polyu.edu.hk/hro/careers/guidelines_and_forms/forms/ to Human Resources Office, 13/F, Li Ka Shing Tower, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong by post or via email to career@polyu.edu.hk. For applications via email, please combine all documents, e.g. covering letter, curriculum vitae and attachments, into one or two files in either "pdf" or "MS Word" format. Applicants may contact career@polyu.edu.hk for general enquiries. The University's Personal Information Collection Statement for recruitment can be found at https://polyu.edu.hk/hro/careers/pics_for_recruitment/.





Assistant Professor of Biology (One-Year, Temporary)

The Biology Department of Saginaw Valley State University invites a diverse pool of applicants for a one-year temporary Assistant Professor position in the College of Science, Engineering, and Technology. The department is seeking candidates with expertise in Genetics, especially those with a background in human genetics or population genetics. A Ph.D. (or ABD) in Biology, or related field, is required. A commitment to excellence in teaching is essential, and prior teaching experience at the undergraduate level is highly desirable. The College of SE&T is committed to fostering an inclusive and equitable environment in which all students can thrive. Candidates with experience working with diverse populations, including first-generation students, are especially encouraged to apply. For complete list of requirements, further information, and to apply for this position, please visit www.jobs.svsu.edu. **Applicants must apply on-line.**

Saginaw Valley State University is an EO/AA employer.

The best candidates are the dedicated ones.

The smart ones. The inspired ones. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

Find the brightest talent, only at *The Chronicle*.



FACULTY POSITIONS

All positions are subject to availability of funding

Associate/Full Professor of International Business

The Sonoco International Business Department, Darla Moore School of Business, University of South Carolina invites applications for a tenured or tenure track position at the rank of Associate or Full Professor of International Business (IB), to begin August 2023.

The primary mission of the Sonoco International Business Department is to be the leader in developing high-impact scholarship on global business. The department includes faculty with diverse functional and disciplinary backgrounds, including management, strategy, finance, marketing, economics, sociology, anthropology, international affairs, and political science, who share a passion for studying international business phenomena from multidisciplinary and multilevel perspectives. Faculty research spans a wide range of topics such as global strategy, MNC management and organization, institutional context and embeddedness, corruption, entrepreneurship and innovation, non-market strategy, globalization, the digital economy, and many others. Our faculty include three AIB Fellows, officers in AIB, AOM, SMS and other professional associations, editors in major academic journals, and other acclaimed researchers.

The Department offers a portfolio of innovative and top-ranked IB-focused academic programs at all levels. Our undergraduate IB major has been ranked #1 by U.S. News and World Report for 23 consecutive years and includes collaborative degree programs with leading partner institutions worldwide. The flagship International MBA is ranked #1 in the nation for international business, and has been in the top three graduate IB programs for more than 30 consecutive years. Our newest graduate program - Masters in International Business is growing rapidly and offers dual degree partnerships with leading universities worldwide (e.g., Bocconi, Mannheim, ESCP, ESSEC, Aalto, Koc, and Shanghai Jiao Tong). Through our doctoral program, we train new scholars that impact the field and contribute to IB education and research in academic institutions around the country and the world.

Our ambitious research and educational agendas are supported by exceptional resources available to faculty to conduct research worldwide, as well as to continuously innovate our academic program offerings. We are one of the original Centers for International Business Education and Research (CIBER) established by the U.S. Department of Education in 1988. In addition, we benefit from an endowment from the Sonoco Products Company, a successful South Carolina-based multinational.

The Darla Moore School of Business is home to a world-class faculty and 12 major research centers. Located in the heart of South Carolina's capital city Columbia, the Moore School plays an integral role in the region. While its cosmopolitan downtown offers many of the amenities of larger cities, Columbia is also known for its livability. Traffic is light, housing is affordable, and people are friendly and welcoming. With a metropolitan area population of approximately 750,000, Columbia offers a wide variety of cultural and outdoor activities. Attractions in the area include the Columbia Museum of Art, Riverbanks Zoo and Garden, the State Museum, Lake Murray, Congaree National Park, Riverwalk Park and Three Rivers Greenway. It is also a short drive to the Atlantic coast and the Blue Ridge Mountains.

In this search, we are looking for tomorrow's thought leaders in international business. Candidates must possess a Ph.D. degree in business administration or closely related discipline, years of relevant teaching/research/mentoring experience consistent with academic policy, and demonstrated evidence of the following: teaching excellence at undergraduate and graduate levels, potential to train/supervise doctoral students, and research excellence with a record of publications in leading journals in business administration, as well as a primary research focus on international business, whose expertise either complements our existing strengths or contributes new perspectives in studying relevant international business phenomena.

We will begin reviewing applications on July 1 and will continue until the position is filled. We intend to interview at several conferences, including the Academy of International Business Annual Meeting in Miami (July 2022) and the Academy of Management Annual Meeting in Seattle (August 2022). For additional information, please contact the department administrator Beth Busby (beth.busby@moore.sc.edu) or the Chair of the Faculty Search Committee, Professor Tatiana Kostova (kostova@sc.edu).

Application Process: To be considered in our initial review, candidates must submit applications to <http://uscjobs.sc.edu/FAC00132PO22> to include cover letter and vitae. Applications will be considered until the position is filled.

The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.

Assistant/Associate/Full Professor of International Business

The Sonoco International Business Department, Darla Moore School of Business (DMSB), University of South Carolina invites applications for a tenure track faculty position at the rank of Assistant, Associate or Full Professor of International Finance, to begin August 16, 2023.

The primary mission of the Sonoco International Business Department is to lead in the development of high-impact theory and research on global business. The department is unified by its interest in understanding the multinational enterprise and the institutional context within which it is embedded, and we approach issues from a wide variety of disciplinary bases, including accounting, finance, management, marketing, economics, sociology and political science. Building on this diversity, we are particularly interested in understanding international business phenomena from multidisciplinary and multilevel perspectives. The department faculty include Joao Albino-Pimentel, Elisa Alvarez-Garrido, Dirk Brown, Nancy Buchan, Kenneth Erickson, Omrane Guedhami, David Hudgens, Tatiana Kostova, Chuck Kwok, Sali Li, Stanislav Markus, Gerald McDermott, Wolfgang Messner, Michael Murphree, Dan Ostergaard, Rob Rolfe, Kendall Roth, Andrew Spicer, Hildy Teegen, Christopher Yenkey, and Marc van Essen (Chair). All courses taught by the department are international in content.

The Department offers an undergraduate international business major that has been ranked #1 for 23 consecutive years by U.S. News and World Report (USNWR) and collaborative undergraduate international programs (some with specialization in finance) with Chinese University of Hong Kong, Universidad de Chile (FEN), Paris Dauphine University, American University in Cairo, and an undergraduate education alliance with ESSEC, University of Mannheim, and FGV-EBAPE. Our flagship International MBA has been ranked in the top three international business programs in the country for the last 30 years (USNWR). Our innovative Master in International Business program offers dual degrees with other prominent universities including Bocconi (Italy), ESCP-Paris (France), University of Mannheim (Germany), Shanghai Jiao Tong (China), ESSEC (France and Singapore), Aalto (Finland), and Koc University (Turkey). In addition, our doctoral program in International Business/Finance has dual degree partnerships with Emlyon Business School (France), Sungkyunkwan University (South Korea), American University of Sharjah (UAE), EGADE Business School (Mexico), IAE Business School (Argentina), among others.

As leaders in International Business whose work definitionally addresses distinctive populations in the global marketplace, we value the importance of diverse faculty whose lived experience distinctively enriches our ability to teach and mentor effectively and to conduct relevant and compelling research. We take pride in the unique composition of our outstanding faculty, and encourage others of diverse backgrounds to join our globally-focused department as we commit to a professional environment that supports the flourishing of each member.

For over 30 years, the Sonoco International Business Department has been ranked #1 or #2 in the world for international business research by the Journal of International Business Studies, and as such has one of the most prolific international business research departments. Department members played a lead role in the Moore School's becoming one of the five original recipients of a major grant awarded by the U.S. Department of Education to establish a Center for International Business Education and Research (CIBER). Faculty members are extensively involved in CIBER-sponsored international programs and research and continue to provide leadership in the center. Our International Finance faculty engage in close research collaboration with the Moore School's world-renowned faculty from the Finance Department and have access to an extensive collection of databases, including Compustat, CRSP, Institutional (13f) Holdings, TRACE, among others.

DMSB is home to a world-class faculty and 12 major research centers. Located in the heart of South Carolina's capital city, the Moore School plays an integral part of the region. While its cosmopolitan downtown offers many of the amenities of larger cities, Columbia is also known for its livability. Traffic is light, housing is affordable, and people are friendly and welcoming. With a metropolitan area population of approximately 750,000, Columbia offers a wide variety of cultural and outdoor activities. Attractions in the area include the Columbia Museum of Art, Riverbanks Zoo and Garden, the State Museum, Lake Murray, Congaree National Park, Riverwalk Park and Three Rivers Greenway.

Applicants for the position must hold a Ph.D. degree in finance or a related field, and have a strong commitment to International Business. Candidates for the doctoral degree anticipating completion of degree requirements prior to August 16, 2023 are also encouraged to apply. Applicants for the rank of full Professor must have nine years of effective, relevant experience consistent with University policy. Excellence in research and teaching are the primary criteria for this position. Applicants must demonstrate potential for or evidence of publications in the leading finance, accounting, economics, and international business journals. Research areas of interest include: international corporate finance, comparative corporate governance, law and finance, embeddedness of financial systems, and capital markets development, among others. Applicants are expected to teach courses such as international financial management, international investments, and international corporate governance at the undergraduate and/or graduate level, and to contribute significantly to the training and supervision of international finance doctoral students.

Application Process: To be considered in our initial review, candidates must submit applications to <http://uscjobs.sc.edu/FAC00119PO22> to include cover letter and vitae. Applications must include a cover letter, CV, names and contact information for three references, and representative research papers or publications. Questions may be sent to Beth Busby (beth.busby@moore.sc.edu). We intend to interview at several major conferences, including Academy of International Business (Miami) and FMA (Atlanta). Applications will be considered until the position is filled.

The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.

ETH zürich

Professor of Research on Learning and Instruction

→ The Department of Humanities, Social and Political Sciences (www.gess.ethz.ch) at ETH Zurich invites applications for the above-mentioned position.

→ We are looking for a senior scholar with a solid background in the cognitive and behavioural sciences, who will contribute to a better understanding of human learning in the schooling years, and how these understandings can be used to design better learning environments. The professorship will direct the teacher education program at ETH Zurich, which forms a strategic interface with the secondary school system. German language skills are an advantage as well as the willingness to contribute to the Swiss Educational system as a whole. The ETH Zurich is a leading university with core academic areas in engineering, the natural sciences, architecture and mathematics, which also appreciates the perspective of the humanities and social sciences in both education and research. ETH Zurich provides excellent research conditions and expects innovative inter-disciplinary collaboration across a variety of academic disciplines. Applicants are expected to a) have high-impact publications in Educational Psychology and Learning Sciences, b) document their connections to STEM education, and c) demonstrated evidence of managing projects.

→ **Please apply online:**
www.facultyaffairs.ethz.ch

→ Applications should include a curriculum vitae, a list of publications, a project list, a statement of future research and teaching interests, a description of the leadership philosophy, and a description of the three most important achievements. The letter of application should be addressed to the **President of ETH Zurich, Prof. Dr. Joël Mesot. The closing date for applications is 15 August 2022.** ETH Zurich is an equal opportunity and family friendly employer, values diversity, strives to increase the number of women professors, and is responsive to the needs of dual career couples.

licants for a Tenure Track Assistant Professor position in Latinx Geographies, focusing on urban social movements, Black solidarity economies, and grassroots development initiatives. Responsibilities will entail teaching courses at the undergraduate and graduate levels in these focus areas and performing research in Latinx Geographies that incorporates feminist and Black Studies approaches, ethnographic and place-based fieldwork, and outreach and engagement with communities and/or civil organizations. A Ph.D. in Geography is required. Application materials include a cover letter; CV; a combined statement of research, teaching, and contributions to diversity; and two writing samples. Three recommendation letters are also required. Applications only accepted online: <https://jobs.rutgers.edu/postings/166026>. The Department of Geography is strongly committed to increasing the diversity of our faculty and welcomes applications from women and historically underrepresented populations. Offer is contingent upon successful completion of all pre-employment screenings. Questions regarding this position should be directed to the Department of Geography at 848-445-4103.

INSTRUCTIONAL DESIGN

Principal Instructional Designer

Teachers College, Columbia University
Principal Instructional Designer. Collaborate with media and technology teams in production of course materials, development of junior staff and the development of educational media. Lead entry- and advanced level training and workshops in instructional design. Master's Instructional Design or related field; four years' experience instructional design, which should include solid experience in: independently managing and delivering multiple projects simultaneously; leading staff training; user experience design and web/program development; supervising junior staff; instructional design models (ADDIE); adult learning theories; media production processes; Articulate Storyline; Rise; Captivate; FlipGrid; VoiceThread; EdPuzzle; PlayPosit; Padlet; Hypothesis; Adobe Creative Cloud; Final Cut Pro; Camtasia; Vyond; Thinglink; ScreencastOMatic; Google Docs; Google Sheets; Google slides and/or Microsoft PowerPoint; Microsoft Word; Monday.com; Miro; Mural; Canvas; Moodle; HTML5; CSS; JS; Firebase; Google App Script; C++; PHP; SQL Server; MySQL; Github; WordPress; Wix; Widen Digital Asset Management; consulting, relationship-management, and advocacy; working across teams and solving problems collaboratively; design, development, implementation, and management of both online, in person and hybrid training solutions; graphic, web, learning design; Proven track record of leadership through organizational and departmental change. Photography and/or video skills. Interested persons should mail a resume to Rochelle Thomas, Director of Strategy, Planning and Operations, Digital Futures Institute Teachers College, Columbia University, 525 W. 120th Street, Box 55N, NY, NY 10027. TCCU is an EEO/AAE employer.

INTERNAL MEDICINE

Assistant Professor

Indiana University School of Medicine
The Indiana University School of Medicine in Indianapolis, Indiana is seeking candidates for an assistant professor position in internal medicine. Duties include providing care to hospitalized patients, including formulating treatment plans and directing an interdisciplinary team in achieving the goals set by the patient care plan; teaching medical students and internal medicine residents; and attending national and regional association meetings as well as participating in section and de-

partmental conferences. Positions requires an MD with 36 months of residency training. Position also requires an Indiana medical license and must be Board Eligible or Board Certified in Internal Medicine prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: richmanj@iu.edu. Questions regarding the position or application process can also be directed to: richmanj@iu.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.

LINGUISTICS

Assistant Professor

University of California Santa Cruz
Assistant Professor. Teach Applied Linguistics, Spanish and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D. Linguistics or closely related field. Must have completed all academic requirements for degree by start date. Native or near-native fluency in Spanish. Interested persons should send cover letter and CV to: Bryan Donaldson, Dept of Languages and Applied Linguistics, University of California Santa Cruz, Santa Cruz, CA 95064 or to badonald@ucsc.edu.

Assistant Professor of Linguistics

University of Rochester
University of Rochester seeks full-time Linguistics Faculty. Teach linguistics courses, develop the course curriculum, advise students, and supervise student projects. Publish research and participate in university service activities. Ph.D. in Linguistics. Ref job 1423, resume to A. Sherry, University of Rochester, 503 Lattimore Hall, PO Box 270053, Rochester, NY 14627.

MARKETING

Open Rank, Marketing

Northwestern University
Kellogg School of Management, Northwestern University has one or more full-time positions open in the Marketing Department at the rank of Assistant Professor or above for academic year 2023-2024. The position requires being responsible for conducting advanced research in chosen areas of expertise and interest; supervising doctoral candidates; teaching basic and advanced courses in marketing at the Master's Degree level; contributing to the research and teaching of other faculty members. Candidates must have a Ph.D. or D.B.A. in marketing or related fields (e.g., economics, management, psychology, sociology, statistics, cognitive sciences, etc.) in hand or expected by employment start date. Selection criteria include potential for (or record of) superior research, adaptability, and creative interests in application to marketing problems, excellent teaching ability, and strong recommendations. Applications should include a complete curriculum vita, copies of research papers and three letters of recommendation. Applicants in the process of completing a doctoral degree should include an approved dissertation proposal or a research paper that represents progress in the dissertation. We will be interviewing remotely the first two weeks in August. To ensure interview consideration applications must be received by July 1, 2022. Please apply at <https://facultyrecruiting.northwestern.edu/apply/MTUyOQ==> where all required and relevant materials can be uploaded. Please direct questions to the Recruitment Committee, at recruit-mktg@kellogg.northwestern.edu Northwestern requires all staff and faculty to be

vaccinated against COVID-19, subject to limited exceptions. For more information, please visit our COVID-19 and Campus Updates website. The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. We acknowledge and honor the original people of the land upon which Northwestern University stands, and the Native people who remain on this land today. Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes, including veterans and individuals with disabilities. Women, racial and ethnic minorities, individuals with disabilities, and veterans are encouraged to apply. Click for information on EEO is the Law.

MATERNAL-FETAL IMMUNOBIOLOGY

Assistant Professor

Wayne State University
Focus on cellular and molecular immune mechanisms of disease of pregnancy complications. Establish and maintain an energetic, productive research program; engage in interdisciplinary and collaborative research. Advise undergraduate and graduate students. Perform molecular biology experiments; ELISA, Flow cytometry, RT-PCR real time, Immunohistochemistry. Ph.D. in Maternal-Fetal Immunobiology, Placental Immunology, Molecular Biology or related field is required. Minimum of 5 years of experience. Wayne State University is a premier, urban research university located in the heart of Detroit where students from all backgrounds are offered a rich, high quality education. Our deep-rooted commitment to excellence, collaboration, integrity, diversity and inclusion creates exceptional educational opportunities preparing students for success in a diverse, global society. WSU encourages applications from women, people of color, and other underrepresented people. Wayne State University is an affirmative action/equal opportunity employer. Apply at - www.jobs.wayne.edu Position # 046523

NURSING ADMINISTRATION

Director for Pre-licensure Programs - Associate/Full Clinical Professor, RN-BSN Program

University of Montevallo
The Department of Health and Human Services at the University of Montevallo, a public liberal arts university of approximately 2,500 students near Birmingham, Alabama, invites applications for a full-time tenure track position as the Director for the Pre-licensure Program and the RN-BSN Program beginning August 2022. This will be a 9-month faculty appointment with additional administrative duties during the summer. Education and Experience: Must be a Registered Nurse; possess a Master's degree in Nursing and a Doctoral degree in nursing or a related field; Experience teaching in an institute of higher education, with documented positive student evaluations; Administrative experience which may include hiring, evaluating, and supervising staff and professional colleagues, including full and part-time faculty; Evidence of scholarship, and be eligible for appointment at the Assistant Clinical Professor level or higher. Preferred Education and Experience: Administrative experience, particularly with budgets and fiscal management; Experience with accreditation and regulatory body regulations and processes; Familiar with clinical placements including contracts, preceptors, time demands, and match of student to the unit; Experience with regulatory testimony and report creation.

PSYCHIATRY

Assistant Professor of Psychiatry

University of Massachusetts Chan Medical School
Position available in Worcester, MA. Teach courses in Forensic psychiatry in the classroom and onsite to medical students, psychiatry trainees, post-docs, and residents. Provide forensic psychiatry care to patients at Worcester Recovery Center and Hospital (WRCH). Willingness to travel within Worcester, MA required. Requires: MD or foreign equivalent, BE/BC (Board Eligible or Board Certified) in Psychiatry, and 1 year of fellowship training in Forensics. Willingness to travel within Worcester, MA required. Direct applications to UMMS-jobs@umassmed.edu. The University of Massachusetts Chan Medical School is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

THEATER DESIGN

Assistant Professor

University of California Santa Cruz
Assistant Professor. Teach Theater Design and related courses, advise students, and perform faculty service. MFA Theater Design or closely related field. Interested persons should send cover letter and CV to: Michael Chemers, Department of Theater Arts, University of California Santa Cruz, Santa Cruz, CA 95064 or to chemers@ucsc.edu.

ACCOUNTING

Assistant Professor (Accounting)

California State University San Marcos
CSUSM invites applicants to teach accounting classes to university students, design course curriculum, and conduct research in judgment and decision-making in accounting. Applicants should have a doctorate in accounting or related field with specialization in accounting, from an AACSB accredited university, though applicants with ABD status will also be considered.

ECONOMICS

Assistant Professor in Economics

Auburn University at Montgomery
Assistant Professor in Economics

— Auburn University at Montgomery — (Montgomery, AL). Within the Department of Economics, teach Economics courses, inc traditional, non-traditional (e.g., online) formats, and evening or night classes. Reqs a PhD degree in Economics or rldt field. Must have legal authority to work in the U.S. EEOE. Send letter of application, graduate transcript, curriculum vitae, statement of teaching, and a statement of research to Tonya Dupree, Title IX & Compliance Coordinator, Auburn University at Montgomery, 7400 East Drive, Montgomery, AL 36117.

GEOGRAPHY

Assistant professor of Geography

Rutgers University-New Brunswick
The Department of Geography at Rutgers University invites ap-

New Chief Executives



Mung Chiang, dean of engineering and executive vice president for strategic initiatives at Purdue University at West Lafayette, has been named president. He will succeed Mitch Daniels, who will step down at the end of this year.



Jayathi Y. Murthy, dean of the Henry Samueli School of Engineering and Applied Science at the University of California at Los Angeles, has been named president of Oregon State University.



Aswani Voley, provost and vice president for academic affairs at Elon University, in North Carolina, has been named chancellor of the University of North Carolina at Wilmington. He will succeed Jose Sartarelli, who is retiring in June.

Chief executives (continued)

APPOINTMENTS

Vanessa Beasley, vice provost for academic affairs, dean of residential faculty, and an associate professor of communication studies at Vanderbilt University, has been named president of Trinity University, in Texas.

Alison Buckley, vice president for enrollment management and student affairs at Connecticut State Community Colleges, has been named president of Ulster County Community College, in the State University of New York system.

Michael A. Elliott, dean of the College of Arts and Sciences at Emory University, has been named president of Amherst College.

Eric Fulcomer, president of Rockford University, in Illinois, has been named president of the Wisconsin Association of Independent Colleges and Universities.

Jesse Peters, dean of the School of Arts and Sciences at Fort Lewis College, in Colorado, has been named president of Western Oregon University.

RESIGNATIONS

Lawrence S. Bacow, president of Harvard University since 2018, plans to step down on June 30, 2023.

Damián J. Fernández, president of Eckerd College, in Florida, will step down this summer after two years in office.

Mirta Martin, president of Fairmont State University, in West Virginia, has been removed from her position by the Board of Governors. Diana Phillips, provost and vice president for academic affairs, has been named acting president.

Submit items to
people@chronicle.com

Joyce McConnell, president of Colorado State University at Fort Collins since 2019, will step down at the end of the month.

Judy K. Sakaki, president of Sonoma State University (California State University system), will step down at the end of July.

RETIREMENTS

Michael Geisler, president since 2016 of Manhattanville College, in New York, plans to retire at the end of June.

Kumble Subbaswamy, chancellor of the University of Massachusetts at Amherst since 2012, plans to retire at the end of June 2023.

Chief academic officers

APPOINTMENTS

Tamara Brown, executive dean of the College of Liberal Arts and Social Sciences at the University of North Texas, has been named provost and senior

vice president for academic affairs at the University of Texas at Arlington.

Xuanning Fu, interim provost and vice president for academic affairs at California State University at Fresno since January 2021, has been named to the post permanently.

Touba Ghadessi, a professor of art history at Wheaton College, in Massachusetts, has been named provost and vice president for academic affairs.

Ngonidzashe Munemo, a professor of political science, the chair of the global-studies program, and the interim vice president for institutional diversity, equity, and inclusion at Williams College, has been named vice president for academic affairs and dean of faculty at Hamilton College.



KRISTEN PORTER-UTLEY

Kristen Porter-Utley, dean of the Bartlett College of Science and Mathematics at Bridgewater State University, has been named provost and vice president for academic affairs at Framingham State University.

Paul Tesluk, dean of the School of Management at the State University of New York's University at Buffalo, has been named provost and vice president for academic affairs at Bentley University, in Massachusetts.

Martha Walker, founding dean of the College of Arts and Sciences at Mary Baldwin University, in Virginia, has been named provost and vice pres-

ident for academic affairs at Notre Dame of Maryland University.

Pamela Richardson Wilks, associate provost for academic operations, programs, institutional planning, research, and effectiveness at Edward Waters University, in Florida, has been named provost and vice president for academic affairs at Coppin State University, in Maryland.

RESIGNATIONS

Daniel Silber, senior vice president for academic affairs and provost at Piedmont University, has resigned.

Other top administrators

APPOINTMENTS



KEIKO BROOMHEAD

Keiko Broomhead, a strategic adviser with the Tambellini Group and a former vice president for enrollment management at Wentworth Institute of Technology, has been named vice president for enrollment management at Berklee College of Music, in Massachusetts.



CHRISTOPHER CARD

Christopher D. Card, vice president for student life at Lawrence University, has been named vice president and dean of students at Hamilton College, in New York.

Malika Carter, chief diversity officer at the State University of New York Col-

lege of Environmental Science and Forestry, has been named the inaugural vice president for diversity, equity, and inclusion and chief diversity officer at James Madison University, in Virginia.

Tabbye M. Chavous, director of the National Center for Institutional Diversity and associate dean of diversity, equity, and inclusion in the College of Literature, Science, and the Arts at the University of Michigan at Ann Arbor, has been named the university's vice provost for equity and inclusion and chief diversity officer.

Jeff Listwak, senior vice president for business affairs and treasurer at Robert Morris University, in Pennsylvania, has been named vice president for finance at Susquehanna University.

Christine D. Lovely, associate vice chancellor and chief human-resources officer at the University of California at Davis, has been named vice president and chief human-resources officer at Cornell University.

Sherry L.K. Main, associate vice chancellor for public affairs at the University of California at Irvine, has been named vice chancellor for strategic communications and public affairs.

Stephan T. Moore, interim chief diversity and inclusion officer at the University of Pittsburgh at Bradford, has been named vice president for enrollment management and student affairs at Coppin State University.

David R. Proulx, senior vice president for finance and administration at the Rhode Island School of Design, has been named vice president for business affairs and chief financial officer at Bryant University.



SANDRA ROUSE

Sandra Rouse, dean of students at Newberry College, has been named vice president for campus life and student development and dean of students at Wofford College.

Jed Shivers, vice president for finance and operations at the University of North Dakota, has been named senior vice president for finance and administration at the State University of New York's Stony Brook University.

Kathryn Sloan, vice provost for faculty affairs at the University of Arkansas at Fayetteville, has been named interim vice provost for academic affairs.

Jonathan Small, associate vice president for online learning at Regis University, has been named vice president for graduate- and professional-student affairs and enrollment.

Erin Tunnicliffe, interim senior vice president for institutional advancement at Berklee College of Music, has been named to the post permanently.

Julie K. Wood, chief people officer at Crowe LLP, a consulting firm, has been named vice president and chief human-resources officer at Colby College, in Maine.

Deans

APPOINTMENTS

Eugene Anderson, dean of management at Syracuse University, has been named dean of the Joseph M. Katz Graduate School of Business and College of Business Administration at the University of Pittsburgh.

Christopher Brown, interim dean of the College of Arts and Humanities at Minnesota State University at Mankato, has been named dean of the College of Humanities and Social Sciences.

Kenn Gaither, a professor of strategic communications at Elon University, in North Carolina, has been named interim dean of the School of Communications. He will succeed Rochelle Ford, who will become president of Dillard University, in Louisiana.

Ananth V. Iyer, senior associate dean in the Krannert School of Management at Purdue University, has been named dean of the School of Management at the University at Buffalo, part of the State University of New York.

Pericles Lewis, a professor of English and comparative literature, vice president for global strategy, and vice provost for academic initiatives at Yale University, has been named dean of Yale College.

Mark Martin, dean and professor of law at the Regent University School of Law and former chief justice of the Supreme Court of North Carolina, has been named the first dean of the School of Law at High Point University, in North Carolina.

Christopher J. Poulsen, associate dean for natural sciences in the College of Literature, Science, and the Arts at the University of Michigan at Ann Arbor, has been named dean of

the College of the Arts and Sciences at the University of Oregon.

Julia M. Ritter, a professor of dance in the Mason Gross School of the Arts at Rutgers University at New Brunswick, has been named dean of the Kaufman School of Dance at the University of Southern California.

Jason Smith, an American Council of Education fellow at the University of California at Santa Cruz and a former chair of the department of public health at California State University-East Bay, has been named dean of the College of Health and Human Development at California State University at Fullerton.

Josef Sorett, a professor of religion and African American and African diaspora studies, chair of the department of religion, and director of the Center on African American Religion, Sexual Politics, and Social Justice at Columbia University, has been named dean of Columbia College and vice president for undergraduate education.

Keren Yarhi-Milo, a professor of war and peace studies and director of the Saltzman Institute of War and Peace Studies at Columbia University, has been named dean of the university's School of International and Public Affairs.

Other administrators

APPOINTMENTS



ADRIANA CONTRERAS

Adriana Contreras, director of administrative services within the Division of Business Affairs at Texas A&M University at San Antonio, has been named associate vice president and executive

director of the Mays Center for Experiential Learning and Community Engagement.

Chyke A. Doubeni, director of the Mayo Clinic Center for Health Equity and Community Engagement Research, has been named chief health-equity officer at Ohio State University's Wexner Medical Center.

Justin Dyer, a professor of political science and founding director of the Kinder Institute on Constitutional Democracy at the University of Missouri at Columbia, has been named executive director of the Civitas Institute at the University of Texas at Austin.

Criss Guy, instruction- and research-support librarian at Warren Wilson College, has been named student-success and engagement librarian at the University of North Carolina at Chapel Hill.

Kevin Smith, dean of libraries at the University of Kansas, has been named director of libraries at Colby College, in Maine.

James G. Stewart, director of academic continuity and engagement at DePaul University, in Illinois, has been named associate vice president for student development and achievement at Coppin State University.

Deaths

John Merriman, a professor of history at Yale University, died on May 22. He was 75. Merriman wrote several books on French history, including *The Dynamite Club: How a Bombing in Fin-de-Siècle Paris Ignited the Age of Modern Terror* (2009).

Anthony O. Parker, president of Albany Technical College since 1995, died on June 6.

— COMPILED BY JULIA PIPER

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***CELEBRATING A DECADE OF
TRANSFORMATIONAL LEADERSHIP
AND THE FUTURE IT MAKES POSSIBLE***

For 10 years, President Ali A. Houshmand has led Rowan University, shaping a period of strategic and stunning growth at the institution and the surrounding region. With his own life's trajectory powered by education, he set audacious goals to provide more opportunities for students, to build support for academics, research and innovation throughout the curriculum and to help ensure progress for everyone in the Rowan community.

In the last decade, Rowan University:

- became home to two medical schools, making Rowan one of only three institutions in the nation to grant M.D. and D.O. degrees
- was named the nation's fourth fastest-growing public research university three straight years
- doubled enrollment and academic programs

- secured classification as a Carnegie R2 doctoral university
- forged powerful partnerships that are advancing health care, economic development and access to high quality, affordable education
- and earned high national rankings and prestigious accreditations for programs including business, engineering, medicine and communication.

President Houshmand's insight and idealism have inspired. His commitment to Rowan and his confidence in what its community could accomplish have helped it flourish.

Together, we celebrate a decade of extraordinary accomplishments and look forward to all that lies ahead.