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# THE CHRONICLE OF HIGHER EDUCATION

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12,330

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POSITIONS  
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TOP JOB

Purdue University  
Head, Department  
of Physics and Astronomy

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On the cover: *Chronicle* illustration

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# A Fuller View of the Fall

**O**FTEN, these past few months, national news has struck close to home. That's how it felt last week when George Washington University announced that it was scrapping its plan to resume in-person classes in the fall and instead will be mostly online. GWU, whose campus is a 10-minute walk from *The Chronicle's* office, is hardly alone: Miami Dade College, Emory University, and Dickinson College recently made similar shifts.

Pinning down this "great reversal" from in-person to online requires zooming out. When *The Chronicle* started tracking plans for fall reopenings, 75 percent of colleges said they planned to open in person. Now fewer than half say they will do so. Those figures come from our online list

of more than 1,200 colleges' fall plans, ranging from Abilene Christian University, in Texas (planning to open in-person), to Zaytuna College, in California (planning to be online). The list, which has been viewed nearly two million times, has helped colleges nationwide see where they and their peers stand.

Now we're pleased to announce: That tool is getting better.

*The Chronicle* is teaming up with Davidson College's College Crisis Initiative (C2i) to significantly expand its data offerings — including robust tracking of nearly 3,000 colleges' fall plans, breakdowns of those data by sector and state, and the ability to pair colleges with local, up-to-date Covid-19 case counts.

Previously, *The Chronicle* tracked only colleges that had either disclosed their plans or set a deadline for deciding. C2i seeks to track all colleges. Its data suggest that roughly a quarter of colleges haven't yet decided on a fall plan — which was, for me, the first of many revelations gleaned from an expanded data set.

We invite you to visit <http://chronicle.com/reopening>, where we hope the data can offer insights into where higher education is headed this fall. At this topsy-turvy moment, little can be taken as certain. But you can count on this: We'll be paying close attention this fall, doing everything we can to help you make sense of these extraordinary times.

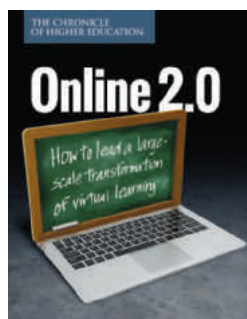
— DAVID WESCOTT, ASSOCIATE EDITOR



CHRONICLE PHOTO BY ERICA LUSK

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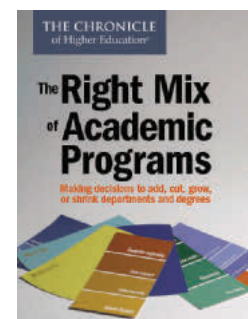
Get insight into how to prepare for the fall semester, whether in-person or online, **delve into the research behind online learning**, and explore strategies for making the most of teaching online.



The high school class of 2021 is crucial to colleges' finances and survival. Learn how to **increase and develop your institution's virtual presence** and assure prospective students and parents of educational value.



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# Research in an emergency

## Pregnancy and COVID-19



Scientific research norms have been upended as dramatically as all other aspects of life since the novel coronavirus, formally known as SARS-CoV-2, struck the world in January. The speed at which researchers are publishing data, the scale of collaboration across disciplines, and the vast sums of money invested in vaccine development, are all impressive responses to the greatest public health emergency for a century.

The need to share insights quickly has clear benefits. When SARS-CoV-2 was identified, its entire genetic makeup was published online in days; during the 2003 SARS outbreak, the process took three months. Gene sequencing efforts across the world, to analyse its mutations and evolution, was made possible by online sharing tools and a spirit of collaboration. Many studies are being published without peer review, as pre-prints or even press releases. Between January and May, the number of publications on COVID-19 doubled every 14 days, reaching 1,363 in early May alone.

The speed and quantity of research publications poses a real risk: the process of peer review, and evaluations to sift good quality research from bad, are vital checks that weed out misleading or weak data. Those dangers are more pronounced in a pandemic context when governments and public health agencies make major decisions, from whether to initiate quarantines to the re-purposing of existing medicines to treat patients, based on what the science community is publishing.

Even *The Lancet* and *New England Journal of Medicine*, two of the world's leading journals, retracted studies at the request of the authors, due to flaws later discovered in source data. The articles focused, respectively, on the evidence for using chloroquine and hydroxychloroquine as a treatment, and on the potential harmful effects of blood pressure medications for those with COVID-19. More broadly, the pandemic has prompted an outbreak of misinformation as exponential as the virus, leading the WHO to warn of an 'infodemic'.

### BRINGING ORDER TO CHAOS: THE RISE OF 'LIVING SYSTEMATIC REVIEWS'

The blizzard of scientific publications can, without careful management and sifting, result

in a "cacophony of noise, making it difficult for clinicians and guideline-makers to have a handle on the totality of evidence," argues Shakila Thangaratinam, professor of maternal and perinatal health at the University of Birmingham. "Research is happening in a few weeks that usually takes months or years."

Professor Thangaratinam is leading an effort to bring rigor and order to one crucial research domain: whether and how COVID-19 affects pregnant women and their babies; whether it manifests differently; and whether pregnancy alters risk profiles. Disease links to childbirth complications, mechanisms of mother-child virus transmission, and whether racial and ethnic status exerts the same risk influence in pregnant women, are all critical questions for health systems.

To support decision-makers, Thangaratinam initiated the PregCOV-19 project, which is evaluating the emerging maternal and child health evidence base by utilizing systematic reviews - the time-honored methodology to critically appraise published research and synthesize findings. Studying the data from various primary studies involving COVID-19 in pregnant and postnatal women, PregCOV-19's aim is to produce 'living systematic reviews' as its team, which brings together Birmingham academic staff and medical students and partners across the world, continuously updates the platform as new findings emerge.

PregCOV-19 is focused on six themes: prevalence of COVID-19 among pregnant women; identifying if black and minority ethnic women, older mothers, mothers with pre-existing problems and obese women are at higher risk of the disease and its complications; mother-to-child transmission; outcomes of mothers and babies with COVID-19; and whether clinical symptoms are different during pregnancy or postpartum. In mother-to-child transmission, the reviewers are exploring risks in utero, intrapartum (during childbirth) and postpartum, exploring evidence on, for instance, the presence and persistence of the virus in amniotic fluid, cord blood, placenta, and breast milk. In the domain of maternal outcomes, evidential themes include: rates of admission

of intensive care units, rates of diagnosis of pneumonia; and the frequency of pregnant women requiring invasive ventilation. All of these questions are vital to inform hospitals and expectant mothers about the best way to manage risk and treat the disease where it strikes.

### STRENGTH IN NUMBERS

PregCOV-19 is, in one respect, an attempt to re-impose research best practices in a time when urgency has taken precedent over protocol. But it is also very much a product of the pandemic era in the speed at which the project itself has been assembled and the massive volunteer energy it has harnessed. The university has assembled 'an army of researchers, from senior to junior' carrying out the work continuously, says Professor Thangaratinam. This 'army' includes, unusually, medical students who want to lend a hand to the pandemic response and who, Professor Thangaratinam says, can be equipped with the necessary tools to help. "I established a mechanism to find students interested to work with us and to learn and the response has been fantastic."



Shakila Thangaratinam, professor of maternal and perinatal health at the University of Birmingham

PregCOV-19 is aided by its collaboration with the World Health Organization (WHO) which links the Birmingham academic hub to groups around the world, enabling a rich collaborative network that allows project leaders to quickly integrate new studies and secure rapid peer review. They

have also forged

a partnership with a group of statisticians in the Netherlands in a collaboration that "would usually take months to put together."

The hope is that PregCOV-19 will, by providing rigorous evaluation of the surfacing evidence, guide clinicians and policy makers as to whether pregnant women require more 'shading' and protection and more individualized antenatal care. Professor Thangaratinam also believes some of the increased speed of research has been made possible by eliminating bureaucracy and red tape - helping to ease the process in the future.

While the pace of current publication is understandable, it is crucial to apply the same rigor to evaluation as would occur under normal circumstances, in the field of pregnancy as well as other domains, she argues. "It's a slippery slope if you say we are going to revise quality assessments, because the way we evaluate research is a gold standard. Bad quality research is better not published at all and biased data could actually cause more harm than good."

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

## Uncontainable contagion

# No Campus Is an Island

AS THE UNIVERSITY OF WASHINGTON worked on plans to keep students masked up and six feet apart this fall, ominous signs emerged not many blocks from the Seattle campus. Dozens of students living in fraternity houses over the summer tested positive for Covid-19, a number that swelled to more than 130 early in July.

In recent weeks, Covid-19 cases have exploded among people in their 20s and 30s. Public-health officials say that's partly because of so-called superspreader events, including gatherings of college students in off-campus houses, fraternities, and bars. Confronted with social-media posts showing crowds of students dancing and drinking together in defiance of local orders, colleges have been forced to zero in on what's happening just outside their borders.

But there are limits to what colleges can do. Administrators can, in theory, punish students for hosting large gatherings if such events reach the campus radar. They can't, however, show up at private fraternity houses and enforce mask-wearing and physical distancing in common areas.

A month ago, colleges were mostly focused on plans for enforcing rules in classrooms. Now, officials are focusing more on how to respond to off-campus problems.

Some colleges that hadn't planned to update their conduct codes with Covid-19 restrictions have changed their minds, said Martha Compton, president of the Association for Student Conduct Administration and dean of students at Concordia University-Texas. She's also seeing more colleges issue behavioral compacts that students are required, or at least encouraged, to sign. In extreme cases, students could be suspended or expelled.

Tulane University's dean of students took a clear stance on illicit off-campus gatherings in July in an email to the student body. In bold and all-caps, Erica Woodley wrote: "Do not host parties or gatherings with more than 15 people, including the host. If you do, you will face suspension or expulsion from the university."

At the University of Washington, administrators have been working with the Interfraternity Council, a student-led fraternity governing board, and local public-health officials to encourage mask-wearing, hand-washing, and social distancing. Still, no one denies that as thousands of students converge on the campus in September (Washington is planning a hybrid approach of mostly virtual classes), students pent up over the summer will be tempted to party, and precautions could fly out the window.

At the University of Mississippi, after fraternity rush parties were blamed

for most of the institution's 162 confirmed Covid-19 cases, the Office of Fraternity and Sorority Life warned frats that they'd face social probation — a lesser sanction, which bars organizations from hosting events — if they were caught throwing parties. This fall, fraternities aren't allowed to host social events with alcohol in chapter facilities.

But those directives are difficult to enforce, as colleges have long found when they've tried to crack down on fraternity hazing or underage drinking. "You would have to find out about it, who organized it, who was there. And that's for the organized parties," said W. Scott Lewis, a lawyer and partner with TNG Consulting. "What if it's just 10 guys who just wanted to watch a movie and set up a screen in the backyard?"

"I hate to be Dr. Doom," Lewis said, "but if we were really doing this nationally, the way we should, we'd be 100-percent virtual for fall."

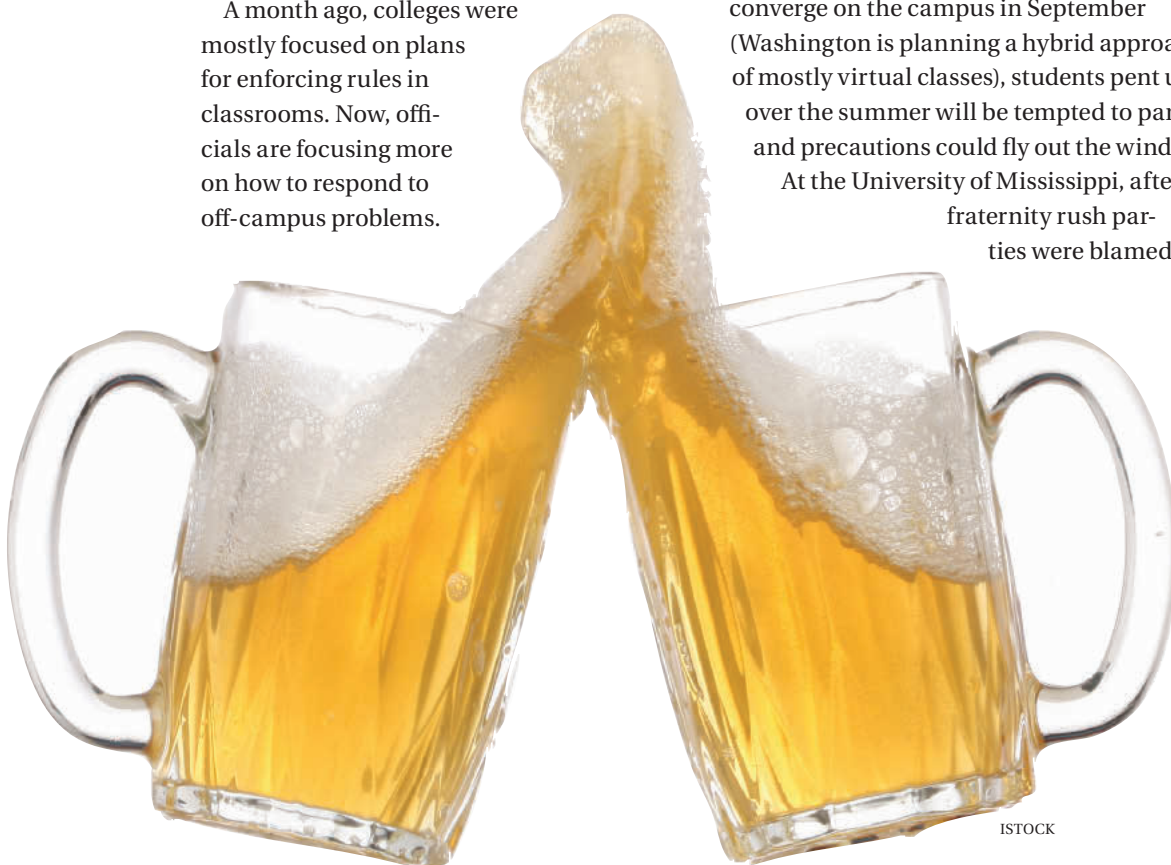
Greek houses aren't the only places where students are congregating off campus. In expensive cities like Seattle and Boston, students often crowd into small apartments in order to afford rent. Colleges might be able to enforce a one-student-per-room policy in dorms, but they have no authority to enforce social distancing in private apartments.

The data are clear: Student gatherings off campus are contributing to the spread of Covid-19. Still, Compton cautioned against a narrative focused on hard-partying students: "Ultimately, what I'm most worried about is, if campuses have to close again, that students will be blamed."

She doesn't believe that colleges are asking students to do the impossible. But students who have been stuck at home for months, away from their friends, are understandably eager to see one another. And the solutions that colleges often use to keep students on campus and away from parties, like concerts and movie nights, might not be possible during the pandemic.

"We build up this idea of what the college experience should be," Compton said. "It's hard to walk away from that."

— SARAH BROWN AND KATHERINE MANGAN



ISTOCK



Wrong track

# Failing Grades for Diversity

**BLACK STUDENTS** have less access to the most selective public colleges in the United States than they did 20 years ago, according to a new study by the Education Trust. The report stresses that colleges will have to make major changes to meet growing calls for more inclusive campuses.

The Education Trust, a nonprofit research organization, assigned a letter grade to each of 101 public colleges, depending on what share of their students were Black or Latino in 2017, compared with the percentage of 18- to 24-year-olds from those demographic groups in each college's state. A college that achieved diversity relative to its state population received an A. Poorly performing colleges — spoiler alert: that's most of them — received an F.

Colleges were thus rewarded in this measure for being in a homogenous state. For example, the University of Idaho received an A because 1.3 percent of its enrollment was Black in a state where 1.4 percent of college-age residents are Black. The University of Montana did even better in this regard: Just under 1 percent of its students were Black, while the state's Black college-age population was only 0.8 percent. But those student bodies are hardly diverse.

What's more instructive, in the report, is that most colleges failed. About half of colleges received passing grades for Latino-student representation, while less than a quarter did for Black-student representation. This is important because one way public colleges measure equity is by achieving an enrollment that mirrors the diversity of their state. By that standard, the report underscores that colleges have a steep climb ahead to meet the diversity and equity demands that they've faced for years and that have intensified in recent months.

"It is past time for public-college presidents to take substantive anti-racist ac-

tion that matches their soaring anti-racist rhetoric," said Andrew Howard Nichols, senior director of research and data analytics at the Education Trust and the report's author, in a written statement.

Here are five takeaways from the report:

1. Since 2000, the percentage of Black students has dropped at nearly 60 per-

Since 2000,  
the percentage  
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**60 PERCENT**  
of selective public  
colleges.

cent of the 101 institutions. Latino students have fared better. All of the selective public institutions have seen increases in their percentage of Latino students since 2000. Still, the gains at 65 percent of the colleges were less than the growth in their respective states' Latino populations.

2. Colleges in states with large Black populations were the least accessible. More than half of the United States' Black population is in 14 Southern states, and nearly all of the 32 colleges in that region

received failing grades. "The three institutions without failing grades," the report states, "were in Kentucky and West Virginia, which are the two Southern states with the lowest share of Black residents."

3. Increasing access for Black and Latino students is a matter of will, the report argues, as the institutions studied have large endowments and the resources to improve access. The report offers 10 steps campus leaders and policy makers can take to improve student diversity. They include: Increase access to high-quality guidance counselors, use race more prominently in admissions decisions, increase aid to Black and Latino students, and reduce the role of standardized testing.

4. State demographics matter. The report notes that the University of California at Berkeley's 4.3-percent-age-point increase in Latino undergraduates since 2000 — from 10.4 percent to 14.8 percent of overall enrollment, in rounded figures — looks good until you consider that the Latino population in California increased at more than three times that rate.

5. Though many institutions earned high grades in the report because their states lacked diversity, a handful of institutions earned A grades *and* were in states with relatively robust minority populations. For example, about 16 percent of New York's college-age population is Black, while about 17 percent of students at the State University of New York's University at Albany are Black. Leaders credit the university's success to aggressive recruiting, dedicating resources to mentoring first-generation and underrepresented students, and creating support programs to make students feel welcome.

Students who have good experiences at the university spread the word to their communities, said Michael N. Christakis, Albany's vice president for student affairs. "Success breeds success," he said.

— VIMAL PATEL

## Outdoor education

## Tent Stakes

**COLLEGES PREPARING** for a return to face-to-face learning this fall are confronting the complex logistics of creating socially distanced teaching spaces. Eckerd College, in Florida, has a secret weapon on that front: its campus.

The grounds of Eckerd's 188-acre campus, in St. Petersburg, will allow any faculty member who so chooses to teach outside, with faculty members and students all spaced up to 12 feet apart — in the shade and with a Wi-Fi connection, to boot.

Outdoor instruction has been floated at many campuses as a means of adding additional classroom capacity and allowing for social distancing. Rice University, in Texas, and the University of California at Davis will hold some classes in large tents. Amherst College, in Massachusetts, also ordered tents, and noted in a statement that starting its fall semester earlier than usual allows the college to hold as many classes as possible outdoors.

Elizabeth A. Forsys, one of the leaders of Eckerd's outdoor-instruction initiative, is an experienced outdoor instructor, having taught environmental biology and ornithology classes outside for years. So when her campus closed because of Covid-19 in the spring, she began thinking ahead to reopening. Knowing outdoor-transmission rates for the virus are significantly lower than indoor ones, Forsys said, she'd simply move all her

classes outside. Many of her colleagues, even those whose material didn't naturally lend itself to teaching outdoors, might want to do the same.

But, she said, an Eckerd administrator worried that, if all faculty members started teaching outside, "people would just be walking around trying to find a good spot, and that's going to waste a lot of time." So Forsys proposed creating a map of outdoor instructional spaces, an effort that yielded 51 sites suitable for outdoor instruction. Forsys visualized each site using the program ArcGIS. Using that data, she categorized the spaces by how large a class they could accommodate. The software also allowed Forsys to evaluate the amount of shade and wind each site gets throughout the day, the surface on the ground — mulch or grass, for instance — and whether the space was accessible.

Next, Forsys said, "we went out and ground-truthed it," making sure, for instance, that sound from one classroom space wouldn't interfere with another one nearby. The map was then converted into a database that will allow faculty members to book some spaces for their classes. Other areas will be designated as "spontaneous sites," to be used on an as-needed basis.

Eckerd faculty members

will use microphones that plug into their cellphones, and students will bring folding camping chairs or beach chairs along with them. (Eckerd's bookstore will sell chairs, too.)

Florida's temperate climate and Eckerd's spacious campus also make the college's approach more doable, Forsys acknowledges. (In Florida, the fall is dry season, so rain is expected to be minimal, and in the event of a hurricane, the campus would need to be evacuated anyway, since it's situated on the Gulf of Mexico.) But depending on a campus's physical footprint, she said, creative solutions can usually be found. She recommends that institutions do an inventory of their campuses and map the possibilities. Otherwise, she says, "if you just tell people, 'Oh, you could teach outside,' they're all going to go to two or three spots that they all have in their mind."

In her experience, Forsys said, the pedagogical downsides of outdoor learning are minimal. "Sometimes I'll see students staring off into space at a pelican, but they're really thinking about the complicated thing that we're talking about," she said. Forsys does recommend some common-sense measures, though, like prohibiting students from bringing pets to outdoor classes and asking that they remain seated in their chairs.

"There's a lot of fear about contracting Covid and having students in the classroom together," she said. "Faculty have said, 'Wow, this is the way you can actually open and be pretty safe.'" — MEGAN ZAHNEIS



COURTESY OF ECKERD COLLEGE



# Where Black Students and Faculty Can Meet

**DURING** this summer of activism on racial-justice issues, students have pressed colleges to increase their share of Black faculty members.

At Juniata College, for example, student activists are demanding that the liberal-arts college in central Pennsylvania assign more professors of color to teach popular courses. “Having professors of color in a position of authority on our campus will undoubtedly teach the majority of our white students and professors how to respect our minority students and begin strong, active anti-racist sentiments on our campus,” says an open letter to administrators. Some research suggests that Black faculty members tend to improve the quality of education, not just for Black students but for everyone.

But having a Black professor tends to mean the most to Black students, as one Juniata student told *The Chronicle* recently. “I felt comfortable sharing my

perspective as a Black person without feeling like it’s being looked at as the experience of all Black people,” he said.

Such a dynamic is one reason that increasing the number of Black professors on the faculty is a familiar demand; it appeared widely in social-justice protests that rocked campuses nationwide in 2015 and led colleges to vow to do better.

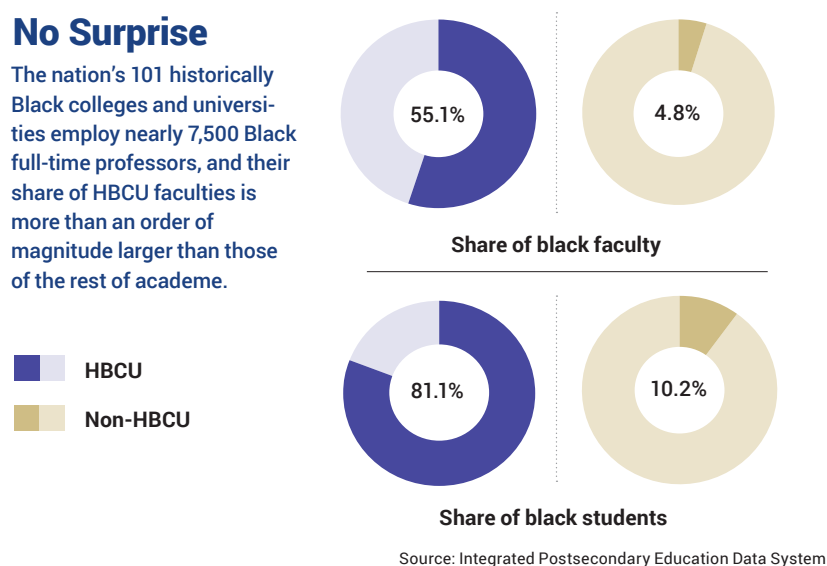
But Black faculty members still account for about 8 percent of the professoriate, according to federal data, while Black students make up about 12 percent of enrollments.

On what kinds of campuses are Black students and professors most likely to find each other? And what can we learn from the data? Let’s take a look.

— DAN BERRETT AND BRIAN O’LEARY

## No Surprise

The nation’s 101 historically Black colleges and universities employ nearly 7,500 Black full-time professors, and their share of HBCU faculties is more than an order of magnitude larger than those of the rest of academe.



## A Common Dynamic

Many colleges have a significantly larger share of Black students than of Black faculty members — a gap of 30 percentage points or more. Here are some of the biggest discrepancies among non-HBCUs.

Institution	Black faculty members	Black students	Percentage-point difference
Mississippi Delta Community College	13%	70%	57%
South Georgia State College	3%	46%	43%
East Georgia State College	10%	52%	41%
Southwest Mississippi Community College	6%	47%	41%
Jones College	5%	42%	37%
Old Dominion U.	6%	42%	36%
Clayton State U.	28%	64%	36%
Copiah-Lincoln Community College	13%	48%	36%
Frostburg State U.	5%	40%	35%
Francis Marion U.	3%	38%	35%
East Mississippi Community College	16%	51%	35%
Buffalo State College	5%	40%	35%
Valdosta State U.	7%	42%	35%
U. of South Carolina Upstate	11%	44%	34%
Gordon State College (Ga.)	18%	51%	34%

Note: Enrollments reflect institutions with 500 first-time, full-time students or more. Institutions were ranked before percentages were rounded.

Source: Integrated Postsecondary Education Data System

## State Differences

States with small differences in their share of Black faculty members and of Black students tend to also have a small percentage of Black enrollments overall. States with large gaps also have some of the largest shares of black students.attending their colleges.

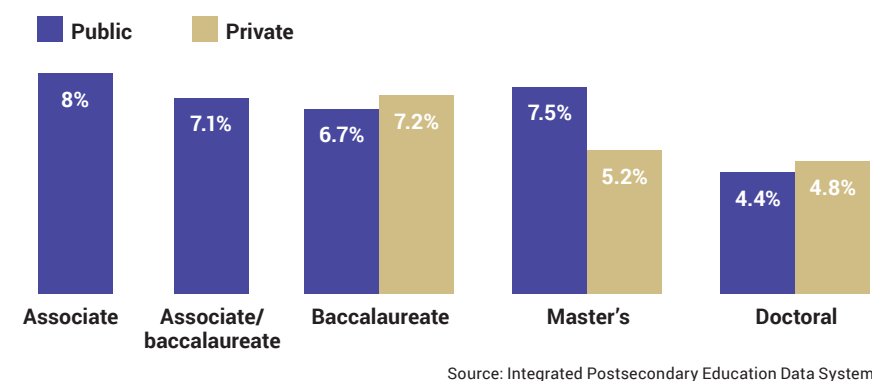
State	Share of black professors	Share of black students	Percentage-point difference
Utah	4.3%	4.0%	-0.3%
Hawaii	1.4%	1.2%	-0.1%
California	4.3%	4.2%	-0.1%
Idaho	0.6%	1.2%	0.5%
Montana	0.3%	1.1%	0.7%
Alabama	13.4%	26.2%	12.8%
Maryland	11.2%	25.7%	14.6%
Georgia	13.6%	29.9%	16.3%
Louisiana	14.3%	31.1%	16.8%
Mississippi	15.3%	37.8%	22.6%

Note: Totals reflect rounded percentages.

Source: Integrated Postsecondary Education Data System

## At Community Colleges

Public colleges that confer associate degrees have the highest representation of Black full-time faculty members, when institutions are sorted according to Carnegie classification.



# The Great Reversal

Optimism has given way to a grim realization that in-person instruction won't be possible in many places this fall.

BY LINDSAY ELLIS





**C**AMPUSES ARE REVERSING their fall reopening plans as Covid-19 case counts surge nationwide. Coming after months of expressed optimism about the possibility of resuming in-person classes, the announcements signal a recognition of a grim reality: The pandemic is undoing even the best-laid plans.

The end of July brought a wave of news. The University of California at Berkeley's chancellor, Carol T. Christ, announced at a *Chronicle* event that the university would begin its fall semester online. Previously, the campus planned to have some students on campus, taking some in-person classes. The news came alongside decisions that day by Morehouse, Grinnell, and Spelman Colleges, in addition to Clark Atlanta University.

The president of Miami Dade College, one of the country's largest institutions of higher education, announced that it would begin the fall in a remote format on September 1, and maintain that model at least until September 28. Then Clemson University, the University of Delaware, George Washington University, and West Virginia University each announced expanded online operations.

Such reversals, which had been widely predicted, followed those by Occidental College, Emory University, Dickinson College, and the University of Southern California, among others.

In planning to reopen, colleges have cited the benefits of in-person learning, the disparities in technology access off campus, and detailed safety plans. There is also a clear financial incentive to bringing students back; fees for housing and dining are significant portions of operating budgets.

But in the face of rising cases nationally, and as faculty members and students raise safety concerns, many colleges have said they can't pull it off.

The Bay Area, Christ said, is not "at a phase at which higher education is permitted to open under public-health orders." In July, Berkeley announced 47 new student cases in one week, with most connected to Greek parties.

Berkeley typically has 6,000 classes in the fall, but the university was planning to offer only about 300 face-to-face classes in a hybrid model. In-person instruction, Christ said, would have been reserved for courses that would be difficult to replicate online, including complex labs, performing arts, and field work. But the prospect of students and faculty and staff members returning in the fall constituted what she and her team began to describe as a "mass migration event."

"How do you handle a mass-migration event in a way that doesn't provide seeds for outbreaks?" Christ said.

The answer, Berkeley officials concluded, is: You don't.

"The fraternity outbreak gave us a glimpse of how congregate living could really seed infections," she said.

An outbreak that stems from a fraternity party is just the sort of thing that many professors say they worry about when assessing the safety of returning to in-person instruction. Regardless of behavior pledges, which colleges have considered as a way of promoting safety amid the pandemic, some people find it difficult to believe that young college students will party together in masks and maintain six feet of physical distance once the alcohol starts flowing.

"Of course it's a reasonable concern," Christ said. "It's what college

presidents and chancellors talk about all the time."

"We're social animals," she continued, "and one of the big motivations of going to college is to be with your peers and have this life-transforming experience. The experience we were imagining in the fall isn't what anyone would imagine a college-going experience to be like."

**T**HE VIRUS has exposed governance differences between public and private colleges even in the same state. The University of North Carolina's board chairman told campus leaders that the decision to shut down would be made at the system level, not locally, according to an email obtained by NC Policy Watch. Meanwhile, the private Bennett College said it would remain closed, and Duke University restricted on-campus housing beyond previously announced plans.

In Georgia, new coronavirus cases dipped in early May as the state began to reopen. But by June a new spike was unmistakable. Even so, after the University System of Georgia described as tentative its plan

## "How do you handle a mass-migration event in a way that doesn't provide seeds for outbreaks?"

to bring students back in the fall, the qualifier fell away, despite the surge. Although faculty and staff members raised concerns, in late July, the presidents in the 20-college system, at research universities and regional campuses alike, came forward united, backing the system's call. They were committed to in-person classes in the fall.

That same week, the private colleges Spelman, Morehouse, and Clark Atlanta, governed by individual campus boards, took a decidedly different tack. They closed residence halls and announced that instruction would be virtual, citing safety concerns as they reversed their previous fall plans. Emory also announced that it would reduce in-person operations.

"An honest appraisal of the facts compelled us to change course," wrote Mary Schmidt Campbell, president of Spelman.

David A. Thomas, Morehouse's president, told *The Chronicle* that the high infection rates in Georgia, coupled with the politicization of the virus, had contributed to his decision.

Masks have been a fault line. The University System of Georgia blocked calls for such a mandate for weeks; eventually the system changed course. Gov. Brian P. Kemp, a Republican, sued Keisha Lance Bottoms, Atlanta's Democratic mayor, over a mask mandate in mid-July.

The lawsuit, filed days before Morehouse's announcement, under-



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**“I’ve never seen an environment like this for higher ed. This is uncharted territory.”**



mined Thomas’s confidence in the state’s political leadership. It also raised ambiguity about enforcing the campus’s mask mandate. Some segment of the student body, he said, may have argued that Kemp’s stance meant that Morehouse’s rule “was somehow an imposition of their rights to free speech.”

“We can’t count on the public-policy environment to reinforce or guide our decision making,” Thomas said. Never before in his higher-education career had he operated without that trust, he said. “I’ve been on the faculties of major universities and colleges since 1986. I’ve been in academic leadership roles since 1999, including being dean of the Georgetown School of Business, senior associate dean of the Harvard Business School, and now president of Morehouse College. I’ve never seen an environment like this for higher ed. This is uncharted territory.”

Thomas estimated that Morehouse would lose up to \$20 million this fall in revenue from housing and dining and from a 10-percent tuition cut. Faculty members who have not been certified in online teaching, he said, will be furloughed, and staff members who have been furloughed may be laid off.

But the decision was the right one, he said. On a historically Black campus, situated in a predominantly Black neighborhood of Atlanta, bringing students to campus from nationwide hotspots could mean a spread of Covid-19, affecting a community that is already at high risk. The Centers for Disease Control and Prevention says hospitalization rates for Covid-19 are highest among non-Hispanic American Indian or Alaska Native and non-Hispanic Black people.

Thomas wondered if he would be comfortable sending his three kids to an in-person college. His youngest graduated mere months ago. The answer was no. “When you make it personal,” he said, “the answer becomes pretty clear.”

To bring students back in the spring, he said, infection and hospitalization rates both locally and in high-enrollment states and regions would need to decline. That includes Miami, which Morehouse’s announcement identified as “the new epicenter for the virus.”

The outbreak in Miami has major implications for South Florida’s colleges. The interim president of Miami Dade, which in the 2018-19 academic year enrolled nearly 85,000 students, said the college would start this fall in a virtual setting. “This is still a very dynamic situation with many unknowns,” the interim president, Rolando Montoya, wrote. “Our governor and the commissioner of education recently presented a reopening plan that was compared to a dimmer switch.”

**IN MARCH**, colleges nearly as one announced a move to virtual operations. The approach for fall first appeared more splintered, with some campuses quickly saying the semester would be online and most others announcing their intention to bring students back.

As of late May, about two-thirds of plans tracked by *The Chronicle* said they were planning for in-person classes. That figure has declined to 49 percent, still a very large proportion of the more than 1,200 campus plans reviewed.

Administrators who maintain that classes will be in person say often that such a move is what students want. Left unsaid in some cases is that sending students away would exacerbate an already challenging financial picture.

Cornell University made waves in June in announcing its return-to-campus plan based on a public-health rationale. Epidemiologists there found that resuming in-person classes may lower infection rates, as students would be accountable to the university’s detailed rules and testing regimens. “Now that we’ve made a decision,” President Martha E. Pollack told *The Chronicle* shortly after the announcement, “the hard work in a sense really starts.”

Pollack and other leaders of universities planning for in-person operations have been quietly considering what it would take to disperse again, as in March. At Cornell, there is an internal dashboard measuring factors on and off campus, not a “fixed threshold,” she said.

If it appears that campus and community factors are escalating, she said, Cornell would ramp up safety education, enhance social distancing, and enforce an all-campus quarantine. A last scenario would be to shut down.

Other campus leaders interviewed by *The Chronicle* stressed that local guidance will be a key part of the decision. The University of Maryland’s new president, Darryll J. Pines, tied his plans directly to state, county, and city guidance. “When they tell us it’s time to pivot,” he said, “we’re going to listen to them.”

Vanderbilt University’s chancellor, Daniel Diermeier, said local conditions would be the first consideration. A stay-at-home order would preclude everything else. Other triggers would be if Vanderbilt observed a rise in hospitalizations and infections, or strains on testing and quarantine capacity.

David Thomas, Morehouse’s president, said he doesn’t expect the recent reversals to be the last. “I may have missed it,” he said, “but I don’t see a lot of university presidents out there creating compelling, values-based arguments for opening.” ■

*Lindsay Ellis is a senior reporter covering research universities. Jack Stripling contributed reporting.*



# Plexiglass Won't Save You

**Colleges frittered the summer away  
on audacious and absurd reopening plans.**

**BY JEFFREY J. SELINGO**



**T**HIS SPRING we saw something that few people could have ever predicted — colleges across the country abruptly shifting, almost overnight, to digital education. But the pivot in response to the coronavirus pandemic was largely haphazard and make-do, with faculty members and institutions duct-taping together learning-management systems and Zoom in order to finish out the semester.

Not surprisingly, students and faculty members didn't love the experience. In a survey of more than 3,000 students in the U.S. and Canada by Top Hat, an education-technology company, nearly 80 percent of respondents said their online courses lacked the engagement of in-person classes. Half said online was worse than face-to-face instruction; 16 percent said it was a lot worse.

So you might expect, since there is still so much uncertainty about the pandemic, that colleges this summer would be putting most of their efforts toward creating better digital courses for the fall. But that hasn't been the case. Instead, the prevailing strategy at most institutions is to do almost anything possible to get back to in-person classes. That's why we've seen a preponderance of "return to campus" or "reopening campus" task forces.

Their plans teeter between the audacious and the absurd. Colby College aims to administer 85,000 Covid-19 tests in the fall semester, at a cost of \$10 million. The Community College of Baltimore County proposes to prop open all interior doors to minimize the touching of door handles. Purdue University is fund raising for plexiglass and lab masks. The clear message is that it's easier for colleges to purchase plexiglass than to redesign pedagogy.

The race to get back to campus in some form, even for a few weeks, is largely about one thing: money. If this fall is entirely online, polls have shown, families don't think they should have to pay the on-campus price. The traditional business model for higher education is built on the in-person experience. Without it, vast parts of institutional budgets will collapse, and quite possibly the very future of all but the most prominent institutions.

**The fixation on getting back to campus is the type of short-term thinking that got higher education into this mess in the first place.**



## An improved online experience requires the all-hands-on-deck coordination we're seeing in how colleges are approaching the return to a physical campus.

You can hardly blame parents and students for balking at tuition prices when the experience in the spring was so disappointing. In place of all the time, effort, and money colleges are spending on trying to resume on-campus instruction this fall — efforts that may be in vain because of factors outside colleges' control — they should instead be focused on improving last semester's remote experience. They should invest in better online-learning platforms, expand instructional-design support for professors to overhaul their courses, and offer widespread training in online teaching.

Trinity Washington University, which, like other colleges, struggled this spring to shift to teaching online, has done just that. Surveys it conducted in March and April of faculty members and students convinced its president, Patricia McGuire, that the university had to up its online game this fall, given that classes were likely to be online again. To assist full-time faculty members and adjuncts in designing better digital courses over the summer, the university is spending \$300,000 through Quality Matters, a nonprofit organization that helps individuals and institutions develop and improve their online teaching.

If other colleges started making similar efforts several months ago, they wouldn't be scrambling right now as the pandemic rages on and threatens their plans for restarting in person. And if students and their families were confident that remote instruction in the fall would be better than the spring — that it could even be as good as in-person classes — we might see fewer demands for reduced tuition rates, lessening the pressure on colleges' bottom lines.

The fixation on getting back to campus is the type of short-term thinking that got higher education into this mess in the first place. When the pandemic hit, few residential campuses had invested sufficient resources in their digital infrastructure. Online education was still something their graduate or adult-education programs did, or it was considered a second-rate alternative for traditional residential undergraduates. And so, at many institutions, it remains.

**B**EFORE THE PANDEMIC, “digital education” in face-to-face classes often meant the use of a learning-management system, and professors usually didn't use the technology much beyond posting grades and assignments. The complaints from students in the Top Hat survey and the narrow focus by colleges on getting back to campus demonstrate that many higher-education leaders “fail to recognize what's missing in their online experience — and that is engaged, active learning,” Mike Silagadze, Top Hat's co-founder, told me. Most students this spring passively watched traditional lectures simply relocated online. Not enough

colleges had online programs requiring student participation or involvement.

It isn't surprising that colleges and faculty members at residential colleges would give little attention to online education. Campuses aren't evaluated by students, parents, or rankings for their online offerings, and professors aren't rewarded for improving their teaching online. Building a structure for online and hybrid learning is expensive. Colleges might have to give up something to do it well, and they don't often have a taste for trade-offs. Trinity, hardly flush with cash, spent a portion of its federal Cares Act money to improve remote learning for the fall.

If you want to know if the investment is worth it, look at institutions that invested in their digital backbone over the past decade, such as Carnegie Mellon, Georgia State, and lesser-known institutions like Arkansas State and Indian River State College, in Florida. They all found the abrupt shift to remote learning easier. Georgia State was able to add new “risk factors” to its existing campuswide electronic advising systems to keep students on track toward their degrees. Indian River had already designed their courses for mobile devices, which came in handy this spring with many students juggling home life and classes. But on most campuses, the use of technology in teaching is left up to individual faculty members and is not seen as crucial to the institution.

The result is a disjointed and disappointing online experience. An improved online experience this fall — and a true digital transformation of higher education in the long run — requires the all-hands-on-deck coordination we're seeing in how colleges are approaching the return to a physical campus. The flurry of task forces around reopening campus, the hundred-page contingency plans, the granular attention to detail on doorknobs, plexiglass dividers, and tracking apps — this is exactly the sort of effort institutions need to put into improving their online instruction.

Few colleges were prepared for the sudden shift to online education in the spring. Students weren't happy with the experience, but many gave their institutions some benefit of the doubt because of the unprecedented circumstances. We shouldn't expect them to be so forgiving in the fall. If colleges continue to succumb to shortsightedness and have nothing to offer next semester but another diminished online educational experience, the repercussions could be felt for years to come. ■

*Jeffrey J. Selingo, a former editor of The Chronicle, is a special adviser at Arizona State University and founder of the ASU/Georgetown University Academy for Innovative Higher Education Leadership. His next book, Who Gets In and Why: A Year Inside College Admissions, will be published in September by Scribner.*





The illustration shows a white test sheet with a torn bottom edge, tilted at an angle. It contains 50 numbered questions, each with multiple-choice bubbles labeled A, B, C, and D. Some bubbles are filled in. Below the sheet, a large pile of loose bubbles is scattered, with a few bubbles floating in the air above the title.

# The Test of Our Tests

The pandemic is changing the debate over standardized exams,  
but our relationship with them remains as conflicted as ever.

BY ERIC HOOVER

## The ever-unfolding story of tests is about people with great power making choices that affect, often profoundly, people with little or no power.

**F**OR DECADES, everyone held up their end of the bargain. Colleges set the testing requirements. Test companies made the tests. And students with revving pulses and clammy palms glued their backsides to chairs and bubbled in the answers.

Then the novel coronavirus shut down the world's schools, where teenagers each year take millions of mass-produced exams that higher education prizes.

Almost overnight, cancellations unraveled the elaborate bargain. That's what standardized testing is, a business arrangement among various parties, each with something important at stake. The ACT, SAT, and many other exams drive a series of transactions in which billions of dollars change hands. Students pay fees to testing organizations, which sell their personal information to admissions offices, which use the data to woo prospective applicants, who take (and re-take) tests to earn scores seen by the colleges they desire. With merit-aid discounts on the line, the results help decide who ends up sending tuition checks to whom, and for how much.

By late March, the certainty of the ritual was gone. No one knew when testing would resume, or how many seats would be available when it did.

Next, a dizzying number of things happened. Disruption prompted more than 200 selective colleges to suspend (in some cases, permanently) their ACT and SAT requirements. The University of California announced that it would soon remove test scores from admissions evaluations, quite possibly for good. And the rollout of take-at-home Advanced Placement exams revealed the perils of online testing, raising concerns about its viability on a planet where many homes lack internet access and a quiet place to sit.

More importantly, a spring of protest reminded us to consider college-entrance requirements in their essential context: structural inequality. Just as the killing of George Floyd in Minneapolis compelled many Americans to confront racial and socioeconomic inequities, selective colleges — which help perpetuate those divides — now have reason to weigh old questions with new urgency. If an admissions policy disproportionately harms low-income and underrepresented minority students, is it right, in this broken world, to cling to that policy?

Crisis has delivered a test of our tests and the system that supports them. Some college officials describe the moment as a reckoning that could forever change the assessment industry and diminish its most-familiar products.

Still, it's too soon to eulogize the high-stakes exams we grew up sweating. Test scores have long stamped a meaning inside the skulls of college presidents, trustees, professors, enrollment officials, financial-aid directors, state legislators, and, yes, parents and students. That helps explain why flagship universities in more than a dozen states, including entire public systems in Florida and Georgia, have yet to adjust their policies, why some colleges continue to require the tests for institutional scholarship, and why many teenagers are risking their health to take one three-hour exam. The bargain has unraveled, though by no means all the way.

The ever-unfolding story of tests is about people with great power making choices that affect, often profoundly, people with little or no power. Colleges and testing companies set the terms and conditions; students must sharpen their pencils and comply. Sorry, kids, that's the deal.

Months of chaos, cancellations, and nail-gnawing anxiety have revealed a lot about our relationship with tests. It's charged, conflicted,

and at times abusive. And for many students around the world, it has become even more intense.

**B**ERTHA TOBIAS wanted 7s. All her friends did, too. At her private secondary school in Changshu, China, everyone knew that a 7 was the highest score you could get on each of the International Baccalaureate program's culminating exams. A 7 signified the ultimate academic success; to earn one was to snag a sparkling crown.

An insightful young woman with deep-brown eyes and a melodic voice, Tobias spent the winter studying and counting down the days until the exams, which would begin in early May. She saw them as one last opportunity to prove herself.

Tobias, then 19, grew up in Windhoek, the capital of Namibia, in Sub-Saharan Africa. A generous scholarship enabled her to attend the United World College, in Changshu, which has a two-year cost of attendance of about \$100,000.

Though Tobias liked her school a lot, it enrolled few other Black students. She felt a constant need to demonstrate that she belonged: "That I was not just a charity project." Each time her classmate from Belgium invited her on trips to other cities during breaks, Tobias declined. She couldn't afford to travel. And even if she could've, she would've felt obligated to study instead.

The International Baccalaureate, or IB, is an education foundation known widely for its rigorous curriculum, taught at schools in more than 140 countries. Students take mandatory exams in six subjects. Those who pass and complete core course requirements get an IB diploma. Their test scores are used to assign final IB grades, which, in many parts of the world, play an enormous role in admissions.

Tobias, who planned to attend college in the United States, had internalized the importance of scores: "They're a formal, officialized validation that you've done something meaningful."

But as spring neared, Covid-19 threatened to rob nearly 175,000 IB students worldwide of that validation. After Tobias's school closed, she went home to Namibia, expecting to take her exams at a school in Windhoek.

At the time, Siva Kumari, the IB's director general, was trying to decide if it were advisable, or even possible, to administer standardized tests during a pandemic. "It felt enormous," she says. "Terrifying."

After finding Kumari's private email, IB students flooded it with pleas. *Don't cancel. I've been preparing forever. Don't deprive me of this.*

When Kumari and her colleagues conferred with schools throughout the world, though, they heard about students whose family members were getting sick, whose parents were losing jobs, whose teachers were dying of Covid-19. The IB considered creating online versions of the exams but decided that a new testing format would stoke anxiety and disadvantage students who lacked a reliable internet connection.

"We didn't want to introduce another stressor," Kumari says, "in an already stressed world."

In late March, the IB announced that it would cancel all exams. It would use an algorithm to assign final grades, which would be based on students' completed coursework, their predicted grades from teachers, and historical data.

That night, Tobias was watching *Law & Order: Special Victims Unit* when a friend from school texted her to say that the exams were off. After confirming the shocking news, she barged into her mother's bedroom to vent.

Tobias felt her heart hammering. She wouldn't get 7s or 6s — or any scores at all. She went to bed feeling empty and woke up feeling empty.

But as the weeks passed, Tobias questioned herself. Why did a number on a test have such a hold on her life? What did that say about her education? Her conclusions would speak directly to everyone, everywhere, wrung out by the testing bargain.

**B**Y APRIL, the pandemic had stolen at least one thing from everyone: certainty. Comforting television commercials for Mazda, Sprint, and U-Haul reminded us that we were in "uncertain times."

The College Board, a membership organization that owns



big-name tests, made a commercial, too. “These are uncertain times,” it said. “And it’s only natural to concentrate on all of the kind of bad things that have happened.”

The short video, “College Admissions Leaders Support AP Students,” was emailed to students all over the world and posted on YouTube. It was a pep talk written by the College Board that promoted its Advanced Placement exams as an antidote to uncertainty. “You now have the chance — in fact, you have the responsibility,” says Barbara A. Gill associate vice president for enrollment management at the University of Maryland at College Park, “to show us ...”

“... to show your teachers,” said Yvette Gullatt, vice provost for equity, diversity, and inclusion at the University of California, “to show your support network and your champions, as well as yourself, what you can do.”

Gill and Gullatt, like three other admissions officials appearing in the video, hold unpaid positions on the College Board’s Board of Trustees. The video was meant to ensure that students knew colleges would accept this year’s AP scores, a spokesman for the organization says. But the production was also a reminder: Colleges and testing organizations have close relationships that help perpetuate the bargain.

The International Baccalaureate and the College Board had confronted the same question: Should exams be canceled? But the two rivals reached very different answers.

The College Board decided to offer online AP exams after surveying 18,000 AP students. Nine out of 10, the organization said, wanted to take the exams. “The comments were full of emotional statements,” Trevor Packer, a senior vice president at the College Board, told *The Chronicle* in April. “Students said, ‘So much has been taken from us — prom, senior trips. Please do not take this normalcy away.’”

Those comments moved Packer, who, as a high-school student back in 1986, didn’t ask his parents for \$47 to take the AP European-history exam because he knew they couldn’t afford it, according to a *Washington Post* profile. After his school principal called home to explain that the young man could earn college credit by taking the test, his mother gladly wrote the check.

Packer went on to oversee the ever-expanding AP program, which in 2018 served up 4.22 million exams and generated \$480 million in revenue. This spring, he led the push to ensure that AP students would have the chance to earn college credits. In eight weeks, the College Board created digital versions of paper-and-pencil tests in 38 subjects, each lasting 45 minutes instead of the usual three hours, and consisting of free-response questions. It was product redesign for the ages.

Though billed as an antidote to uncertainty, the take-at-home AP exams caused plenty of it. During the first week of testing, in May, thousands of students couldn’t upload their answers. The College Board said technical errors affected less than 1 percent of the 4.6 million exams students began. Seven percent of all exams were not completed for reasons that the organization did not attribute to technology issues (last year, a slightly higher percentage of free-response questions like those on this year’s AP exams weren’t completed).

But students took the tests under very different conditions. For security reasons, each test was offered at the same time worldwide. Students in New York took the Computer Science A exam at 4 p.m. on a Friday, and students in China took it at 4 a.m. on a Saturday.

Some students took the exams at their parents’ second homes, and some took them in bathrooms and closets to avoid the wailing of baby brothers and sisters. “We can’t control the conditions in students’ homes,” David Coleman, the College Board’s CEO, wrote in an email to the organization’s members in May, acknowledging the disruptions that might affect exam experiences: “Like the virus itself, these disruptions will disproportionately impact low-income and underrepresented students.”

**STEPHANIE SUN** had an up-close view of how disadvantaged students fared this spring.

From the start, Sun, an AP English teacher, was skeptical of the take-at-home plan. She didn’t see how the drastically altered exams would be as valid as the previous versions.

She had deeper concerns, though. Amid a chaotic pandemic, she

knew the high-stakes exams would unnerve many teenagers at her school, the Math, Engineering, and Science Academy Charter High School, in Brooklyn, N.Y., where most students qualify for free or reduced-price lunches.

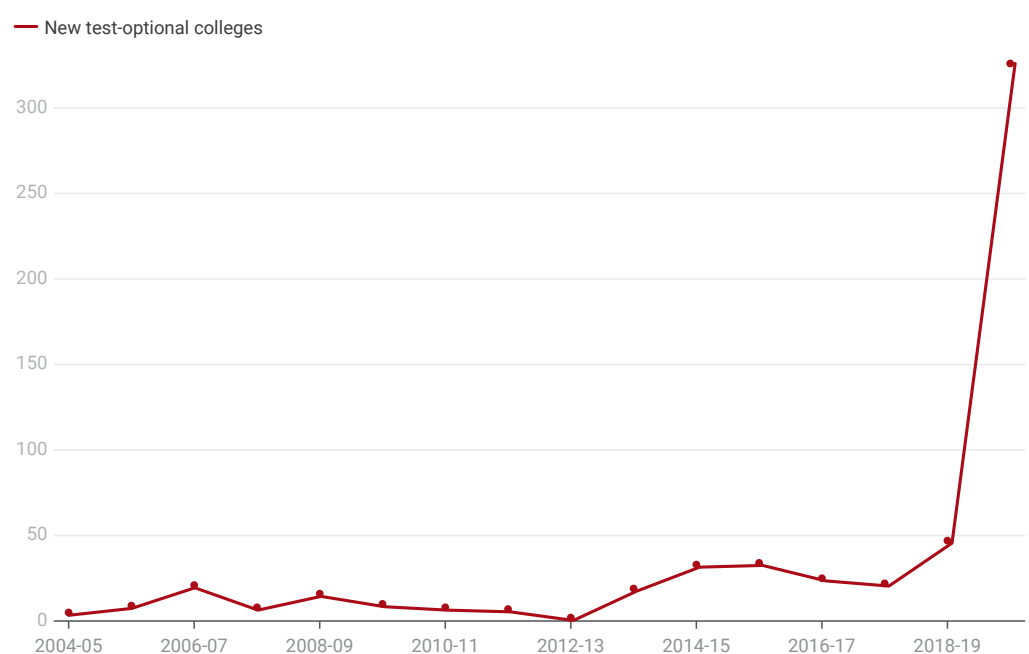
After virtual instruction began, many students, Sun says, “fell off the face of the earth.” Some had to babysit their younger siblings. Some had two parents who lost jobs. And some had parents who died of Covid-19.

Sun taught a high-achieving junior — let’s call her Natalie — with a major worry: The 60 days of free internet access a cable company had provided after schools closed would expire before her AP English exam on May 20. The young woman’s mother is an Ecuadorian immigrant who sells Icees from a cart in downtown Brooklyn. Sun worried that she couldn’t afford to keep their home connected.

The College Board had vowed to provide Chromebooks and wireless hot spots to test takers, and it would end up distributing 7,500 devices and providing customer support to more than 28,000 people. Still,

## A Recent Explosion

More colleges chose to go test optional this year than did so during the preceding 15 years combined.



SOURCE: THE NATIONAL CENTER FOR FAIR & OPEN TESTING

many, many students were left with unmet needs after the terms of the testing bargain changed.

In spring, Sun completed a College Board form requesting a wireless hot spot for Natalie, but did not get a response. When she called the organization in May, she says, a representative suggested taking the AP exam outside a McDonald’s with free Wi-Fi.

No, Sun thought. Taking a timed test under pressure outside a fast-food joint in a city deluged by Covid-19 was unthinkable.

That night, Sun wrote an op-ed about Natalie’s predicament that was published by the *New York Daily News*. Within hours, she says, the College Board contacted her and offered to send a wireless hot spot. The cable company contacted her, too: It extended the family’s free internet through June.

After learning that she could take the exam at home, Natalie emailed Sun: “I can be at peace now.”

An hour before the AP English exam, Sun hosted a “pre-party” for her students on Zoom. She shared motivational images with puns (“I beleaf in you”). She told them the exam wouldn’t determine their worth.

Students had to write a short response to a prompt — that was the entire exam. Natalie’s was an excerpt from Helen Keller’s autobiography. Though some students who had struggled in Sun’s course received high scores, Natalie, who excelled at writing, did not. She told her teacher she was disappointed in herself.

Sun had mixed feelings about AP exams. She understood why some

students hoping to become the first in their families to attend college put a lot of stock in their scores. “They’re a stamp of achievement,” she says. “They equate their scores with their ability to step into this other world.”

But for many teenagers this spring, the tests were a burden. “It was an extra layer of pressure,” Sun says, “this feeling that you’re AP-anointed, and you have to do well even though your family is struggling and everything around you is crumbling. For a lot of them, it was trauma.”

“You now have the chance,” the pep-talk commercial says, “in fact, you have the responsibility, to show us ... what you can do.”

**T**HIS SPRING, the University of California, one of the largest public systems in the country, confronted a fact that it had long tiptoed around: The testing bargain just isn’t fair.

Forget, for a moment, the disadvantaged students you might know who got a top-notch ACT or SAT score, including those at highly selective colleges. Their stories matter. But their stories are exceptional. Over all, low-income and underrepresented minority students get much lower scores on those tests than their white, affluent peers do.

In May, UC’s Board of Regents considered a proposal to cut ties with the ACT and SAT. Janet Napolitano, the system’s departing president, had recommended that the system — which had previously suspended testing requirements for one year because of Covid-19 — remain test-optional through 2022. In 2023 and 2024, UC would adopt a “test blind” policy in which no scores would be considered. In 2025, the system either would adopt a new exam for in-state applicants or eliminate its testing requirement for them.

The regents’ six-hour meeting, full of expert testimony and breathless tedium, had some illuminating moments. But Varsha Sarveshwar stole the show.

Sarveshwar, president of UC’s Student Association, had learned a lot about testing. She knew that high-school grades are the best predictor of success in college (as measured by first-year grades), and that test scores can add some predictive value beyond that.

But she agreed with Jesse Rothstein, a professor of public policy and economics at Berkeley, who told the Board of Regents that though it’s important to admit well-prepared students, “if we want UC’s students to reflect California’s diversity, we have to recognize that predictive performance can’t be the lodestar of our process for selecting them.”

Sarveshwar believed that UC must weigh the statistical benefits of testing requirements against their “social costs.” That’s the term Saul Geiser, another researcher at Berkeley, used in a recent study of UC applicants. He found that the correlation between students’ socioeconomic background and SAT scores is about three times greater than the correlation between their socioeconomic background and high-school grade-point averages.

When Geiser ranked applicants using high-school GPA, Black and Hispanic applicants made up 23 percent of the top decile. When he ranked them by SAT scores, Black and Hispanic applicants made up 5 percent of the top decile. Given the “independent and growing effect” of race on those scores, he wrote, UC should replace or eliminate the ACT and SAT.

Sarveshwar agreed. When it was her turn to speak, she described the layers of advantage that she had as a college applicant.

Growing up in Oak Park, a wealthy suburb of Los Angeles, Sarveshwar said, “preparing for the SAT was an extracurricular of its own.” Private-tutoring sessions helped her raise her score nearly 200 points. She disputed the notion that free or low-cost test-prep resources offered the same kind of benefits to less-affluent students.

“Here’s the difference,” Sarveshwar said. “Self-studying for standardized testing takes a lot of initiative outside of your classes. A student has to set aside time in the evenings and weekends for weeks, if not months. I have that discipline today as a 22-year-old, but I sure didn’t have it when I was 16. When you pay for test prep, you pay to turn standardized testing into a class. For the wealthy, extensive preparation for the SAT or ACT is therefore a given. For lower-income students, who are disproportionately Black, Latinx, and Native, as well

as rural students, preparing is on them. That is a classist and racist expectation.”

Sarveshwar, who graduated from Berkeley in May, later told *The Chronicle* that, as someone from a privileged background, she had a responsibility to “just kind of own it.” As a test-taker who scored in the 99th percentile, she reminded everyone that those benefiting from an unfair system can still humbly call out its flaws.

The Board of Regents’ unanimous vote in favor of Napolitano’s proposal was historic. Still, UC’s plan sent a mixed message. For one thing, UC would continue using the very same tests it had deemed problematic to determine scholarships and statewide eligibility for four more years.

In 2025, the system would either go test-blind for good or ... adopt another college-entrance test that surely would have many of the same flaws as existing exams. Those very different paths forward remind us that, when it comes to standardized testing, higher education has a conflicted heart.

**E**VIDENCE of that conflict is easy to find. It seeps from the text of several recent announcements about testing requirements.

When the University of Oregon adopted a permanent test-optional policy this spring, it posted advice to applicants: “On one hand, standardized tests give us a way to measure something about your potential that we can compare equally across all applicants, but there is concern that a test score could simply reflect how good a student is at taking tests. From this perspective, standardized tests present us with a fuller picture for some applicants, but might actually limit or skew our understanding of others.”

One could say that Oregon wants to have it both ways. Tests matter except when they don’t. Scores might tell us something kind of useless, but we don’t want to discourage anyone who’s proud of their scores, which can be helpful to us.

For many applicants, Oregon says, “submitting test scores is a great idea if you have them.” But, really, no pressure: “We also know you might have unusual challenges taking the test in the first place.”

That’s just it. Many students don’t have test scores because of widespread cancellations this spring and summer. A recent national survey found that two-thirds of rising seniors had yet to take the SAT, and nearly three-quarters had yet to take the ACT. Uncertainty looms over scheduled testing dates later this summer and fall.

Purdue University’s “test flexible” policy for the fall of 2021 says that applications will be evaluated without scores, but “if students can take an SAT or ACT, we’d still suggest and prefer they do so.”

The University of Michigan at Ann Arbor states that though the lack of an ACT or SAT score won’t harm an applicant’s chances, “scores are encouraged ... if available.”

Some college counselors have said that Cornell University’s one-year-only test-optional policy doesn’t sound optional at all: Applications from students who don’t submit scores would be evaluated with “increased scrutiny,” and they might “more often be asked ... for additional evidence of continuing preparation.”

Is it any wonder that for months many prospective applicants have been thinking the same thing? *If there’s any way to take the test, I must.*

Holly Markiecki-Bennetts, a school counselor at Mercy High School, in Farmington Hills, Mich., describes a “subculture of fear” among her rising seniors despite the plethora of test-optional announcements. “Growing up, everything they’ve heard is the importance of these tests, these tests, these tests,” she says. “So when I talk to them about test-optional, I’m going up against everything they’ve ever heard. They fear that they haven’t done enough, and that if they don’t submit a score, they’ll be looked at differently.”

Recently, a young woman she advises managed to take the ACT at a high school outside Detroit. Sitting among mask-wearing test takers, she became distracted when another student started coughing.

In late July, two students tested positive for the coronavirus after taking the ACT at a high school in Oklahoma. It was a reminder: Testing has become a public-health issue.

That’s why at least one admissions official has publicly discouraged testing. “Please don’t test,” Jon Boeckenstedt, vice provost for enroll-



ment management at Oregon State University, urged students in a recent blog post: If a college is “encouraging you to take a test to make them feel better about admitting you, ask yourself what that says about them.”

Right now it’s risky to sit for an exam. But some students, Markiecki-Bennetts says, “think the risk of not getting a test score is too high.”

**A**MID conflicting calculations of risk, many people’s faith in the importance of the testing bargain grew. Or maybe fear of forgoing the bargain — by not submitting an ACT or SAT score — kept the whole thing going.

Something powerful drove families to search far and wide for places to take exams. The frantic scramble began last winter when some wealthy parents in New York City flew their children elsewhere to take the March SAT after Manhattan’s schools shut down. “There was a run on test sites before there was a run on toilet paper,” says Adam Ingersoll, founder and principal of Compass Education Group, a college-advising and test-prep firm.

Since then, opportunities to test have remained scarce because of Covid-19. After urging students to register for exams (“Don’t let these unexpected circumstances get in the way of your potential”), the ACT canceled numerous administrations this summer. At the end of July, the organization took down its registration page “due to high demand,” and then announced that it would reopen registration a few days later with an “accelerated” process for students affected by cancellations.

The College Board put its plan to offer an online, take-at-home version of the SAT this fall on hold. Though both organizations added testing dates for later in the year, none can be guaranteed.

All summer, families weighed the hassle and hazards of traveling just to take a test. After two ACT cancellations this spring, Ashley Chichila, a rising high-school senior in suburban Detroit, couldn’t find a nearby spot to take the exam in July. So she planned to pile into a Chrysler Pacifica minivan with her family for the four-hour drive to a test site in Sault Ste. Marie. Ultimately, they decided that staying a hotel overnight before a big exam was a bad idea.

Kim Burrill, in San Jose, Calif., spent hours searching for testing centers with available spots for her son Reese, a football player who gets two hours of private test-prep each Sunday. She finally registered him for a seat at a high school in Las Vegas, but the test was canceled just before he and his father were supposed to hop on a plane in mid-July.

The short supply of tests revealed a disparity: Many students who depend on exams being offered in their schools or nearby locations have limited options.

In Washington, D.C., Sanjay K. Mitchell, director of college and alumni programs at the Thurgood Marshall Academy, recently heard from a low-income student who had found a testing site about 30 miles away, in Virginia. But the young man didn’t have a family member who could drive him there on a Saturday morning.

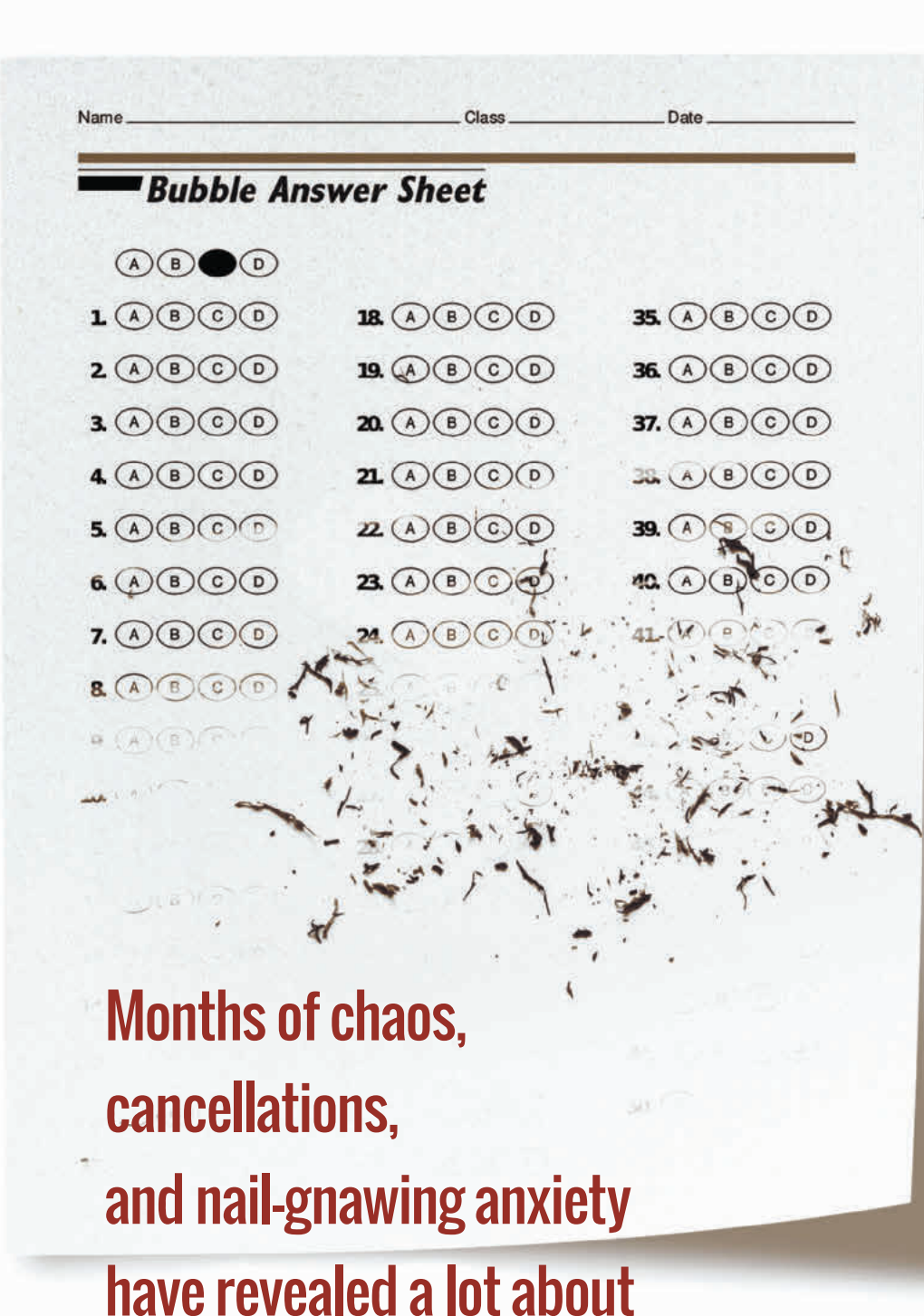
A young man wishing to go by the name Stephen C., who says diagnosed disabilities leave him in “a constant battle with my mind,” had been unable to find an ACT testing center that would let him take the exam in a separate room so that he could more easily concentrate. Normally, his high school, in Orange County, Calif., would provide that accommodation, but it will be closed this fall.

Everywhere, the test shortage of 2020 revealed how deeply standardized tests are embedded in the mechanisms of college-going, including eligibility for state and institutional scholarships.

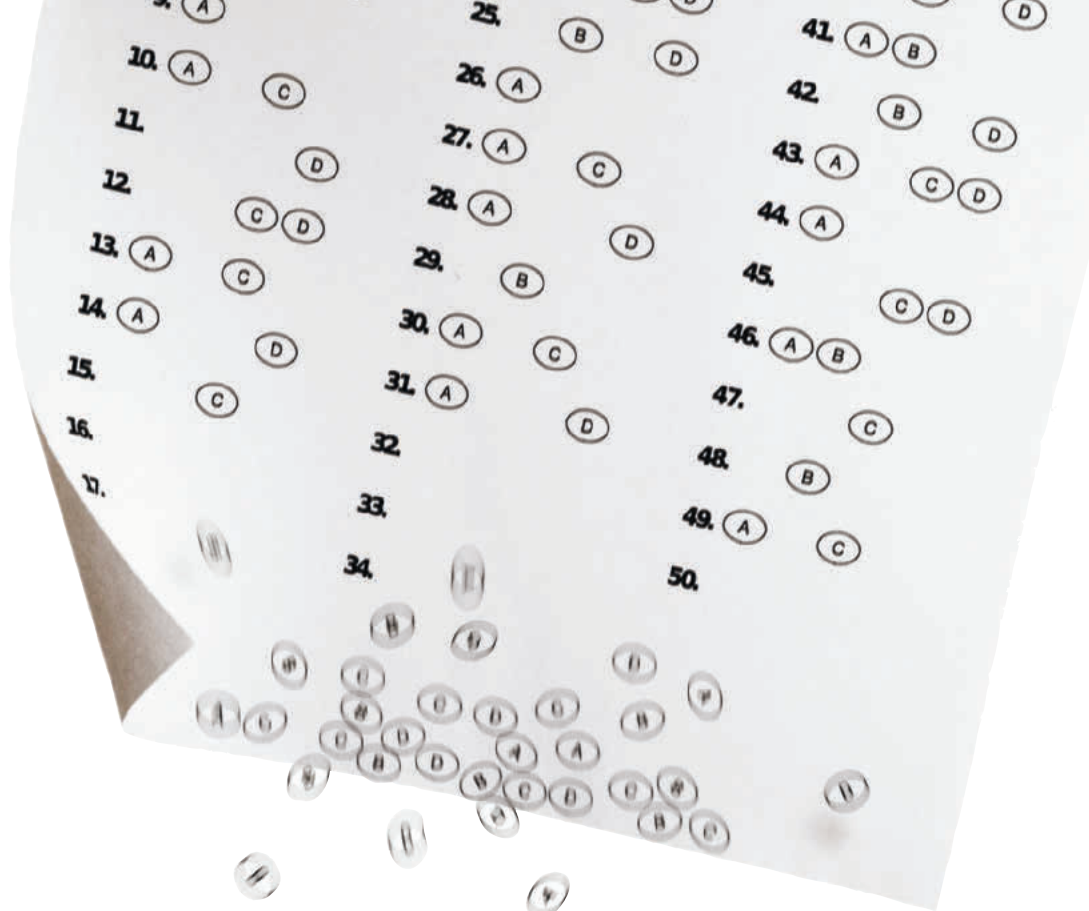
Sybella Rosenthal, a senior in Centreville, Va., felt anxious about taking the SAT in August. “I really don’t want to risk getting a virus just to take a test,” she says. But she believed that she had no alternative: Her top choice, the University of Toledo, which offers the ultra-rare major in cosmetic science that she seeks, requires test scores for its presidential scholarship. The minimum SAT score: 1360 (out of 1600).

Without that scholarship, which covers tuition, room, and board, her mother, Mary Rosenthal, who was laid off from her job at a corporate gym this spring, said affording Toledo would be “painful.”

Among all the anxiety, though, one could find stories of relief. That’s what Grace Halfmann felt recently when her college adviser told her



Months of chaos,  
cancellations,  
and nail-gnawing anxiety  
have revealed a lot about  
our relationship with tests.



## The pandemic necessitates an unprecedented pause in which colleges must re-evaluate their admissions practices.

that her dream school, Marian University, in Indianapolis, wouldn't consider ACT or SAT scores for admission or merit aid this fall.

Halfmann, a rising senior who attends a private high school in Festus, Mo., has a 3.9 grade-point average and many extracurricular accomplishments. But she had worried that her middling ACT score would keep from getting Marian's top scholarship, without which she doesn't think she could afford to attend.

Timed exams have always been a struggle for Halfmann, who has mild dyslexia. When she took the Pre-ACT, she faltered during the science section and left the room crying. "I felt like almost a failure," she says, "because I couldn't get all the answers in time."

Knowing that Marian wouldn't see her ACT scores made college seem tangible. "I'm a good student; I'm involved," she says. "Now they'll be able to see that without this score weighing down on me."

Still, Halfmann, who took the exam for the first time in June, figures she'll take it again this fall, if possible. Just to see if her score goes up.

**I**N THIS upside-down world, it's hard to say what will happen next. But hyperbolic predictions abound. After Harvard University suspended its testing requirements because of Covid-19, *The Boston Globe* called it "a pivotal decision that will likely ripple across higher education."

But it wasn't pivotal, nor did it ripple. The world-famous university in Cambridge, Mass., was just following the herd. Harvard, like many other big-name colleges, says it intends to restore its ACT and SAT requirements after this year. Decisions made out of necessity — many students won't be able to take exams before fall deadlines — shouldn't be confused with an anti-test revolution or a noble college-access crusade. A test-optional policy is not the same thing as, say, a commitment to expand need-based aid by 20 percent.

That said, the pandemic necessitates an unprecedented pause in rituals during which colleges must re-evaluate their admissions practices. That could inspire fundamental shifts.

"Will this mark a permanent change? For many colleges, yes," says Satyajit Dattagupta, vice president for enrollment management at Tulane University. "It will be difficult to roll it back once you've gone test optional."

As for Tulane and other hyperselective colleges, though, he's not so sure. That's partly because when he thinks about standardized tests, he feels pulled in two directions at once.

Growing up in India, Dattagupta had no access to tutoring or Princeton Review guides. Before he took the SAT at 17, his father told him, "This is the only \$60 we have — if you don't do well, we can't afford another one." The future enrollment official threw up an hour before the exam and struggled all the way through it.

Dattagupta tries to remember that feeling even as he tends to the demands of a highly selective admissions process. "Sometimes I struggle with a personal tug of war between romance and reality," he says. The romantic part of him wants to enroll more students who perhaps don't test well, but the tactical part must contend with the challenge of reviewing 43,000 applications: "A test score, while not everything, does help us streamline the process. When you take it away, the process gets more complicated."

While many enrollment officials agree with that in general, some say it's really not *that* much more complicated. Sure, it's a challenge to thoughtfully compare applicants from very different high schools with very different grading systems. "But colleges have been navigating this for years," says Akil Bello, senior director of advocacy and advancement at the National Center for Fair & Open Testing, which supports test-optional policies. "We're not asking people to breathe underwater here."

Still, this year many colleges with no experience evaluating great numbers of applicants who lack scores will soon have the added challenge of sifting through applications full of pass-fail grades from this spring.

Let's remember here that ACT and SAT scores aren't just evaluative tools used to select applicants behind closed doors. They're also a powerful means of advertising an institution's supposed greatness, and this is an essential part of the bargain.

**T**EST REQUIREMENTS transmit a signal to the world. Tony Sarda has been thinking about the meaning of that signal for years.

Sarda, the son of Guatemalan immigrants, was a half-hearted high-school student who graduated with a 2.5 grade-point average and no college plans. He worked odd jobs for a few years before applying to Lamar University, a large, regional institution in East Texas. He got in, he says, because of an above-average SAT score. He thrived, earning three bachelor's degrees.

Though grateful for his experiences at Lamar, Sarda was bothered by one thing. "My opportunity came because I took a test, not knowing what it really told me about myself," he says. "The score didn't reflect the kind of student I was in high school — I was a terrible student."

Now, Sarda is Lamar's director of undergraduate and graduate recruitment. A majority of the institution's incoming first-year class is nonwhite, and it enrolls many low-income, first-generation, and underrepresented minority students. While Lamar walks the college-access walk, it's also a place where a test-optional policy once would've seemed unlikely. It just wasn't done at big state institutions.

About a year and a half ago, Sarda's memory of the mismatch between his SAT score and his academic commitment led him to ask: Are we using the right metrics to assess applicants?

A deep dive into internal data revealed that students' high-school grades and class rank reliably predicted their first- and second-year retention rates, but that the SAT didn't add any predictive value. Two students with the same GPA and a 100-point difference in scores were just as likely to persist.

"For so long we've taken on faith that these tests have told us something invaluable about the students we are getting," Sarda says. "But if it doesn't add anything to admissions decisions, how can you keep a requirement that disproportionately affects students from marginalized backgrounds?"

This summer, Lamar dropped its ACT and SAT requirement for



good, a decision that required some adjustments. Previously, Lamar, which admits about four-fifths of its applicants, used a straightforward formula: class rank and ACT or SAT score. So it established a more holistic — and time-consuming — review process.

The university also changed its scholarship-awarding process so that applicants not submitting scores would be eligible. “Without doing that, we would’ve missed the entire point of test-optional,” he says. But that move required the university to retool the class-rank-only formula so that it wouldn’t blow its aid budget.

Going test-optional is no silver bullet, Sarda insists. It doesn’t guarantee a single college-access outcome.

But he believes it’s important to change the signal: “For many vulnerable students, just the idea of going to college can be very overwhelming. If we show them we are willing to change, we hope they see us differently — and not as this immovable object operating in the same way for perpetuity.”

Sarda is among several admissions leaders from underrepresented backgrounds who have been pushing their institutions to question long-held testing policies. For ages, the overwhelming majority of people who have shaped, designed, researched, and debated the merits of tests at conferences have been white men. Slowly, that’s changing.

Recently, Nikki Chun, director of undergraduate admissions at California Institute of Technology, shepherded its decision to eliminate SAT Subject Test requirements after finding that they were an unnecessary barrier to applicants. This spring, she helped convince the institute to adopt a test-blind policy for two years.

Yes, Caltech is a tiny, specialized college, an outlier in the admissions world. But within the profession, where Chun is widely respected, those changes resonated widely. “As someone from a marginalized background,” says Chun, a native Hawaiian who’s part Chinese, “I can’t be spouting ‘student-centered this’ and ‘inclusion that’ without at least interrogating the utility of these tests.”

For all the ways that those tests can hinder disadvantaged students, they’re still just one brick in a towering wall, as Dominique J. Baker has seen.

Baker, a former assistant dean of admissions at the University of Virginia, says she left the profession because she was tired of going to the conference room to cry after reading applications from low-income and underrepresented minority applicants that she knew had no chance.

“Within the current system of selective admissions, there is only so much that an individual admissions professional can do for students who have been dramatically affected by structural racism, who have survived unbelievable traumas and hurdles” says Baker, who is Black. “It’s not just their test scores and GPAs, it’s the whole system. We as a society systematically fail students.”

Baker, now an assistant professor of education policy at Southern Methodist University who studies college access, has been keeping up with the surge in test-optional announcements. “Some of them look like they were written at gunpoint,” she says.

Recently, Baker has talked with admissions officers at selective colleges where parents and students have complained that even a one-year suspension of testing requirements would lower the quality of the degree they’re paying for. “We’ve done a very good job at telling people that they can be encapsulated in their test scores,” she says. “I don’t think it’s healthy.”

**SOMETIMES** when you lose something, you gain something, too. That was true for Bertha Tobias, the thoughtful young woman in Namibia.

After the IB canceled its exams in March, she felt empty: “I thought ‘Well, now what am I living for?’ I felt purposeless, directionless.”

But that feeling led her to question the importance of tests, which had long given her life structure. “I was left with the work of making my own education make sense,” she says, “without this external rubric.”

Tobias, who plans to enroll at Claremont McKenna College in the fall, asked herself which courses she had truly engaged with. Could

she apply the economic theories she had studied to real-life situations? How did what she had learned relate to who she wanted to become?

Week after week, Tobias’s search for meaning led her to write drafts of a potential book about the conflict of being a poor student at a wealthy school. She reflected on how her high-end education would afford her opportunities that many people in her country lacked. She resolved not to be a “sellout” who turns a blind eye to the difficulties of others.

In July, Tobias celebrated her 20th birthday with her family over a lunch of wings, fries, and a chocolate milkshake. By then she had received her IB diploma. Though the organization’s algorithm-driven method for assigning final grades proved controversial, with many students saying they deserved higher marks, she was happy with her own.

No, it wasn’t the same as having earned scores on exams. She could still taste the thrill of hoping for those 7s. “But when you get a 7, you don’t have incentive to ask yourself what that means beyond a 7,” she says. “What this forced me to look at is a lot more valuable than a score.”

She called the canceled exams a gift.

The world isn’t about to stop wanting and needing test scores, though. Entire education systems depend on them. The testing industrial complex, though disrupted by the pandemic, isn’t going to shut down. Even as old rivals such as the ACT and College Board grapple with how to administer their old-school exams during unprecedented circumstances, a relatively new company called Duolingo has been surging. Its test is tailor-made for this era of school shutdowns.

Mila Bileska knows all about it. A high-school senior in Skopje, North Macedonia, she had planned to take the Test of English as a Foreign Language (Toefl) at a university this winter, but it was canceled because of Covid-19. So she registered for the Duolingo English Test instead.

The online-only exam can be taken at any time, anywhere in the world. It was created to give students without easy access to testing facilities a way to prove their proficiency to colleges. It costs \$49, a fraction of traditional language-certification exams. The adaptive test, which records students via their computer camera, evaluates their reading, writing, speaking, and listening skills, and includes a short interview. Once recognized by just a handful of colleges, it’s now accepted by more than 2,000.

Bileska took the test in her bedroom beside a stuffed yellow bear while her mother was roasting a chicken in the kitchen. She liked the exam and even laughed during the part that required her to distinguish English words from gibberish. She was pleased with her high score, which made her more confident about her English.

An aspiring scientist, Bileska plans to apply to several highly selective colleges in the United States. Though she has yet to take the SAT, she hoped to do so in August if it isn’t canceled because of a recent uptick in Covid-19 cases in Skopje.

Though each of the colleges on Bileska’s list has dropped its testing requirements for all applicants, she has long believed that standardized tests are “the only way for international students to show that they have the knowledge necessary for entrance.” She will take the SAT because she’s a teenager in a tiny country on the Balkan Peninsula, hoping to stand out among hordes of applicants from other nations. She will take it because a solid score in her application, she says, would be “a bonus.”

Many students grow up hearing that tests are Very Important. Principals, teachers, counselors, coaches, tutors, admissions officers, professors, guide-book publishers, journalists, pundits, independent educational consultants, mothers, fathers, uncles, aunts, and all those next-door neighbors who brag about their own children’s scores all amplify that message around the world.

Pay the fee. Take a seat. Fill in all the bubbles. In return, you might get something: a number, widely valued; an affirmation, deeply felt.

It’s really hard to refuse the bargain. ■

*Eric Hoover writes about the challenges of getting to, and through, college.*

## Merger Madness

More states are looking to consolidate colleges. Does that work?

**A LONGTIME** higher-education buzzword is gathering new buzz: consolidation.

It's not hard to see the appeal, in the current moment, of combining institutions. Faltering enrollment, shrinking numbers of high-school graduates in the forecast, and feeble state support have compelled public systems — many of them overbuilt for their states' populations — to explore more, and more ambitious, consolidations. Covid-19 is likely to make those forces even stronger.

That's why Alaska, Connecticut, Georgia, Maine, Pennsylvania, Vermont, and Wisconsin have mulled mergers or have taken recent steps toward them. The strategy is likely to be considered elsewhere, too. Higher education has an excess-capacity problem, says Ricardo Azziz, chief executive of the American Society for Reproductive Medicine, a former president of Augusta University, in Georgia, and a co-author of a book on college mergers. College enrollment in the United States is down to 18 million from a peak of 20 million in 2011, and online options have expanded instructional capacity even more since then, Azziz says. While academe doesn't function like a typical industry, he adds, "every industry that has excess capacity ends up consolidating."

But "consolidation" isn't one single process. Its definition can depend on the context. In some cases, like Georgia, it means a wholesale reorganization of the institutions in an existing public system into a smaller number of new ones. In others, like Maine and, potentially, Pennsylvania, consolidations involve merging a few colleges that are part of a larger system. But the strategy can also call for combining institutions under a single accreditation, an approach that is being pursued in Maine but was rejected in Alaska. Or it might be some combination of features, as is being considered in Connecticut.

Mergers may be forged from a stra-



MATHISWORKS, GETTY IMAGES

tegic vision or resorted to out of desperation. They are sometimes presented as an alternative to closing campuses, which can seem either unthinkable or reasonable but, in reality, almost never happens. Public colleges are often the economic and cultural lifebloods of their communities, and are sometimes the only postsecondary option for placebound students. No elected official wants to shutter a campus in his or her jurisdiction.

How do consolidations work in higher education? What is their track record? What can they do, and what are they unlikely to accomplish?

**SYSTEMS** often turn to consolidation to save floundering campuses or to save money. Both outcomes are possible, but recent history shows that consolidations generally don't save money in the way people sometimes imagine.

Saving a campus is saving money, in the sense that it preserves a valu-

able resource for its state. In 2017 the University of Maine at Orono, the system's flagship, merged with the struggling Machias campus, about 90 miles away, eliminating many leadership positions and taking over back-office functions. Enrollment has continued to slide at Machias — it had only 659 students last fall — but locals still have access to a four-year institution, now with closer ties to the state's public research university.

In Pennsylvania, five of the 14 four-year campuses that make up the Pennsylvania State System of Higher Education were in dire financial straits even before the pandemic, after a decade of slumping enrollment — a nearly 20-percent drop system-wide from 2010 to 2019. In mid-July, Daniel Greenstein, the system's chancellor, announced that it would explore merging six campuses into three pairs.

The system can't close institutions,

Greenstein says, but it also can't continue to support 14 autonomous universities: "Financially, we know where that takes us."

Several of Connecticut's 12 community colleges are also on the brink of unsustainability, says Mark E. Ojaki-an, president of the Connecticut State Colleges and Universities. In 2017, he introduced a plan to merge all of the community colleges into one institution, with one accreditation. It's much better to streamline and find efficiencies, he says, than to limit access for students by shuttering campuses.

But consolidating colleges doesn't save much money in itself. Combined campuses don't need two presidents, two provosts, or two chief financial officers, and cutting a number of top administrative salaries every year can add up. But two campuses still need professors to teach, administrators to keep offices running, and custodians to clean. Centralized purchasing



and office functions may shave some expenses, but there are still two sets of grounds to landscape, buildings to stock and maintain, and energy grids to run.

The University System of Georgia was not in financial trouble when it merged its campuses, though it did so, in part, to take advantage of economies of scale, and to make its operations more efficient, says John Fuchko III, vice chancellor for organizational effectiveness, who oversaw the system's last three consolidations.

While savings from redundant leadership positions that were eliminated across the Georgia system amount to about \$30 million a year, that's only about 1 percent of its annual operating budget of \$2.3 billion for the 2021 fiscal year.

But the millions saved did make a difference at the campus level, Fuchko says, because merged institutions reinvested that money in their operations. The new Kennesaw State University, which merged with Southern Polytechnic State University in 2015 and kept the Kennesaw name, spent more than \$6 million of its consolidation savings on additional professors and advisers. It's not that resources have increased, Fuchko says, "it's how they're being used where you see a difference."

**MERGING CAMPUSES** is rarely straightforward or smooth, even when student success is invoked.

The consolidation plan for the Connecticut community colleges was hatched, in part, to prevent campuses from closing, but its emphasis on improving education is right there in its name: Students First. It calls for combining all 12 campuses into one institution of 80,000 students with a single accreditation, and making academic offerings and practices more consistent across the colleges. The combined campuses would share a general-education curriculum, use guided academic pathways to keep students on track, and make it easier for students to take classes across institutions, Ojakian says. "It's going to allow us to significantly improve our student-retention rates, our student-completion rates, and, equally as important, our equity considerations," he says. Im-

proved retention and student success should help enrollment, which would make the campuses more financially viable.

But the plan has faced setbacks and opposition. The system presented the plan to the New England Commission of Higher Education for approval in 2019 with an eye toward rolling it out in 2023. The commission, which accredits colleges, responded by asking for more information about how the new system would function, how its academic programs would be comparable and consistent, whether it had sufficient finances, and other issues. The commission asked the system to follow up in a year. The proposal "seemed a little early," says Barbara E. Brittingham, who retired as president of the commission in July.

"It's important to note they did not reject the proposal," Ojakian says. "They said, 'We think that, because of the magnitude of this change, you need to sort of slow it down.'" The commission has since asked the system to respond to a series of objections by faculty members at the community colleges and state universities.

Like their counterparts elsewhere in higher ed, many of the professors worry that consolidation would create a bloated system apparatus and draw resources away from colleges and students, and that central control of academics wouldn't improve them.

"If you make a one-size-fits-all for everybody, then you're not serving the needs of the students in each particular community," says Lois D. Aime, director of educational technology at Norwalk Community College.

Professors also say that they've received mixed messages from the system's leadership. Consolidation was initially discussed as a possible solution to financial concerns, but early last year, "all of a sudden we were told it's not really about money — this is about equity," says Colena Sesanker, an assistant professor of philosophy at Gateway Community College and vice chair of the Faculty Advisory Committee to the system's Board of Regents. She remains unconvinced that consolidation will improve equity or student success, and compares aspects of system leaders' public case for it to "a

ShamWoW presentation, where you're being sold something."

Ojakian says the Students First plan will mean more resources for students. The community colleges now have one adviser for every 728 students. "How is that helpful to any student?" he says. The plan is projected eventually to save \$23 million a year, which can be reinvested in, among other things, enough advisers to bring that ratio down to one adviser for every 250 students. Faculty members who object to the plan are just "pushing the 'no' button," he says. "There has been not one alternate plan offered to get us where we need to go."

**CONSOLIDATIONS** may not be easy, but they're easier than trying to manage the grim financial scenarios facing many public colleges and their systems. With the pandemic putting enrollments further in doubt and sucking away state revenues, and therefore state support for higher education, says Thomas W. Harnisch, vice president for government relations at the State Higher Education Executive Officers Association, "Covid-19 could very well accelerate the trend toward making structural changes to these colleges."

Structural change is probably what needs to happen, says Aims C. McGuinness, a senior fellow with the National Center for Higher Education Management Systems. Considering widespread demographic declines and waning state support, he says, "virtually every state has got to think more systemically."

The deepest and most systematic consolidation is in academic resources, but that option remains underused at public colleges. Rather than offering the same programs on every campus, or competing programs on several campuses, consolidations "allow you to rationalize education across a large number of campuses in a better way," says Azziz, the former college president.

Sharing academic resources across its far-flung, sometimes isolated institutions is of particular interest to the University of Maine system. It is pursuing a single accreditation for its universities in order to give students on smaller campuses better access to a wider range of programs, and to share



## Lee Gardner

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faculty members, courses, and eventually degrees across campuses. For example, professors at several universities are trying to combine forces to offer a major in geographic-information systems.

Greenstein, of the Pennsylvania system, sees academic sharing and co-operation as critical to the future of his institutions, even though they've competed with one another for decades. If one university wants to specialize in a particular degree, "others may need to step out of the way to allow them to succeed in that marketplace," he says. "We can't let ourselves cannibalize one another."

Online education has expanded the capacity of colleges to share courses with other institutions, and to serve students far beyond their immediate surroundings. The pandemic has made that capacity more obvious. People are likely to become much more comfortable with online learning, says Azziz. "They're going to say, 'Yeah, this sort of sucks in some ways, but wow, I was able to do a lot of stuff at a fraction of the cost.'"

McGuinness thinks public colleges might consider hanging on to hybrid and online learning once the pandemic is over because that would allow them to reach a large number of students throughout even a large state, and to do so more efficiently. There is a considerable downside, though. "That immediately means that probably there are going to be fewer faculty positions," he says. Because of Covid, that's already happening. ■

# How University Finances Work in a Crisis

Amid mistrust and misconceptions, here's the playbook colleges are using.

COVID-19 HAS DESTABILIZED university finances, something particularly stressful for faculty members, who often find themselves left out when budgets are rationalized. Professors seek explanations about the administration's responses, and sometimes those administrative explanations lack transparency, spreading mistrust and misconceptions.

Administrative responses to lost income during a financial crisis follow a fairly standard protocol. First: Slash discretionary expenditures: Stop unnecessary travel, defer routine maintenance, freeze hiring, etc. This modest short-term step slows cash outflow, but for severe crises, such as the one we now face, it

broken HVAC system. The amount retained will depend on each university's exposure to risks like aging campus buildings, tornadoes, floods, and earthquakes.

Universities have more money in restricted reserve accounts. They must maintain sufficient funds in reserve to cover required debt payments (interest and principal), pension-fund liabilities, health-care plans, and other nondiscretionary expenses.

Some bond covenants even require a reserve fund to cover repairs and maintenance of campus facilities financed by the bonds. Stated simply, this restricted reserve money is unavailable for routine operations.

Endowments are a highly visible pool of money. Faculty members inevitably wonder: Why can't the university use its endowment to compensate for lost income during this crisis? The university can, indeed, increase income from its endowment in a fiscal emergency, and many will — but only reluctantly, and only for a limited period of time.

This can occur in three ways. First, the university may withdraw any unrestricted funds that it has deposited into the endowment, providing a one-time source of cash. For example, to mitigate Covid-19-related revenue losses, Stanford University approved plans to withdraw up to \$150 million from its unrestricted endowment. Second, a university can adjust its payout rate from the typical 5-percent target to as high as 7 percent without incurring suspicions of imprudent fiscal management. In addition to its withdrawal, Stanford increased its payout from endowment funds that support student financial aid by approximately 3 percent. However, extended payout rates exceeding the target rate jeopardize the sustainability of the endowment's long-term benefits, especially during periods of investment-market volatility. Third, and least desirably, a university can dip into its restricted endowment principal during a demonstrably dire emergency. Because this violates trust agreements with donors, some states require court approval or an attorney general's review.



KEVIN VAN AELST FOR THE CHRONICLE

As a rule of thumb, dipping into the restricted principal manifests desperation. For example, to mitigate its “grave” financial situation, Harvard University just announced plans to take 3 percent of all restricted funds in the endowment and make them available for immediate use, including room-and-board rebates, financial aid, and protective supplies needed to reopen the campus. Extraordinary steps like this will provide one-time relief, but they cannot provide a recurrent source of revenue without jeopardizing the endowment’s mission.

Ultimately, universities must find long-term solutions for restoring financial stability. Two options typically fit this bill: generating new sources of revenue and reducing core expenditures.

Obviously, the first option — generating new revenue — is preferable. It is also unrealistic at a time like this, with sudden losses of revenue. A primary source might be new academic offerings designed to tap into a particular market niche: new degree programs, certificates, online outreach, and so on. The University of Massachusetts system recently announced it was moving forward with a partner in an online-education initiative aiming to derive \$300 million over five years. However, these initiatives generally materialize slowly, requiring one time-consuming review after another, regardless of urgency. (The UMass program was announced over a year ago and is just now moving forward.)

Plus, revenue generation often re-

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### Dean O. Smith

has served in the higher administration of four major universities, including the University of Hawaii, where he is now a professor emeritus.

seldom solves the problem. Large, non-discretionary expenditures continue unabated: salaries, pension-fund contributions, health insurance, loan repayments, building leases, and so forth. This first response simply buys time.

Inevitably, rumors about large, centrally controlled pools of money will circulate. In fact, the rumors may be true. Many governing boards mandate the creation of a discretionary reserve account containing several months of normal operating expenses. Certainly, these rainy-day funds can be used to offset a reduction in income because of the pandemic, but not all of it; some money must be retained in reserve for other possible emergencies, such as a



quires resources that may exceed potential gains, at least in the short term. A hypothetical example: A university hires an expensive research team that fails to generate grant revenue needed for an expected positive return on the investment. Or, as in the case of Concordia University at Portland, investments designed to attract students fail to generate the anticipated positive return on investment, because of declining enrollment. Another source might be more sponsored research, with its indirect-cost reimbursement. However, this scenario actually costs the university money. On average, universities recover only about 70 percent of the indirect costs incurred by sponsored research; that is, they lose money on every grant. In short, the option of generating new revenue sounds good in principle but is rarely viable in practice.

**THEREFORE**, to stabilize their finances, universities tend to favor the second option: reducing core expenditures. These reductions follow a fairly standard sequence. After the initial cuts in discretionary expenditures, operational cuts come next. Smaller expenditures, such as contributions to employee-retirement accounts, may be suspended, as they were this summer at the Johns Hopkins University. The largest expenditures, personnel salaries, are reduced through layoffs, furloughs, and decreased appointment levels (from 100 percent to 75 percent, for example). In situations not involving tenure, contracts are not renewed. In a chilling example, Ohio University first notified 140 union employees and then, two weeks later, 149 administrators that their positions would be eliminated, and told 53 instructional faculty members that their contracts would not be renewed beyond the 2020-21 academic year. (Fifty-five administrators would be rehired in new positions.) The remaining employees would be furloughed (without pay) for as long as 18 days, depending on their base salary; senior administrators would take a 10- to 15-percent salary reduction. All of this was followed by an announcement that 200 additional employees would be cut later this year.

As a last resort, universities declare financial exigency, signaling that they no longer have the funds to meet salary obligations to tenured faculty members. In one example attributed to local government-mandated “stay at home” orders to inhibit Covid-19 spread, Cen-

tral Washington University proclaimed a state of financial exigency. In another example linked to Covid-19’s exacerbation of a long-term downward trend in enrollment, Lincoln University, in Missouri, also declared financial exigency. This does not equate to bankruptcy, which is settled in the courts, and debt obligations are not renegotiated. Nor does it presage weakened concepts of tenure or academic freedom; those fundamental tenets remain intact.

Idealistically, financial exigency announces that the university will solve its structural financial crisis with careful deliberation and due process. In practice, it implies the potential termination of tenured faculty members and academic programs. It is worth noting that the American Association of University Professors recognizes this eventuality: “A tenured appointment is an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation.”

This last resort is always the most contentious. Unions, faculty senates, alumni groups, government officials, recalcitrant presidents, and governing boards all become involved in questioning the need for such a draconian step. Tactically, they draw out the process for as long as possible, hoping that the financial crisis will resolve itself before terminations occur. That approach is not always successful. For example, Missouri Western State University did not address years of deficit spending, rendering it particularly vulnerable to the economic impact of Covid-19. So it is now laying off roughly 70 staff and administrative employees and 50 faculty members (20 with tenure) over the next two years and phasing out nearly 50 academic majors.

With faculty terminations now beginning, and more on the horizon, one core question inevitably comes up: Why doesn’t the university reduce the number of administrators instead?

The conventional answer is that universities must retain a team of administrators to ensure compliance with an ever-growing array of regulations imposed by federal agencies. Failure to comply can result in hefty penalties, sometimes in the multimillion-dollar range. Another conventional answer is that universities must retain a group of administrators to raise money; enrollment managers to recruit and retain students; development officers to generate donations; counselors to advise

students; and so forth.

Irate faculty members often find these answers unconvincing. Frankly, many senior academic administrators who come from academic backgrounds — presidents, provosts, deans — share that viewpoint; they would prefer to invest resources in more faculty members. However, their duty of loyalty, their fiduciary responsibility, requires them to ensure the university’s financial well-being. And that necessitates adequate administrative personnel to minimize the risks

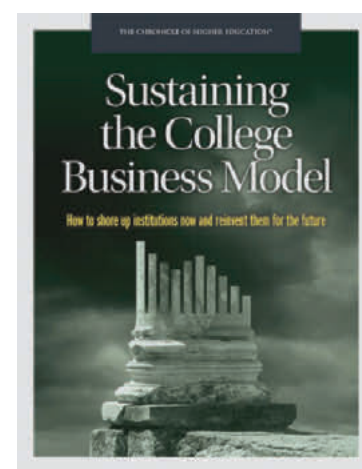
## Generating new revenue sounds good in principle, but is rarely viable in practice.

of noncompliance or of insufficient income.

Fortunately, an overall economic meltdown as a result of the pandemic offers two potential financial benefits to most universities. First, enrollments generally increase as economic conditions worsen, stabilizing tuition revenue. This rule of thumb may not hold true for all academic units within a university (such as a business school), but it has held true over the years for higher education in general. Second, the cost of borrowing money decreases along with interest rates.

As a result, the pandemic offers universities an opportunity to refinance as much of their outstanding debt as they can. Indeed, institutions of all sizes and missions are taking advantage of the historically low rates in the volatile bond market. The Mt. San Antonio Community College District refinanced about \$91 million in bonds this year, saving taxpayers nearly \$14 million in future debt payments. Iowa State University recently refinanced nearly \$18 million in debt, saving \$2.4 million in the 2021 fiscal year.

After the pandemic has passed, all will not immediately return to normal. Universities must restart suspended operations, reinstate furloughed employees, and restore on-campus instruction in a changed reality. They must also realign budgets with post-pandemic strategic priorities. Ironically, this may provide opportunities for profound change, as well as for new priorities, business models, and operational strategies. Until those strategies bear fruit — if they do — higher ed will continue to feel the financial pain. ■



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# Hiring After Covid-19

In the humanities, there wasn't much hope before the pandemic. Now there is none.

**WILL THERE BE** any jobs this year?

Two years ago, I wrote a series of columns for *The Chronicle* on the job market for Ph.D.s in English. Back then this question would have been useful hyperbole. The number of jobs had fallen by more than 50 percent in 10 years. We were at the sharp edge of an employment crisis long in the making.

Now we find out what happens when a crisis becomes a catastrophe. For all practical purposes, there may

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be no jobs at all this year, or next, or the year after.

When the Covid-19 pandemic assaulted already weak university finances this past spring, the first effect was across-the-board hiring freezes, including on searches that were already underway or near completion. At that point, there was some hope that the virus might abate over the summer, allowing campuses to return to ordinary business in the fall. Nothing like that happened. We are entering the school year with wide-open questions about what the future will look like, but with certainty that it will be grim.

The pandemic was a surprise, but the fallout for budgets was not. Hiring falls squarely on the discretionary side of the ledger. Compared with other expenses, new faculty lines are an especially easy area to cut. No one on your payroll loses a job or gets furloughed. No money gets pulled from retirement plans. No bulldozers squat idly over partially constructed parking lots. The cost savings are considerable.

Less-visible misery and more permanent consequences follow, all the same.

The misery will be felt, first and foremost, by graduate students and Ph.D.s who are looking for work. The long-term aftermath will be felt by the academy as a whole.

For those looking for a perch to begin their careers, Covid-19 upends what is possible. At a minimum, it demands that job seekers go through the arduous process of a search in the ab-

sence of anything to search for. Further out, it puts into radical doubt the path they have chosen. There already were vanishingly few jobs. What's next for our youngest scholars?

In my survey two years ago, I noted several trends that are now likely to intensify in the post-Covid-19 job market. Online platforms had dispersed ads across the internet. Remote interviewing was bypassing the MLA convention. Hiring committees were asking for more materials, often tailored directly to their missions and needs. The old timeline, with its predictably syncopated schedule, had given way to a new one in which candidates were always applying for whatever was out there. Departments and administrations were giving candidates less time to make up their minds.

All of this will worsen in an economy of intense and unpredictable scarcity. Here is some of what to expect:

- Earlier and shorter deadlines. No one knows when the pandemic will

halt reopenings and cause shutdowns to return. Therefore, many departments will grab whatever lines become available and attempt to wrap up searches as quickly as possible, before money gets taken away again. There is some indication this is already happening.

- An even more dispersed and erratic schedule. Lines might emerge as the pandemic fluctuates and freezes briefly thaw. Covid-19 doesn't care about the old MLA time table. The rushed hiring in its wake won't either.

- Even more specification and tinkering. Departments that manage to secure a line will be all the more careful and demanding that candidates fill agreed-upon needs, "fit" with the local culture and mission, and are likely to thrive. That means ever-more-detailed proof in application materials.

- Required online experience. This is obvious but bears attention. It may be some time before any institution returns entirely to face-to-face teaching. Many will shift to a permanent

hybrid of online and in person. Remote pedagogy is here to stay. The people doing the hiring will demand that candidates are much better than they are themselves at using and exploiting the technology.

- More supra-disciplinary and thematic cluster hiring. Now more than ever, colleges are sensitive to their position in the world. As they bundle resources, hiring institutions will tag positions to the huge problems that beset us. These problems will align only indirectly with the fields in which candidates are trained.

There's something paradoxical about listing expectations for a market that for practical purposes will not exist. But there you have it. A brutal landscape with little respite.

**WHAT DOES** the end of hiring mean for our collective endeavor? The 2008-9 financial crisis offers only limited guidance. That crisis also led to hiring freezes, but it didn't impede the university's ability to exist and go about



PRUDENCE CUMING ASSOCIATES/REUTERS

its business, to offer classes and enroll students, hold conferences and host guests. The demise of hiring comes now as academic life itself is held in abeyance or altered permanently.

With respect to jobs in the literary humanities, moreover, the 2008-9 crisis arrived at a point of relative stability, if not expansion. It's what came next that matters. Jobs fell off dramatically and then never quite returned. The present job loss builds on the former with a vengeance. There wasn't

been asked, sharpen the tools used to answer them, and create altogether new paths of inquiry. Senior scholars cannot be trusted to challenge their own assumptions about what counts as a good reading or a solid argument, about whose perspectives and what archives ought to be consulted, about what questions are vital to ask and how to go about asking them. Hiring sustains the counterflow of ideas and practices from the young to the old. It makes sure that academic

they cannot exist on their own. Each depends on the prior existence of the disciplines, on ideas and practices passed down and transformed over time.

We need to contemplate the end of this cross-generational traffic so we can do our best to preserve it. An entire generation or two that fails to find work neither carries on nor challenges a field of knowledge. In its place, there is a long gap of immense human and intellectual loss.

Those of us who found work in a different world cannot repose on our luck. Here are some steps we can take:

- Lobby our own institutions to hire junior faculty into tenure-track lines. We shouldn't resign ourselves to defeat. Recent history shows that administrations can and do respond to pressure from faculty.

- Commit to hiring those who haven't yet found tenure-track positions rather than moving assistant professors from one tenure-track job to another. We can't fool ourselves that abandoned positions get filled. They mostly haven't, and now they certainly won't.

- Lobby administrations to extend packages or find teaching for students caught holding the bag. Some of this has happened already. It needs to continue.

- Lobby the major granting agencies (Mellon, the American Council of Learned Societies, etc.) to create postdocs, as they did after 2008, to keep young scholars afloat. Some of this, too, has happened already. There should be much more of it.

- Consider how best to reduce graduate-program size. Ph.D. programs are going to be shrunk. Some may be eliminated. We need to think about how to do this logically.

- Design strategies for off-ramping. Not everyone who begins a Ph.D. program ought to finish. The better part of a decade is a long time, especially when so much is in doubt. We need humane ways to counsel students when they are suited for or would genuinely prefer another path.

Academic life is presently unrecognizable. Campuses, conferences, classrooms, lectures, and meetings as we have known them are gone. We all desperately want them back. As we work to carry on and rebuild, we cannot ignore the lifeblood that supports all this. We all stand to lose if we do, those with relative security and those most at risk. ■



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## At the extreme, we should contemplate the end of intellectual continuity and transformation from one generation to the next.

that much hiring to freeze anyway, and now there is none.

In these respects, we are in uncharted territory. At the extreme, we should contemplate the end of intellectual continuity and transformation from one generation to the next.

Disciplines of study exist only to the extent that they are grounded in institutions and practices: in syllabi, in methods of argument, in archives that compel inquiry, topics that inspire debate, and above all in the human labor of research, writing, and teaching according to norms that one acquires by training. Hiring is the backbone of all this. It is an occasion for collective expressions of value, for stating what kind of work a department wants or needs or judges favorably. It is also the means by which a discipline both survives and changes over time.

Disciplines survive by hiring in the obvious sense that new positions maintain the skills and knowledge base for ongoing teaching and research. Younger scholars moving up through the ranks provide, for this reason, the very impetus for all scholarly engagement. To whom is one writing if not the scholars of the future? Everyone participates in this process, whether they are faculty in graduate programs or not. Every time we write we are engaging topics, pursuing methods, and visiting archives in such a way that provides a model for others to follow. We are asking questions that will be answered by those who come after us, using tools they have learned from us.

At the same time, younger scholars challenge how these questions have

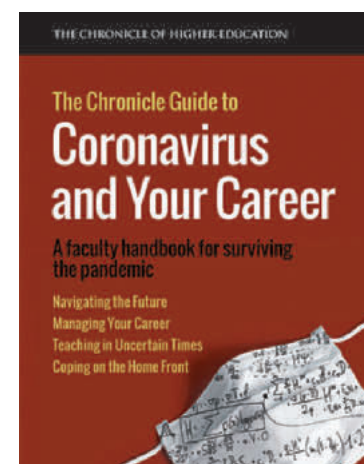
discussions and debate don't calcify into a liturgy.

To whom is one writing if not the scholars of the future?

The past decade's job crisis strained this dynamic almost to the breaking point. Already we have had to ponder whether the flow and counterflow among generations was being sustained. Already we have had to come up with alternative rationales for the Ph.D. and alternative audiences for our work.

We will be expected to do even more of this now, but there's no easy palliative. Careers outside the academy are subject to the exact same pressure as those within, each buffeted by the pandemic. More to the point, no discipline can survive if its main job is to train people for other kinds of work, and no discipline can exist if its main audience lies on its outside. Why do a Ph.D. for a job whose skills can be gotten elsewhere, with less sacrifice of time and self? Why write only for a public that won't contest or continue your work?

Alternative career paths and public-facing writing are valuable in themselves and crucial for the academy. There's a genuine good in placing humanities Ph.D.s in jobs off the tenure track, both for the candidates happy to find work and the industries leavened with their talent. There's also a genuine good in presenting academic ideas in readable style to the nonacademic world. But alternative career paths and public-facing writing don't generally feed back into the disciplines from which they spring. They provide real goods, but



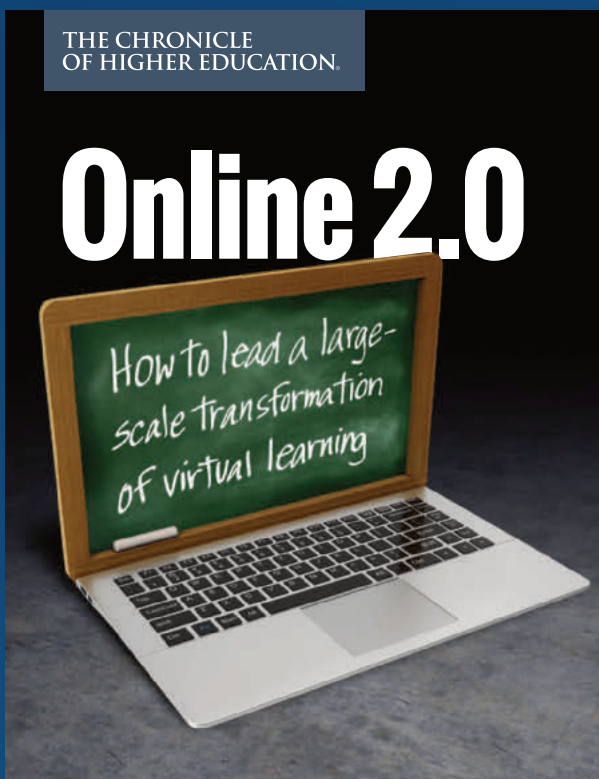
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# Online 2.0

## How to lead a large-scale transformation of virtual learning



The abrupt pivot to fully remote instruction left institutions scrambling to provide continuity of learning, as faculty members grappled with the intricacies of learning-management systems, unfamiliar conferencing technologies, and new protocols for coursework and tests, often with scant instructional-support infrastructure.

*The Chronicle's* report, *Online 2.0*, explores how institutions can take remote learning to the next level. What is the best way to make online-learning coherent, educationally meaningful, and attractive to potential and returning students? What is the science behind online learning? And what are the best ways to provide faculty development, evaluate remote courses, and ensure equity for all students?

**“Effective online teaching depends more on building engagement than on mastering complicated technology.”**

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# When to Recruit Again? How About Now?

This is your best chance to hire top leaders.



**MOST COLLEGES** have put leadership recruiting on the back burner — waiting for the retreat of Covid-19 and for a better handle on its economic repercussions. But that doesn't mean they've stopped thinking about recruitment.

As a search consultant, I'm getting calls from current and potential clients with the same questions: "When is a good time to start recruiting again?" and "How do you see the current situation affecting our potential candidate pool in terms of quality and quantity of applicants?" From my team's perspective, better questions for institutions to ask themselves are:

**ADVICE**

"Should we recruit now, while others are fearful and the talent we are after is not being inundated with competing offers? Or should we wait for this rare opportunity to pass us by?"

No doubt some readers will point out that it's in the financial interest of any search consultant to urge clients to restart their recruiting. However, there are actually good, logical reasons for higher education not to freeze all executive hiring for too long.

Institutions with key leadership positions unfilled will need to move forward with the hiring process at some point. Once hiring resumes, it will trend toward recruiting leaders who can meet academe's new normal — namely, people who can develop innovative strategies so that any future disruptive events don't set back campus operations as deeply as Covid-19 has.

**Fear versus opportunity.** Some lessons on this topic may be gleaned from one of the most strategic investment minds ever to walk this earth. In 1987 the Berkshire Hathaway chairman and chief executive Warren Buffett laid out his stock-market strategy in a famous way: "We simply attempt to be fearful when others are greedy and to be greedy only when others are fearful." In recent months we have all heard phrases like "don't waste a good crisis" or "in crisis there is opportunity." Can that mind-set seem cold? Absolutely.

Yet we are seeing it play out in the headlines across higher education, as leaders face very difficult decisions. For example, the University of Wisconsin system's president, Ray Cross, is pushing to consolidate

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academic programs across its campuses and ramp up online learning — something he said had to happen “if we want the system to survive on the other side of this pandemic.” A faculty leader, objecting to the plan and the likely layoffs that would follow, noted: “Regents and legislators have talked about this for several years, and now they are taking advantage of the pandemic to try to do it.”

I spoke recently with a university chancellor who took a similar approach to the fear-versus-opportunity question of our current crisis. His university, he said, much like others, has no choice but to cut. However, as we talked, the chancellor concluded that the timing also gave him the perfect opportunity to reallocate some resources and recruit new leaders who are professionally prepared for a post-Covid-19 environment. But he asked: “Should I wait until CV-19 is behind us to start recruitment?”

My answer: Now might be the best time to find such leaders.

Why? As an example of what my team is seeing and hearing, I shared with that chancellor a recent experience: A month or so after Covid-19 hit, I was conducting a reference check when I reached out to the chancellor of a large multi-campus system. Typically, when I call this leader’s cellphone, he is so busy that my call goes directly to his voicemail. He might call back a few days later, or I’ll hear from his assistant to schedule a call. This time, to my surprise, the chancellor immediately picked up. We talked about the reference and a host of other topics for more than 30 minutes. He sounded relaxed and happy to speak with another human being.

The lesson: Now might be the best time to talk with potential candidates whose daily schedules — outside of Zoom calls — tend to be a lot more open and flexible than usual.

**Virtually no competition.** The fact that Covid-19 has caused most colleges to shut down recruitment is a net positive for those institutions that buck the trend and proceed with hiring. They can take advantage of a window of time in which they will have a better chance of attracting the best-possible candidates because they will not be competing with a myriad of concurrent searches across the country.



**Mike J.R. Wheless**

is a search consultant and a founder of Anthem Executive, based in Houston.

Last winter, when the Covid-19 pandemic started, everyone was understandably in full panic mode, and it became much harder than usual to reach potential candidates in searches. Now that the dust has settled somewhat, candidates are much easier to reach. They have more time for deep conversations than they would in a normal era, when they would be running from meeting to meeting and event to event. Most are confined and at their desks. And with technology advancements, we are now conducting the entire interviewing and hiring process remotely.

When Covid-19 finally slows down, pent-up demand will open the recruiting flood gates, and everyone will be chasing the same talent at the same time.

Once I spelled all of this out for the chancellor, he said the logic made sense and asked my team to begin recruiting for a vice president’s position.

While the Covid-19 pandemic has caused us to adjust our search process, it certainly has not impeded our progress in recruiting top talent. In fact, the crisis has enhanced it. From the perspective of a seasoned recruiter who has been at this for more than 20 years, I think waiting for others to begin recruiting again for the same talent is not an optimal choice.

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ST. JOHN'S  
UNIVERSITY

President  
Queens, NY

In 2020, St. John's University, a Catholic and Vincentian institution, celebrates 150 years of contributing to the betterment of the lives of its students and the communities it serves. One of the nation's most diverse higher education institutions headquartered in the most pluralistic borough in the world's most important financial center, St. John's is ranked as one of the top universities in the nation for social mobility in a recent study in the *Chronicle of Higher Education*. The University is well positioned to play a role in the great social moments that are emerging across society, and at this time of tremendous institutional momentum the University seeks a president to lead its efforts to have an even greater impact on its students and the world around them.

Building on the successful work of its retiring president, St. John's University is searching for a leader to galvanize the University community around a vision for its immediate and longer-term future. The successful candidate will therefore possess a comprehensive understanding of the current circumstances of American higher education. Demonstrating significant leadership and managerial experience in a complex setting, ideally in higher education, St. John's next president will be a superior communicator and relationship builder with a leadership style that emphasizes inclusivity, transparency and collaboration. Experience with unionized workforces, especially faculty, is highly desirable. The ideal candidate will possess a record of teaching, scholarship and service commensurate with an appointment to the St. John's faculty at the rank of professor; candidates with analogous experience in a similarly complex setting will be considered. In addition, the president should have a personal record of contributing substantively to social justice, especially to antiracism, diversity, equity and inclusion. The president must be an active Catholic and, most importantly, must resonate deeply with the University's Vincentian mission, values and charisms, including especially its dedication to serving the underrepresented and underprivileged.

Over recent years, St. John's has done the difficult work of streamlining its operations, reducing its debt, enhancing its advancement efforts and augmenting its enrollments with success in both recruitment and retention of students. Surrounded by vibrant corporate and non-profit organizations, the University is in the optimal position to create partnerships that provide opportunities for students and faculty, to provide mission-centric support for worthy institutions and to diversify the University's revenue streams. St. John's new president will thus inherit an enviable platform on which to build to a successful future for this storied institution.

Inquiries, nominations and applications are invited. A description of the position can be found at [www.wittkiewer.com](http://www.wittkiewer.com). Recruitment will continue until the position is filled, and applications are encouraged by September 4, 2020 for fullest consideration. Interested parties may apply via the WittKieffer Candidate Portal. Applications should include, as separate documents, a CV or resume and a letter of interest addressing the themes in this profile. For more information, questions or nominations, please contact St. John's consultants, Dennis Barden, Greg Duyck and Sarah Miller at: [StJohnsPresident@wittkiewer.com](mailto:StJohnsPresident@wittkiewer.com).

*Consistent with its mission as a Catholic, Vincentian, Metropolitan, and Global institution of higher education, St. John's University abides by all applicable federal, state, and local laws, and prohibits discrimination on the basis of race, color, national origin, religion, disability, age, gender, gender identity, sex (including sexual harassment and sexual violence), sexual orientation, marital status, alienage, citizenship status, status as a victim of domestic violence, genetic predisposition or carrier status, status in the uniformed services of the United States (including veteran status), or any other characteristic protected by law. The University also abides by Title IX of the Education Amendments of 1972. The University's policy of nondiscrimination extends to employment opportunities, admission of students to its programs, and to the administration of its educational policies, scholarships, loan programs, athletics, and other institutionally administered programs or activities generally made available to students at the University.*

WittKieffer



PennState

SENIOR  
VICE PRESIDENT  
FOR FINANCE  
AND BUSINESS/  
TREASURER

The Pennsylvania State University (Penn State) invites nominations and applications for the position of Senior Vice President for Finance and Business/Treasurer.

Reporting to the University President, the Senior Vice President for Finance and Business/Treasurer (SVP) is responsible for management and strategic planning for the Finance and Business Office which includes these offices: Auxiliary and Business Services, Commonwealth Operations, Corporate Controller, Enterprise Project Management, Ethics and Compliance, Human Resources, Internal Audit, Investment Management, Physical Plant, University Police, and Public Safety. The position also leads financial, endowment, business, and administrative activities for all Penn State campuses. The SVP will oversee the Finance and Business Office's \$500 million budget and manage nearly 3,000 full-time employees.

In collaboration with the President and the Executive Vice President and Provost, the SVP will guide major resource deployment, organizational functionality, and strategic decision-making. The SVP serves as a member of the Board of Directors of Penn State Health, the President's Council, the Penn State Investment Council, and the Board of Directors for the Corporation for Penn State. The SVP is responsible for developing and maintaining excellent relationships with Penn State senior administration, all campus administrators, the Board of Trustees, community officials, state government officials, faculty, students, and staff. The SVP is charged with leading efficient and effective budget and financial operations and financial and administrative services in support of the University's academic and strategic plans, ensuring the highest standards of fiscal and administrative integrity, and providing the highest levels of administrative and campus life services to faculty, staff, and students.

The successful candidate will: have experience as a senior financial officer leading and managing day-to-day operations in a large, complex institution; possess expertise in strategic financial planning, financial and investment management, debt financing, cash flow management, investment strategies, and other financial functions; have the ability to work on a senior team as a listener, contributor, collaborator, mediator and change agent, interacting with diverse constituencies across a complex institution; and, demonstrate a commitment to diversity and fostering strong relationships with academic administrators, athletics leaders, and community stakeholders.

Penn State is the land-grant university of the Commonwealth of Pennsylvania and is consistently ranked among the top public universities in the country. Penn State has 24 campus locations, 19 academic colleges, 17,000 faculty and staff, and 100,000 students, including a medical college, two law schools, and an online World Campus. The position is based at the University Park campus, the University's largest campus, located in State College, PA.

Penn State's instructional mission includes undergraduate, graduate, professional, and extension education offered through both residential instruction and distance learning. Its educational programs are enriched by the talent, knowledge, diversity, creativity, and teaching and research acumen of faculty, students, and staff. Penn State provides affordable access to education and public service to support the citizens of the Commonwealth and beyond. The University engages in collaborative activities with the private sector, higher education, and governmental entities worldwide to generate, integrate, apply, and disseminate knowledge that is valuable to society.

Review of credentials will begin immediately and will continue until the position is filled. Please send all nominations, inquiries, and expressions of interest in confidence to:




Shelly Weiss Storbeck, Managing Partner  
Ethan Dubow, Managing Associate  
Tammara Townes, Managing Associate  
[PSUFinance20@storbecksearch.com](mailto:PSUFinance20@storbecksearch.com)



For more information, please visit Penn State's home page at <https://www.psu.edu/>

*Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.*



THE UNIVERSITY of TEXAS SYSTEM  
FOURTEEN INSTITUTIONS. UNLIMITED POSSIBILITIES.

### ASSISTANT VICE CHANCELLOR FOR BUDGET AND PLANNING


The University of Texas System invites nominations and applications for the position of Assistant Vice Chancellor for Budget and Planning (AVCBP). Applicants should be of strong character and possess exceptional fiscal and business judgment. The ideal candidate will have a demonstrated track record of superior leadership, organizational, and interpersonal skills, as well as an ability to develop synergistic relationships across wide-ranging constituencies at a complex institution.

The AVCBP reports directly to the Executive Vice Chancellor for Business Affairs and has System-wide responsibility for coordinating the preparation and maintenance of the UT System's operating budget. Other major responsibilities include advising UT System executive staff on strategic matters that have budget implications, guiding UT institution budget managers on budgetary requirements, and preparing legislative appropriations requests.

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 14 institutions, an enrollment of nearly 240,000 students, and an operating budget of \$21.1 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 21,000 faculty and more than 83,000 health care professionals, researchers, and support staff. Across UT institutions, research and development expenditures total \$2.9 billion – the highest in Texas and the second highest in the nation among public higher education systems – 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. Grounded in the belief that diversity challenges assumptions, opens minds, and unlocks our collective potential to solve any problem, the System continually strives to create a campus community that welcomes, understands, and celebrates diversity of all kinds, including race and ethnicity, gender and sexual identity, regional and national origin, socioeconomic status, different learning styles and abilities, and more.

A smartbook with additional information about the University of Texas System can be found here: <https://www.utsystem.edu/sites/default/files/documents/publication/2019/ut-system-smartbook/smartbook-mar-2019-data-sources-final.pdf>



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

**Shelly Weiss Storbeck, Managing Partner**  
**Carly Rose DiGiovanni, Associate**  
**UTSystemAVCBP@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.*



### Faculty Positions in Work and Organization Studies

Faculty Positions in Work and Organization Studies

The Work and Organization Studies (WOS) group at the Massachusetts Institute of Technology (MIT) Sloan School has been authorized to hire one or more tenure track faculty members to start July 1, 2021, or soon thereafter, whose teaching and research focus on work, employment, and organizational issues. The rank is open and both junior and senior candidates will be considered.

Faculty responsibilities include teaching courses related to work and organization studies. WOS has current teaching needs in courses on organizational processes, power and influence, as well as courses on work and employment issues.

The WOS faculty is interdisciplinary and the new hire's background is open and might include sociology, organizational behavior, industrial relations, social psychology, political science, or economics. Candidates must possess, or be close to completion of, a Ph.D. in one of these, or another closely related field, at the start of employment.


WOS builds on the traditions of Organization Studies and the Institute for Work and Employment Research and has Ph.D. programs in both areas. We are open to a variety of styles of research (quantitative, ethnographic, field based, and lab based). (For more information about our group, go to: <https://mitsloan.mit.edu/faculty/academic-groups/work-and-organization-studies/about-us>).

The WOS group is part of the Behavioral and Policy Sciences Area, one of three major academic areas at Sloan. We encourage multidisciplinary work with colleagues in other parts of the School, and several members of the group are also members of other groups/units in the School (Communication; Economic Sociology; Technological Innovation, Entrepreneurship, and Strategy Management; System Dynamics; Global Economics and Management; and Information Technology).

Please submit applications electronically at <http://apply.interfolio.com/77354> providing a cover letter outlining interests and experience, a current CV, and one or two papers that indicate your research focus and capabilities. Applicants should also arrange for three letters of recommendation to be submitted via this link. Applications will be reviewed as received but are due no later than **October 30, 2020**.

MIT is an equal opportunity employer committed to building a culturally diverse and pluralistic intellectual community and strongly encourages applications from women and minorities.

Questions should be addressed to [SloanSearchMaster@mit.edu](mailto:SloanSearchMaster@mit.edu)  
100 Main Street, Building E62, Cambridge, MA 02142 USA



### DEPAUL UNIVERSITY

#### Assistant Professor (Tenure Track) Nursing (20-21)


The School of Nursing at DePaul University seeks two tenure-track assistant professors to begin September 2020.

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

DePaul's School of Nursing offers the RN-MS (online), MENP, DNP, and Nurse Practitioner tracks and certificates. Nursing Programs are focused on community engagement, service learning in vulnerable communities, social justice and excellent safe quality nursing care. Competitive candidates will have a Ph.D. or DNP in Nursing.

Apply: <https://apply.interfolio.com/65157>

*DePaul University is an Equal Opportunity /Affirmative Action employer.*



### DEPAUL UNIVERSITY

#### Endowed Chair in Applied Diplomacy

DePaul University's Grace School in the College of Liberal Arts and Social Sciences invites applications for an endowed Chair in Applied Diplomacy.

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

The faculty of the Grace School represent twenty-two different departments and programs from across the University. The School is privileged to be located in Chicago, a globally-engaged city that is home to a rich array of consuls and international initiatives.

Apply: <https://apply.interfolio.com/72500>

*DePaul University is an Equal Opportunity / Affirmative Action employer.*



### DEPAUL UNIVERSITY

#### Term Faculty (Non-Tenure Track) Constitutional Law (Spring 20-21)

DePaul University College of Law is searching for a term professor to teach Constitutional Law full-time for Spring 2021.

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

A JD degree is required, and experience teaching Constitutional Law and related subjects to JD students is highly preferred.

Apply: <https://apply.interfolio.com/76054>

*DePaul University is an Equal Opportunity / Affirmative Action employer.*





Head, Department of Physics and Astronomy

Purdue University's College of Science invites applications for the role of Head of the Department of Physics and Astronomy, with the possibility where suitable of an accompanying named and/or distinguished professorship. We seek a recognized researcher with a proven track record of leadership, scholarship, and mentoring. Following a very positive recent external visiting committee review and substantial investment in new hires and facilities, the successful candidate will have a clear plan to continue to increase the visibility, stature, and intellectual leadership of the Department and the College of Science, and will demonstrate a commitment to teaching excellence.

Physics and Astronomy is an interdisciplinary department with more than 50 faculty involved in research spanning most of the broad portfolio of the physics and astronomy subfields. Recent faculty hiring initiatives in atomic, molecular, and optical physics and in quantum information science have led to exciting new strengths in those areas, as well as the traditional areas of condensed matter, high energy, astrophysics, biological physics, nuclear physics, and physics education. Departmental faculty are also involved in University-wide multidisciplinary research in quantum photonics, nanoscience, and quantitative biosciences. Further information about the Department can be found at <https://www.physics.purdue.edu/> and additional materials are available upon request.

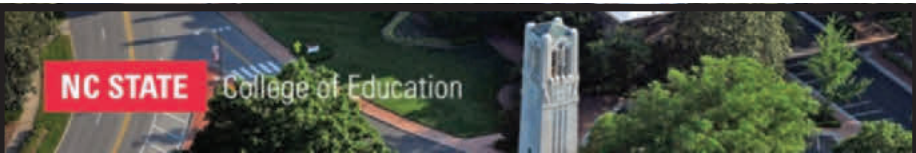
The Department of Physics and Astronomy is one of seven departments in the College of Science, with involvement in numerous interdisciplinary programs and centers. Key initiatives of interest to a new head will include university priorities and centers in the data & computational sciences and quantum science & engineering as well as substantial recent investments in the geosciences, life sciences, environmental & atmospheric science, and space sciences & engineering. Further information on the College of Science is available on the website at [www.science.purdue.edu](http://www.science.purdue.edu).

**Qualifications:** The successful candidate will have a Ph.D. in Physics, Astronomy, or a related discipline, an outstanding record of scholarly achievement and a history of extramurally funded research commensurate with the rank of full professor at Purdue, exceptional and proven leadership abilities, a vision for the Department in the University, state, and nation, a commitment to excellence in undergraduate and graduate education, a record of teaching achievement, an enthusiasm for engagement, and a dedication to championing diversity, equity, and inclusion.

**Applications:** Interested candidates should submit a cover letter, curriculum vitae, a statement of research and teaching accomplishments, a vision statement for the future of research and education in the Department, and the names and email addresses of three references who might be contacted later (contingent upon approval of the candidate) after an initial short list of candidates is selected by the Committee. Applications should be submitted to <https://career8.successfactors.com/sfcareer/jobreqcareer?jobId=10675&company=purdueuniv>. Inquiries should be directed to Chris Greene, Chair of the Physics and Astronomy Head Search Committee, [chgreene@purdue.edu](mailto:chgreene@purdue.edu). Review of applications will begin August 28, 2020, and will continue until the position is filled. A background check is required for employment in this position.

Purdue University's Department of Physics and Astronomy is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in a separate Diversity and Inclusion Statement, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

*Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.*



Multiple Tenure-Track Positions  
NC State College of Education

The NC State College of Education leads the way in North Carolina in preparing professionals, conducting research, and engaging communities to improve educational outcomes for all learners across the state and beyond. With two-thirds of its faculty grant active and over 120 funded research projects totaling \$90-plus million, the college ranks No. 1 in education research productivity in North Carolina and among the Top 6 percent of colleges of education in the nation. During the 2018-2019 fiscal year, the faculty had half of their proposals funded and brought in over \$30 million in new funded research. They address society's most pressing educational challenges and convert their research to action and innovative solutions that transform teaching and learning environments across the lifespan, with particular strengths in improving technology-enhanced learning and teaching in STEM education and literacy; increasing diversity, equity and access in education; and innovating leadership development.

The college is composed of three academic departments: Educational Leadership, Policy, and Human Development; Science, Technology, Engineering, and Mathematics Education; and Teacher Education and Learning Sciences, with approximately 124 faculty members and 92 support and professional staff. The college's 1,700 undergraduate and graduate students study across 60-plus degree programs that deliver highly-engaged and personalized academic experiences that prepare them to lead in the field of education. The college is also home to the Friday Institute for Educational Innovation and the proposed Belk Center for Community College Leadership and Research.

**We invite applications from prospective colleagues who will help us advance our mission and improve educational outcomes for the following positions:**

- **Department Head of Educational Leadership, Policy, and Human Development**  
For more information, email the Search Chair, Dr. John Lee, at [john\\_lee@ncsu.edu](mailto:john_lee@ncsu.edu)  
To apply: <http://jobs.ncsu.edu/postings/132394>
- **Assistant Professor in Mathematics Education**  
For more information, email the Search Chair, Dr. Hollylynee Lee, at [hollylynee@ncsu.edu](mailto:hollylynee@ncsu.edu)  
To apply: <http://jobs.ncsu.edu/postings/133736>

Salary commensurate with rank, credentials, education, and experience. The proposed start date is January 1, 2021.

To apply for any of these positions, go to the link provided for each position. Required application materials are outlined in each posting and must be submitted using the online application. For more information, please contact the corresponding search committee chair listed above.

*NC State University is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, gender identity, age, sexual orientation, genetic information, status as an individual with a disability, or status as a protected veteran. If you have general questions about the application process, you may contact Human Resources at (919) 515-2135 or [workatncstate@ncsu.edu](mailto:workatncstate@ncsu.edu). Individuals with disabilities requiring disability-related accommodations in the application and interview process, please call 919-515-3148. Final candidates are subject to criminal & sex offender background checks. Some vacancies also require credit or motor vehicle checks. If highest degree is from an institution outside of the U.S., final candidates are required to have their degree equivalency verified at [www.wes.org](http://www.wes.org) or equivalent service. Degree(s) must be obtained prior to start date in order to meet qualifications and receive credit. NC State University participates in E-Verify. Federal law requires all employers to verify the identity and employment eligibility of all persons hired to work in the United States.*



Full-Time (Open Rank)  
Nursing Faculty (20-21)

The School of Nursing at DePaul University seeks three tenure-line, faculty at the rank of associate or full professor to begin September 2020.

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

DePaul's School of Nursing offers the RN-MS (online), MENP, DNP, and Nurse Practitioner tracks and certificates. Competitive candidates will have a Ph.D. or DNP in Nursing, excellent teaching, a strong research record, and evidence of, or potential for leadership and mentoring. Candidates must be a registered nurse.

Apply: <https://apply.interfolio.com/65075>

*DePaul University is an Equal Opportunity / Affirmative Action employer.*



Instructor (Non-Tenure Track)  
Counseling (20-21)

The Counseling Program at DePaul University seeks to fill one full-time, non-tenure track faculty position in Counseling.

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

Minimum qualifications include an earned doctorate in Counselor Education, preferably from a CACREP program, or qualification to be considered CACREPCore faculty. The desirable candidate will have professional and academic experience with diverse populations.

Apply: <https://apply.interfolio.com/77143>

*DePaul University is an Equal Opportunity / Affirmative Action employer.*



Ida B. Wells-Barnett  
Post-Doctoral Teaching Fellowship (Non-Tenure Track)  
African and Black Diaspora Studies (20-21)

The College of Liberal Arts and Sciences invites applicants for The Ida B. Wells-Barnett Post-Doctoral Teaching Fellowship. The Fellowship reflects the University's Vincentian mission, which includes a scholarly commitment to the areas of race, equality, social justice and advocacy for historically oppressed and underserved populations. The Vincentian mission is reinforced by the principles that informed Ida B. Wells-Barnett's advocacy of civil and human rights for Black people.

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

Apply: <https://apply.interfolio.com/77175>  
*DePaul University is an Equal Opportunity / Affirmative Action employer.*

The best  
candidates are  
the informed ones.

The smart ones. The inspired ones. The ones who not only pursue knowledge, but are compelled to share it. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

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[ChronicleVitae.com/Employers](http://ChronicleVitae.com/Employers)



## AERONAUTICS

**Instructor Pilot**

*Embry-Riddle Aeronautical University*

Multiple Positions: Provide flight, simulator, and ground instruction in accordance with university and FAA regulations and procedures. Prepare schedules, maintain records, and ensure that course standards, training requirements, and objectives are met by each student in each flight course. Requires: Bachelors degree in related field. FAA Certificated Flight Instructor/Instrument CFI, CFII, MEI or Gold Seal Flight Instructor Certificate, Airplane Single and Multiengine; Instrument Airplane. Minimum 750 hours Dual Flight Instruction Given. If no MEI or Gold Seal Flight Instructor Certificate, 1050 Dual Flight Instruction Given. Send resume to: C. Kelley, HR Manager/COA, Attn: ID #22, Embry-Riddle Aeronautical University, 1 Aerospace Blvd., 213 L, Flight Operations Building, Daytona Beach, FL 32114.

## ARCHITECTURE

**Assistant Professor**

*University of Idaho*

Assistant Professor. Teach architecture and related courses, advise students, maintain an active research agenda, and perform faculty service. Master's, Architecture. Interested persons should send a cover letter and CV to: Dr. Randall Teal, College of Art and Architecture, University of Idaho, 875 Perimeter Drive, MS 2461, Moscow, ID 83844. UI is an EEO/AAE employer.

BIOMEDICAL  
ENGINEERING**Tenure-track/Tenured Faculty Positions of Biomedical Engineering**

*Southern University of Science and Technology*

The Department of Biomedical Engineering, Southern University of Science and Technology (SUSTech), seeks outstanding applicants for full-time tenure-track/tenured faculty positions. Positions are available for both junior and senior-level applicants. Exceptional candidates in any areas are welcome to apply. The current departmental focus are in the areas of mechanomedicine, biomedical/medical imaging, bioMEMS, regenerative medicine, wearable devices/wireless monitoring, and biomedical data science. We seek faculty members who can contribute to the excellence and diversity of our academic community. A globally competitive start-up package will be provided to successful candidates. Applicants must possess a Ph.D. degree in biomedical engineering or relevant fields, demonstrated excellent research contributions, and teaching ability. All applicants should submit the following documents to bmehr@sustech.edu.cn in a single (merged) PDF document: (1) Curriculum Vitae, (2) a Statement of Research and Teaching Interests, (3) up to three representative publications, and (4) the names and contact information of 3 references. SUSTech is a research university that ranks No. 8 in mainland China (Times Higher Education World University Ranking 2019). Established in 2012, SUSTech is a public institution funded by the City of Shenzhen. SUSTech is the first academic institution resulting from the national Chinese Higher Educational Reform. The University's mission is to become a global institution that is recognized for its academic excellence, innovation, and entrepreneurship. The University promotes bilingual interactions, in which lectures and academic seminars are conducted in both English and Mandarin. SUSTech is determined to cultivate a place where global talents

could share their ideas and develop their skills to better contribute to the local and global society. Shenzhen is a modern metropolis, with some of the world's largest technology giants based here. Shenzhen is the No.1 most livable city in China (Chinese Cities Livability Development Index Report 2017), with world's top restaurants, efficient transportation, extensive green spaces, and excellent air quality.

CLINICAL MENTAL  
HEALTH**Assistant Professor, Clinical Mental Health Counseling**

*Merrimack College*

Assistant Professor, Clinical Mental Health Counseling (North Andover, MA): Tenure-track; Teach courses re counseling & psychology; Counsel & assist students in dept; Substantial involvement in scholarly activities & college service. REQS: PhD in Counseling or Counselor Education; Exp (which may be concurrent and gained during educ studies) must include: 4 semesters teaching (as Instructor, TA, GA, or RA) courses regarding counseling; 1 yr exp in child & family counseling; Exp (as TA, RA, or GA) in group counseling facilitation & superv; 5 authored publications in journals or books re to counseling; 10 research papers/presentations re counseling. Apply to: Human Resources, Merrimack College, 315 Turnpike Street, North Andover, MA 01845.

## CRIMINOLOGY

**Assistant Professor of Criminology**

*Le Moyne College*

Le Moyne College. The Department of Anthropology, Criminology and Sociology invites applications for a full-time, tenure-track Assistant Professor of Criminology to begin Fall 2021 pending budgetary approval. Candidates should have a Ph.D. in Criminology/Criminal Justice or related field and be qualified to teach courses in critical criminology and/or race and criminal justice, or that integrate the fields of criminology and cybersecurity and cybercrime. Areas of specialization are open, but applicants who are able to teach Introduction to Criminology and Criminal Justice Systems are preferred. Additional capability to teach in other social science disciplines is desired. ABD candidates will be considered if the conferral of their terminal degree is expected to occur within the first academic year of their employment. Successful candidates will have a strong commitment to undergraduate education and be able to contribute to course offerings within the interdisciplinary criminology program. Le Moyne College is an equal opportunity employer and encourages women, persons of color and Jesuits to apply for employment. To apply please visit our website at <http://www.lemoyne.edu/Work-At-Le-Moyne> and submit the requested application materials. All materials must be submitted for consideration. Documentation may also be submitted by mail to: Diann Ferris, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Attn: ACS Search, Syracuse, New York 13214. Review of applications will begin on October 15th 2020 and continue until the position is filled.

## DERMATOLOGY

**Open-Rank Clinical-Track Professor in Dermatology**

*University of Illinois at Urbana-Champaign*

University of Illinois - College of Veterinary Medicine. Full-time, 100% (12-month basis) Open-Rank Clinical-Track Professor in Dermatology. The University of Illinois - College of Veterinary

Medicine's Department of Veterinary Clinical Medicine is seeking applications for Open-Rank Clinical Track Professor in Dermatology. Primary responsibilities are to provide clinical teaching and service in veterinary dermatology, contribute to the instruction of veterinary students, interns, residents and graduate students, establish a strong rapport with clients and referring veterinarians, and conduct relevant research. Teaching responsibilities will also include didactic, small group and laboratory instruction of veterinary and graduate students. Minimal requirements include a DVM degree (or equivalent) and residency training approved by the American College of Veterinary Dermatology (ACVD) or the European College of Veterinary Dermatology (ECVD) are required. Please apply by 9/18/2020. To view the position and submit an application, visit: <https://jobs.illinois.edu/>. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. Additional information about the position may be obtained from Dr. Jonathan Samuelson, Search Chair, at [spasmue2@illinois.edu](mailto:spasmue2@illinois.edu). The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. As a qualifying federal contractor, the University of Illinois uses E-Verify to verify employment eligibility. The University of Illinois is an Equal Opportunity, Affirmative Action employer that recruits and hires qualified candidates without regard to race, color, religion, sex, sexual orientation, gender identity, age, national origin, disability or veteran status. For more information, visit <http://go.illinois.edu/EEO>.

## ENGINEERING

**Assistant Professor**

*The Ohio State University*

Engineering: Assistant Professor in The Ohio State University (OSU) Department of Integrated Systems Engineering (ISE), Columbus, Ohio. Teach undergraduate and graduate courses in Integrated Systems Engineering; conduct research in the areas of human factors and cognitive systems engineering, with a focus on the area of distributed work in multi-scale human-machine systems; advise students; supervise graduate student research; attract research funding from federal, state and industry sources; disseminate the results of such research through high quality peer-reviewed publications; contribute to scholarly publications; serve on department, college, and university committees; participate in appropriate professional organizations. Requirements: Ph.D. in Engineering (any Engineering discipline acceptable); knowledge relevant to multi-scale human-machine systems as demonstrated by Ph.D. dissertation work, scholarly publications, or conference or workshop abstracts, publications, or presentations. Requires successful completion of a background check. Send CV and cover letter to: T. Freitas, Human Resources Generalist, Department of Integrated Systems Engineering, The Ohio State University, 210 Baker Systems Engineering, 1971 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

## FINANCE

**Faculty Positions in the Department of Finance of SUSTech**

*Southern University of Science and Technology*

SUSTech, officially established in April 2012, is a public institution funded by the municipal of Shenzhen, a special economic zone city in southern China. The University is accredited by the

Ministry of Education, China and is a pioneer in higher education reform in China. Set on five hundred acres of wooded landscape in the picturesque Nanshan (South Mountain) area, the new campus offers an idyllic environment suitable for learning and scholarship. SUSTech engages in basic and problem-solving research of lasting impact to benefit society and mankind. According to the Times Higher Education World University Rankings 2019, SUSTech, being ranked for the first time since its formal establishment 8 years ago, was ranked the 8th among the listed mainland China universities. The Department of Finance now invites applications for Professorship(s) / Associate Professorship(s) / Assistant Professorship(s) in finance / fintech / insurance and actuarial science. Applicants should (i) be promising or established scholars with a doctoral degree (or close to completion); and (ii) demonstrate a specialty in finance / fintech / insurance and actuarial science. The appointee will (a) teach postgraduate and undergraduate courses; and (b) be expected to publish in top-tier journals in finance and/or related fields. Salary and Fringe Benefits Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care and housing benefits for eligible appointees. Further information about the University is available at <http://www.sustech.edu.cn>. The terms mentioned herein are for reference only and are subject to revision by the University. Application Procedure Please submit full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, and three letters of recommendation to [finance@ustech.edu.cn](mailto:finance@ustech.edu.cn).

FOOD ANIMAL  
AMBULATORY MEDICINE**Clinical or Tenure-track Assistant/Associate/Full Professor - Food Animal Ambulatory Medicine**

*Iowa State University*

The College of Veterinary Medicine at Iowa State University (ISU CVM), located in Ames, Iowa, is seeking qualified applicants for a full-time, clinical or tenure-track faculty appointment in the area of Food Animal Ambulatory Medicine in the Veterinary Field Services (VFS) section of the department of Veterinary Diagnostic and Production Animal Medicine. The ISU CVM VFS section provides individual animal and herd health services for beef, dairy, swine, sheep, goats, and camels via fully equipped mobile veterinary trucks to accommodate the high-interest in farm animal medicine among our veterinary students and to provide veterinary service to local producers. Services include year-round, 24-hour emergency care, diagnostics, routine healthcare, surgical services, breeding and fetal services, herd health programs, milking system analysis, and much more. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status and will not be discriminated against. For more information and to apply, please visit [www.jobs.iastate.edu](http://www.jobs.iastate.edu), posting R2748.

## HIGHER EDUCATION

**Faculty Positions Available in the Center for Higher Education Research (CHER)**

*Southern University of Science and Technology*

Tenure Track Founded in June 2015, Center for Higher Education Research (CHER) is a teaching and research institute attached

to the School of Humanities and Social Sciences of Southern University of Science and Technology (SUSTech). CHER seeks candidates for Teaching and Research positions in higher education with particular focus in the areas of College Student Development, Higher Education Evaluation, Higher Education of Engineering and Institutional Research. We are open to international candidates. Qualifications: 1. A PhD-degree in Higher Education or related fields; 2. Degree awarded or employed in a top university; 3. Knowing Chinese higher education; 4. Capacity in scientific research methods (quantitative or/and qualitative); 5. Capacity in teaching and academic writing in English. Successful candidates must abide by the Constitution of the People's Republic of China, Chinese laws and regulations, agree with the school-running philosophy of SUSTech, and have no poor records in academic ethics and moral qualities. Candidates can apply for Assistant Professor/Associate Professor/Professor accordingly. Candidates with a doctorate degree less than five years and insufficient academic achievements can apply for the postdoctoral position. CHER offers successful candidates a high competitive package of salaries and housing benefits provided by SUSTech. Candidate meets the requirements of introducing high-level personnel in Shenzhen can also apply for the compensation offered by Shenzhen Municipal Government. Children of successful candidates can apply to study in SUSTech Kindergarten and schools. Qualified applicants should submit a CV and up to 5 academic papers via [cher@sustech.edu.cn](mailto:cher@sustech.edu.cn) to Miss Xiao, with the email subject of "name+position". We will keep your information private. CHER welcomes applications from all who would bring vitality and variety to higher education research.

## HUMANITIES

**Job opportunities at Center for the Humanities at SUSTech**

*Southern University of Science and Technology*

Center For The Humanities At SUSTech: Southern University of Science and Technology is a public university located in Shenzhen, China, a mega vibrant city and high-tech center across Hong Kong with a population of more than 10 million people. The university is intended to be a top-tier international university that excels in conducting interdisciplinary research, nurturing innovative talents and delivering new knowledge to the world. Center for the Humanities is under the School of Humanities and Social Sciences. We are devoted to cutting edge interdisciplinary research and education in various fields in humanities, exploring the juncture and collaboration of humanities and modern technology, and promoting creative and critical thinking and communication in the SUSTech community. "High quality, frontier topics oriented, unique, and cross disciplines integration" is our goal in research. We aim to establish humanities fields that can fully take advantage of the research in science and technology in SUSTech and at the same time to provide strong support and guidance to studies in science and technology. Our teaching aims to empower our students with a range of critical skills needed for a leader in any endeavor. Students' engagement with literature, history, languages and art motivates them to find new juncture of art and science, to create and innovate across academic disciplines, to develop into a good communicator with cultural perspectives and a deep understanding in the complexities of human society. Center for the Humanities is now home to six academic divisions: 1. Classics (China and West) and Mod-

ern Interpretation 2. Language and Linguistic Studies 3. Methodology and Creative Thinking 4. Media and Cross-disciplinary Studies 5. Writing and Communications 6. Science History and Science Education We are looking forward to establishing more research and teaching divisions in the future. Job Descriptions: Center for the Humanities invites applications for full-time tenured or tenure-track faculty positions in humanity studies at ranks of Full/Associate/Assistant Professor. Qualifications: Applicants should have a Ph.D degree from an accredited institution of higher education. Candidates with experience studying or doing research abroad will be preferred. Teaching experience and high-quality research and scholarly publications are both required. As a university of science and technology, the candidates' ability and experience in designing and teaching humanity courses to science students will be highly valued. Application: Applicants should send a cover letter, curriculum vitae, three recommendation letters, a research plan and two sample syllabi of two undergraduate courses by email to [rwkzz@sustech.edu.cn](mailto:rwkzz@sustech.edu.cn). Applications will be open till positions are filled. Salary: Salary and research funding are highly competitive. Benefits include faculty housing aids are commensurate with qualifications and experience. Contact: Email: [rwkzz@sustech.edu.cn](mailto:rwkzz@sustech.edu.cn); Phone: +86-755-88015330 Address: Center for the Humanities, Xueyuan Avenue 1088, Shenzhen, Guangdong Province. China. 518055.

## IMMUNOLOGY

**Associate-SOM**

*Emory University*

Emory University seeks Associate-SOM in Atlanta GA to conduct research in the field of immunology focusing on immune cell dysregulation during systemic lupus erythematosus, a severe systemic autoimmune disease. Req PhD in Immunology, Biology or Pathology + 2 yrs exp in rheumatology/immunology research. Educ and exp may be gained concurrently. Send cover letter & resume: [jennifer.scantlin@emory-healthcare.org](mailto:jennifer.scantlin@emory-healthcare.org).

**Teacher-Scientist**

*University of Michigan*

The University of Michigan (Ann Arbor, Michigan) Medical School Department of Microbiology and Immunology is seeking a Teacher-Scientist (Tenured, Instructional Track) to teach immunology and other courses to medical and graduate students; establish an independent research program related to the biology of T cells; publish and present research results; and provide service to department. Requires a Ph.D. degree in immunology, cell biology, or related field. Please send CV and cover letter to [carolyn@med.umich.edu](mailto:carolyn@med.umich.edu). The University of Michigan is an Affirmative Action - Equal Opportunity Employer.

MECHANICAL AND  
ENERGY ENGINEERING**Faculty Positions in Mechanical and Energy Engineering**

*Southern University of Science and Technology*

The Department of Mechanical and Energy Engineering (MEE:<http://mee.sustech.edu.cn>) at Southern University of Science and Technology (SUSTech:<https://www.sustech.edu.cn>) in Shenzhen, China is pleased to invite applications for tenure-track or tenured faculty positions at all ranks. The department is newly established with three main research directions: robotics and automation, innovative design and advanced manufacturing, and energy engineering. Successful applicants will have the opportunities to develop



an innovative research program and collaborate with academic/industrial organizations worldwide. The department will consider all areas in the mechanical engineering discipline; however, a particular emphasis will be placed on: (1) bioscience and medical science associated mechanical engineering, (2) innovative design, (3) robotics, (4) energy engineering with an emphasis on batteries, (5) additive manufacturing. SUSTech is a publically funded institution located in Shenzhen, next to Hong Kong. Since its inception, SUSTech's mission has been to reform higher education in China and become a world-class institution with a strong emphasis on innovation and entrepreneurship. Due to its location, SUSTech is exposed to the some of the leading high-tech and manufacturing industries in China and is part of Shenzhen's plan to create a world-class economic and innovation center. Shenzhen is the top four most prosperous cities in China and has been consistently referred to as the leader in technological developments. Candidates must hold a doctoral degree and strong research and teaching credentials. Successful candidates will be expected to establish independent research programs in line with the aforementioned research directions; Interdisciplinary research programs that can bridge the gap between traditional mechanical engineering areas with other STEM fields will be encouraged. To establish an international standard, candidates will be encouraged to participate in international communities and to establish transnational research collaborations. Senior candidates are expected to play leadership roles in research and education. Globally competitive salaries and start-up packages will be provided. Application Instructions: Those who are interested are invited to apply through the website at <http://mee.sustech.edu.cn/en/employment/zhaopin1/> or submit the following information electronically to [meehire@sustech.edu.cn](mailto:meehire@sustech.edu.cn): 1) Curriculum Vitae (with a complete list of publications); 2) Statement of research interests; 3) Statement of teaching philosophy; 4) Selected reprints of three recent papers; and 5) Names and contact information of five references. Review of applications will begin immediately and continue until the positions are filled.

MECHANICAL ENGINEERING/PHYSICS

**Tenured/Tenure-Track Faculty Positions in the Center of Complex Flows and Soft Matter Research**  
*Southern University of Science and Technology*  
The Center for Complex Flows and Soft Matter Research, a newly-established research center at the Southern University of Science and Technology (SUSTech) in Shenzhen, China, invites applications for tenured or tenure-track faculty positions at all ranks. We seek ambitious and creative candidates who have the vision and capability of carrying out cutting-edge research. Candidates (by the time of employment) should hold an earned doctoral degree in mechanical engineering, physics, or related subjects, and preferably should have postdoctoral experience. Research areas of the Center include, but not limited to: turbulence, multiphase flow, geophysical and astrophysical fluid dynamics, physical oceanography, bionics (insects and birds fly, etc.) and bio-related fluid mechanics, active matter, and soft matter. The successful candidates are expected to build a strong and independent research program, supervise graduate and undergraduate students, publish in archival journals, and teach both undergraduate and graduate courses. Senior candidates are expected to play leadership roles in research and education. Globally compet-

itive salaries and highly attractive start-up packages will be provided. Additionally, the Center also invites applications for research assistant professors (non-tenure track) and postdoctoral fellows. Established in 2012, SUSTech is a public institution in Shenzhen, China. Located in the Pearl River Delta region and neighboring Hong Kong, Shenzhen is the most dynamic and prosperous city in China and has been widely referred to as Silicon Valley of China. The mission of SUSTech is to reform higher education in China and become a world-class institution of higher education, with a strong emphasis on student learning experience, world-class research, innovation and entrepreneurship. More information about SUSTech can be found at <http://www.sustech.edu.cn/>. Applicants should submit the following materials: (1) a complete curriculum vita; (2) name, affiliation, and contact information (phone number and e-mail) of three references; (3) a research plan; and (4) copies of five representative publications in pdf format. These application materials should be sent by e-mail to: Professor Ke-Qing Xia (c/o Mr. Changkan Fu, [fuchangkan@mail.sustech.edu.cn](mailto:fuchangkan@mail.sustech.edu.cn)), Director of the Center. Screening will start immediately and will continue until all positions are filled.

MEDICAL NEUROSCIENCE

**Faculty Positions in the Department of Medical Neuroscience**  
*Southern University of Science and Technology*  
The newly established Department of Medical Neuroscience at the School of Medicine, Southern University of Science and Technology (SUSTech) in China seeks applicants for multiple tenure-track/tenured faculty positions at the rank from assistant professor to full professor. Candidates pursuing research in all areas of neuroscience with medical relevance are welcome to apply. Applicants should have a doctoral degree and relevant postdoctoral experience. They will be expected to establish an independent, internationally recognized research program and contribute to the undergraduate and graduate education. Joint appointments with affiliated hospitals are encouraged. Southern University of Science and Technology is a young university with focus on research excellence. The medical school was recently established with the aim to become a first class, international recognized medical research and education center in China. The university is located in Shenzhen, a vibrant city with growing high-tech industries. Startup fund and starting salary will be internationally competitive and commensurate with qualifications and experience. Housing and medical benefits will also be provided. Application materials including a cover letter, CV, statement of research & teaching and contacts of three referees should be submitted to the secretary for faculty search at [hr-med@sustech.edu.cn](mailto:hr-med@sustech.edu.cn) with "neuroscience search" in the email subject.

MEDICINE

**Assistant Professor, Gastroenterology and Hepatology**  
*Louisiana State University Health Sci Ctr-Shreve*  
Assistant Professor, Gastroenterology and Hepatology. Teach medical students and residents, treat patients, maintain an active research agenda, and perform faculty service. MD or equivalent; BE/BC Gastroenterology by start date; LA license or eligible by start date. Interested persons should mail a cover letter and CV to: Dr. Paul Jordan, Department of Medicine, Louisiana State University Health Sciences Center, 1501 Kings Hwy, Shreveport, LA 71103. LSUHSC

is an EEO/AEE employer.

MICROBIOLOGY

**Associate Professor**  
*Oregon State University*  
Oregon State University is seeking an Associate Professor in Microbiology to teach courses in microbiology and research the effects of disease on wild populations of fish. To be eligible, applicants must have a Ph.D. in Biological Sciences, with expertise in parasitology, fish disease, molecular biology or related fields; research and scholarly work at a level of performance that meets OSU's criteria for promotion to rank of Associate Professor; and a demonstrated ability to acquire independent research funds. To apply, submit a letter of interest and C.V. to [Mary.Fulton@oregon-state.edu](mailto:Mary.Fulton@oregon-state.edu).

MICROELECTRONICS

**Professor/ Associate Professor/ Assistant Professor in the School of Microelectronics**  
*Southern University of Science and Technology*  
School of Microelectronics (SME), Southern University of Science and Technology (SUSTech), is a newly established school aiming to serve the needs of the local economy and the development of the integrated circuit industry, give full play to the development advantages of Shenzhen's integrated circuit industry, comprehensively promote the in-depth cooperation of "government, industry and research". SME is jointly established by SUSTech and the world-famous universities in Guangdong, Hong Kong and Macau Bay Area, and its goal is to become an international, high-level, research-oriented first-class National Exemplary Institute of Microelectronics. Open Positions Professor/ Associate Professor/ Assistant Professor Interested Areas oEmerging Micro-electronic Device (Wide-band-gap semiconductor, Nonvolatile memory, MEMS Sensor) oIC-Chip Design (Future Computing/ Communication/Biomedical SoC) oIntelligent System (AIoT) for Edge Computing Benefits Salary will be highly competitive, commensurate with qualifications and experience. SUSTech offers a comprehensive fringe benefit package, including medical care and housing benefits for eligible appointees. Qualified applicants are sponsored to apply for numerous Talents Programs. Those successful applicants could receive: 1) research fund ranging from 2 to 10 million RMB; 2) living allowance ranging from 1.6 to 6 million RMB (tax-free) besides national incentives. The terms mentioned herein are for reference only and subject to updating by SUSTech and the funding agencies. Contacts Ms. FENG (HR Secretary at SME—SUSTech) Tel: 0086-755-88015743, 0086-755- 88015741 Email: [sme-hr@sustech.edu.cn](mailto:sme-hr@sustech.edu.cn) Web: <http://sme.sustech.edu.cn>

SCIENCE

**Positions in STS at SUSTech**  
*Southern University of Science and Technology*  
Job Descriptions: The Institute for Advanced Studies in Social Sciences at Southern University of Science and Technology invites applications for full-time tenured or tenure-track faculty positions in STS (Science, Technology and Society) at ranks of Full/Associate/Assistant Professor, to begin in August, 2020. The successful candidates will teach general education courses covering the following areas: history of science, ethics of science, sociology/anthropology of science and technology, policy of science, etc. The successful candidates will contribute to social science curricula that encourage interdisciplinary

approach. Quality undergraduate teaching and mentorship, as well as innovative research and service are expected. With the exception of senior candidates with tenure, initial appointment will normally be made on a three-year contract, renewable subject to mutual agreement. Tenure review and promotion normally take place before completion of the second three-year contract. Qualifications: Applicants should have a Ph.D degree from an accredited institution of higher education. Senior candidates are expected to have a high international standing in the fields, with an exceptional track record of high-quality research and scholarly publications. The university teaching languages are English and Chinese. Satisfactory knowledge of Chinese is preferable but not required. Salary: Salary is highly competitive, and commensurate with qualifications and experience. Benefits include university subsidized housing and health insurance. University: Southern University of Science and Technology is a public university located in Shenzhen, China, a mega vibrant city and high-tech center across Hong Kong with a population of more than 10 million people. The university is intended to be a top-tier international university that excels in conducting interdisciplinary research, nurturing innovative talents and delivering new knowledge to the world. Application Process: Applicants should send a cover letter and curriculum vitae with at least three names of references by email to [iasjob@sustech.edu.cn](mailto:iasjob@sustech.edu.cn).

SURGERY

**Assistant Professor, Cardiothoracic Surgery**  
*Emory University*  
Emory University seeks Asst. Professor, Cardiothoracic Surgery in Atlanta GA & add'l Emory worksites throughout GA to serve as heart & lung procurement surgeon for the Division of Cardiothoracic Surgery w/in Dept of Surgery & Emory Transplant Ctr w/ primary responsibility to procure organs. Req MD + 2 yrs exp as cardiothoracic transplant surgeon. Travel required. Send cover ltr & resume: [vbwalke@emory.edu](mailto:vbwalke@emory.edu) w/ job title in subj line.

URBAN STUDIES

**Positions in Urban Studies at SUSTech**  
*Southern University of Science and Technology*  
Job Descriptions: The Institute for Advanced Studies in Social Sciences at Southern University of Science and Technology invites applications for full-time tenured or tenure-track faculty positions in Urban Studies at ranks of Full/Associate/Assistant Professor, to begin in August, 2020. The successful candidates will teach general education courses covering the following areas: urbanization, urban history, urban sociology/anthropology, urban culture in global perspective, urban social welfare, urban public affairs, etc. The successful candidates will contribute to social science curricula that encourage interdisciplinary approach. Quality undergraduate teaching and mentorship, as well as innovative research and service are expected. With the exception of senior candidates with tenure, initial appointment will normally be made on a three-year contract, renewable subject to mutual agreement. Tenure review and promotion normally take place before completion of the second three-year contract. Qualifications: Applicants should have a PhD degree from an accredited institution of higher education. Senior candidates are expected to have a high international standing in the fields, with an exceptional track record of high-quality research and scholarly publications. The university teaching languages

are English and Chinese. Satisfactory knowledge of Chinese is preferable but not required. Salary: Salary is highly competitive, and commensurate with qualifications and experience. Benefits include university subsidized housing and health insurance. University: Southern University of Science and Technology is a public university located in Shenzhen, China, a mega vibrant city and high-tech center across Hong Kong with a population of more than 10 million people. The university is intended to be a top-tier international university that excels in conducting interdisciplinary research, nurturing innovative talents and delivering new knowledge to the world. Application Process: Applicants should send a cover letter and curriculum vitae with at least three names of references by email to [iasjob@sustech.edu.cn](mailto:iasjob@sustech.edu.cn).

VETERINARY MEDICINE

**Clinical or Tenure-track Assistant/Associate/Full Professor - Food Animal Medicine and Surgery**  
*Iowa State University*  
The College of Veterinary Medicine at Iowa State University in Ames, Iowa, is seeking applications for a full-time, clinical or tenure track, faculty appointment in the area of Food Animal Medicine and Surgery in the Department of Veterinary Diagnostic and Production Animal Medicine. This position will commit approximately 50-75% effort toward professional practice and outreach, 30-50% towards teaching, and 5-20% towards research. The primary focus for all aspects of the position will be on food animal medicine and surgery. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status and will not be discriminated against. For more information and to apply, please visit [www.jobs.iastate.edu](http://www.jobs.iastate.edu), posting R2743.

**Clinical-track Assistant/ Associate/Full Professor - Small Animal Emergency & Critical Care Medicine**  
*Iowa State University*  
The College of Veterinary Medicine at Iowa State University, in Ames, Iowa, is seeking qualified applicants for a full-time, clinical track, faculty appointment in the area of Small Animal Emergency and Critical Care Medicine in the Department of Veterinary Clinical Sciences. The successful candidate will provide clinical service and teaching in the Lloyd Veterinary Medical Center (LVMC). The primary focus for all aspects of the position will be on veterinary emergency and critical care for patients in the Hixson-Lied Small Animal Hospital. Clinical duties may include weekend and after hours obligations. Remaining effort may include participation in research, scholarship, and traditional didactic and laboratory teaching. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status and will not be discriminated against. For more information and to apply, please visit [www.jobs.iastate.edu](http://www.jobs.iastate.edu), posting R2090.

**Tenure Track or Clinical Track Assistant**  
*University of Illinois at Urbana-Champaign*  
University Of Illinois College Of Veterinary Medicine Veterinary Clinical Medicine Full-time, 100% (12-month basis) Tenure-Track or Clinical Track Assistant or Associate Professor in Veterinary Small Animal Ortho-

pedic Surgery The University of Illinois - College of Veterinary Medicine's Department of Veterinary Clinical Medicine is seeking applications for Tenure-Track or Clinical Track Assistant or Associate Professor in Veterinary Small Animal Orthopedic Surgery. Primary responsibilities are to provide clinical service in veterinary small animal orthopedic surgery, contribute to clinical instruction of surgical residents, interns and veterinary students, and communicate effectively with clients and primary veterinarians. Teaching responsibilities will also include didactic, small group and laboratory instruction of veterinary and graduate students. Minimum requirements are a DVM degree or equivalent, and have achieved ACVS board certification or completed residency training with credentials accepted by ACVS. Preference will be given to candidates with ACVS certification, advanced degree(s), a track record in scholarship, and/or prior research training. Please apply by 10/3/2020. To view the position and submit an application, visit: <https://jobs.illinois.edu/>. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. Additional information about the position may be obtained from Dr. Annette McCoy Chair, at [mccoya@illinois.edu](mailto:mccoya@illinois.edu) The U of I is an EEO Employer/ Vet/Disabled <http://go.illinois.edu/EEO>.

JOB SEARCH TIPS

Shared governance works in executive hiring — if we let it.

Professors are accustomed to hiring someone who does what they do — i.e., scholarship and teaching — in a buyers' market. Trustees are generally well accustomed to hiring executive leadership, but they almost never have a frame of reference on building consensus around a hire. When search-committee members trust one another and listen to alternate views, better hiring decisions are made.

Get more career tips on [jobs.chronicle.com](http://jobs.chronicle.com)

Dennis M. Barden is a senior partner with the executive search firm Witt/Kieffer. He works extensively with boards, senior institutional leaders, and search committees at both public and private institutions.





## New Chief Executives



**Mark Biermann**, provost and executive vice president for academic affairs at Valparaiso University, will become president of Blackburn College on August 15. He will replace John McClusky, who has served as interim president since December.



**Anne F. Harris**, vice president for academic affairs, dean of the college, and acting president of Grinnell College, has been named president. She will succeed Raynard S. Kington, who left to become head of Phillips Academy, in Andover, Mass.



**Tim Hood**, president of Highland Community College, in Illinois, has been named president of Mid Michigan College.

## Chief executives (continued)

### APPOINTMENTS

**Irving Pressley McPhail**, founder and chief strategy officer of McPhail Group LLC and a former president of Lemoyne-Owen College, has been named president of Saint Augustine's University, in North Carolina. He succeeds Gaddis Faulcon, who stepped down.

**Pat Pitney**, director of the state of Alaska's Division of Legislative Finance and a former vice chancellor for administration at the University of Alaska at Fairbanks, will become interim president of the University of Alaska system on August 1. She replaces Michelle Rizk, who has served as acting president since Jim Johnsen stepped down.

**Thomas J. Schwarz**, president emeritus of the State University of New York College at Purchase, has been named interim president of Drew University. He will replace MaryAnn Baenninger, who stepped down in July.

## Chief academic officers

### APPOINTMENTS



**José Luis Alvarado**, founding dean of the College of Education at California State University-Monterey Bay, became provost and vice president for academic affairs at California

State University at Los Angeles on July 20.

**Leslie Averill**, a former vice president for student life at Champlain College, has been named vice president for academic affairs for the 2020-21 academic year and chief operating officer.

**Susan Collins**, interim provost at the University of Michigan, has been named to the post permanently. In March she replaced Martin Philbert, who was removed after an external investigation into his alleged sexual misconduct.

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[people@chronicle.com](mailto:people@chronicle.com)

**Christine Dehne**, dean of the School of Arts and Sciences at Manhattanville College, has been named interim provost and vice provost for academic affairs.

**Ann McClellan**, associate provost at Plymouth State University, has been named interim provost and vice president for academic affairs.

**Kyle J. McInnis**, vice president for graduate, research, and learning innovations at Merrimack College, has been named provost at Johnson & Wales University, in Rhode Island.

**Jamie McMinn**, associate dean of academic affairs and professor of psychology at Westminster College, in

Pennsylvania, has been named vice president for academic affairs and dean of the college.

**Dorothy E. Mosby**, associate dean of faculty at Mount Holyoke College, has been named interim vice president for academic affairs and dean of faculty.

**Erica Barone Pricci**, vice president for academic affairs at Lackawanna College, has been named provost and chief academic officer.

**Adam Pryor**, dean of academic affairs and an associate professor of religion at Bethany College, in Kansas, has been named vice president for academic and student affairs.

**Lori Schroeder**, provost and dean of the college at Franklin College, in Indiana, has been named provost at California State University Maritime Academy.

**Eric M. Turner**, vice president for graduate and professional studies at Lasell University, has been named provost.

### RESIGNATIONS

**Montse Fuentes**, executive vice president and provost at the University of Iowa since June 2019, is stepping down to become special assistant to the president.

## Other top administrators

### APPOINTMENTS

**Amie Bauer**, executive director of marketing and communications at

Bethany College, in Kansas, has been named vice president for administration.

**Jeffrey A. Baughn**, a former vice president in the financial-services sector at IBM, has been named senior vice president for finance and technology at Lipscomb University.

**Laura Bishop**, vice president for advancement at Oral Roberts University, has been named executive vice president for advancement at Palm Beach Atlantic University.

**Aarika Camp**, associate dean of student services at Nova Southeastern University, has been named vice president and dean of students at Goucher College.

**Carolyn Campbell-Golden**, a former vice chancellor at Auburn University at Montgomery, has been named vice president for development and alumni engagement at Washington & Jefferson College.

**Jazzmine Clarke-Glover**, former chief human-resources officer at Wagner College, has been named its first vice president for workplace culture and inclusion.

**Victoria Dowling**, a senior vice president at McKendree University, will become vice president for institutional advancement at Carroll University, in Wisconsin, on August 3.

**T.J. Eltringham**, vice president for en-



JAZZMINE CLARKE-GLOVER



rollment management at Lackawanna College, has been named chief operating officer.

**Shane Fernando**, director of the Wilson Humanities and Fine Arts Center at Cape Fear Community College, has been promoted to vice president for advancement and the arts.

**Allison Fitzpatrick**, interim dean of regional locations at Brookdale Community College, in New Jersey, has been named a vice president on the Monroe Campus of Northampton Community College, in Pennsylvania.

**Krista Harris**, controller at Bethany College, in Kansas, has been named chief financial officer.

**Tom Jennings**, vice president for university advancement at Florida State University and president of the FSU Foundation, will become vice president for university advancement at Washington and Lee University on August 10.

**Jay Kahn**, executive senior associate vice president for advancement at Purdue University at West Lafayette, has been named vice president for development and alumni affairs at Georgia State University.



ANN MANCHESTER-MOLAK

**Ann Manchester-Molak**, vice president for external affairs, marketing, and board relations at Providence College, has been named executive vice president.

**Kathleen McMahon**, senior associate vice president for student affairs and dean of students at California Polytechnic State University at San Luis Obispo, has been named vice president for student affairs and cadet development at California State University Maritime Academy.

**Teresa Nance**, associate vice provost for diversity, equity, and inclusion at Villanova University, has been named vice president for diversity, equity, and inclusion.

**Nicole G. Price**, chief executive officer for the Northeast Region and chief equal-opportunity and compliance officer at the vaccine-funding organization Kidsvax LLC, has been named inaugural vice president for diversity, equity, and inclusion at Wentworth Institute of Technology.

**Tim Ridgway**, a staff physician and director of gastrointestinal endoscopy at the Royal C. Johnson Veterans Affairs Hospital in Sioux Falls, S.D., will become vice president for health affairs and dean of the Sanford School of Medicine at the University of South Dakota on September 1.

**Matthew Rizzo**, vice president for institutional advancement at Bennington College, has been named vice president for presidential initiatives and principal gifts at Dartmouth College.

**Kristin R. Tichenor**, senior adviser to the president and senior vice president for enrollment and institution-

al strategy at Worcester Polytechnic Institute, has been named vice president for enrollment at Wentworth Institute of Technology.

**Matthew Tiews**, associate vice president for campus engagement at Stanford University, has been named interim senior associate vice president for the arts.

**Sarah White**, coordinator of accessibility services at La Roche University, has been named executive director of diversity, equity, and inclusion and chief diversity officer.

**Toyia Younger**, vice president for leadership development and partnerships at the American Association of State Colleges and Universities, will become senior vice president for student affairs at Iowa State University on August 17.

Deans

APPOINTMENTS

**Isabelle Bajoux-Besnainou**, dean of the Desautels Faculty of Management at McGill University, will become dean of the Tepper School of Business at Carnegie Mellon University on October 15.

**Phame Camarena**, director of the Honors Program at Central Michigan University, will become dean of the William Conroy Honors College at New Mexico State University on August 16.

**Danny Dale**, an associate dean in the College of Arts and Sciences at the University of Wyoming, has been named interim dean of the college.

**Tom Halleen**, a former executive vice president at AMC Networks, has been named founding dean of the School of Cinema and Media Arts at Biola University.

**Rebecca LaFleur**, an associate professor of psychology at Mercy College, in

New York, and a former interim dean of the School of Art and Sciences at the College of New Rochelle, has been named interim dean of the School of Arts and Sciences at Manhattanville College.

**Kym Moore**, a professor and director of undergraduate studies in the department of theater arts and performance studies at Brown University, will become dean of the Ira Brind School of Theater Arts at the University of the Arts in January 2021.

**Reynaldo Anaya Valencia**, associate dean of finance and administration and a professor of law at the University of North Texas at Dallas, has been named dean of the Law School at Capital University.

**Paul Wahlbeck**, interim dean of the Columbian College of Arts and Sciences at George Washington University since 2018, has been named to the post permanently.

**Michelle D. Young**, a professor of educational leadership and policy and chair of the department of education leadership, foundations, and policy at the University of Virginia, has been named dean of the School of Education at Loyola Marymount University.

**Amy Zeng**, dean of the Barney School of Business at the University of Hartford, has been named dean of the Sawyer Business School at Suffolk University.

RESIGNATIONS

**Marta Kuzma**, dean of Yale University's School of Art, plans to step down in June 2021 and return to the faculty as a professor of art.

Other administrators

APPOINTMENTS

**Penelope Howard**, executive vice pres-

ident for administration and finance at Erie Community College, in New York, has been named associate chief financial officer and controller at the Philadelphia College of Osteopathic Medicine.

**Christopher Hunter**, an associate professor of civil and environmental engineering in the College of Engineering at the University of Rhode Island, has been named an associate dean of the university's Feinstein College of Education and Professional Studies.

**Quincy Jenkins**, director of Latinx Outreach at Dalton State College, has been named director of diversity, equity, and inclusion at Chattanooga State Community College.

**Suzanne Lang**, associate dean of faculty and administrative affairs and director of faculty development in the College of Agriculture and Natural Resources at Michigan State University, has been named interim associate provost and associate vice president for academic human resources.

**Kara Lawson**, an assistant coach with the Boston Celtics and former player with the U.S. Olympic women's basketball team, has been named head women's basketball coach at Duke University.

**Michael S. Siegel**, director of military and veteran student services at Bridgewater State University, has been named the first director of veterans' and military affairs at Wentworth Institute of Technology.

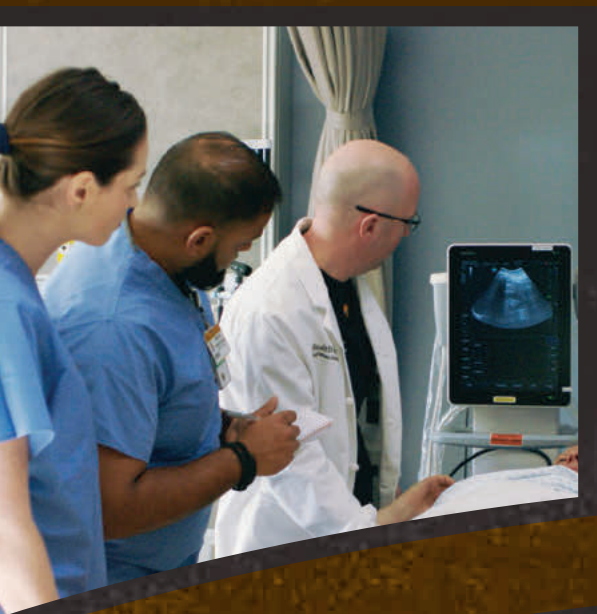
**Camillo Jose Taylor**, a professor in the department of computer and information science at the University of Pennsylvania, has been named associate dean of diversity, equity, and inclusion in the School of Engineering and Applied Science.

- COMPILED BY JULIA PIPER

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