

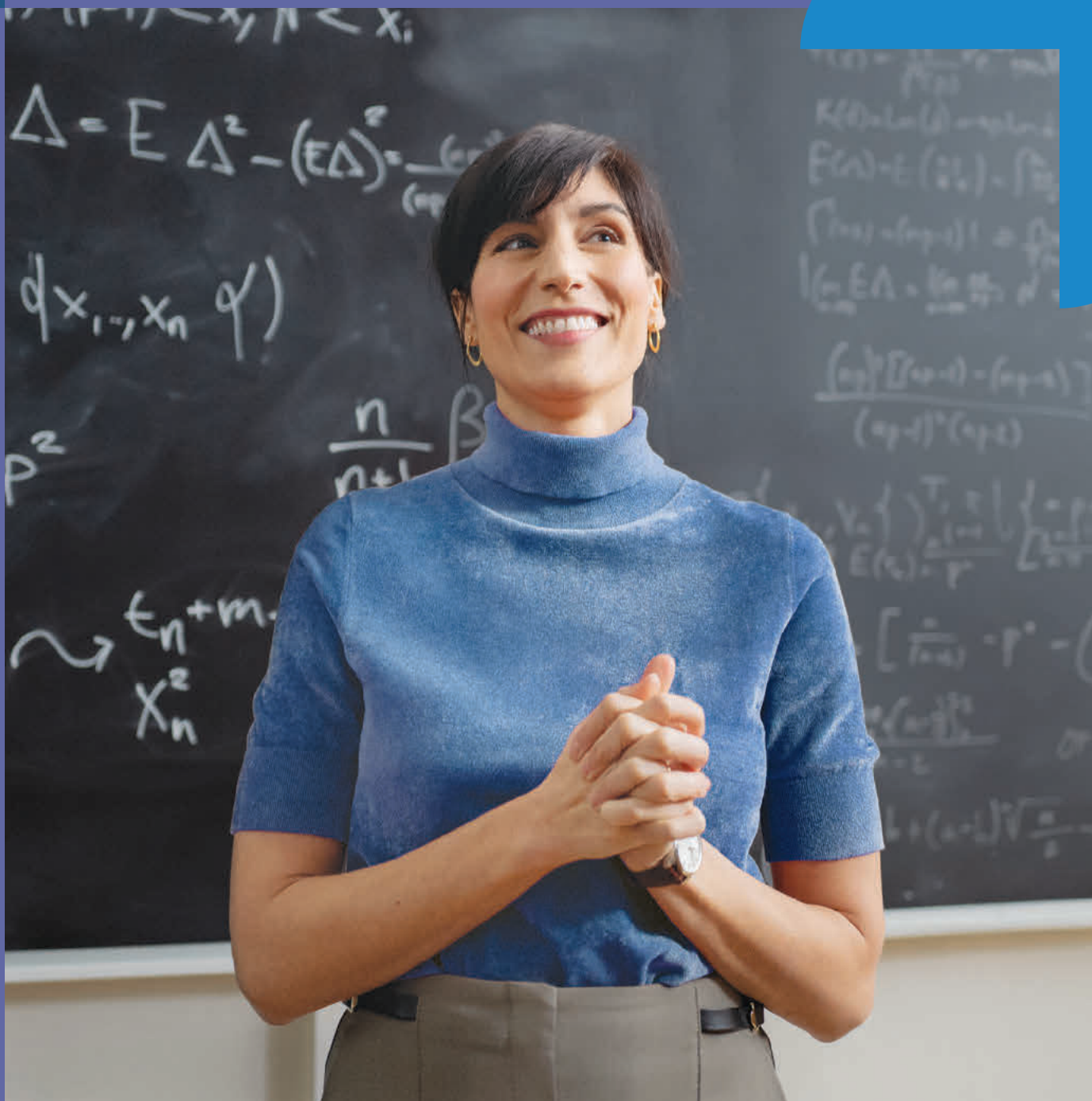


THE CHRONICLE
OF HIGHER EDUCATION

September 17, 2021
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THE DIVERSITY
ISSUE





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THE DIVERSITY ISSUE

THE CHRONICLE OF HIGHER EDUCATION

chronicle.com | Volume 68, Number 2 | September 17, 2021

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CORRECTIONS

- In an article about the threat of political extremism (*The Chronicle*, August 6), President W. Joseph King of Lyon College described fall-2020 campaign gatherings in support of Donald Trump as having taken place in Batesville, Ark., where the college is located. The events were elsewhere in Arkansas, not in Batesville.
- A note on the photographer whose work illustrated the Almanac issue (*The Chronicle*, August 20) misstated what he does now. He is not a former but a current photojournalist and multimedia producer.
- An article about shifts in higher ed ("How Higher Ed Will Be Upended," *The Chronicle*, September 3) misstated that Ernst and Young will no longer require college degrees for employment. Only their U.K. office waives the requirement.

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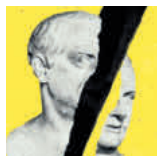


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Cover illustration by Joan Wong for *The Chronicle*

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Striving for Diversity

SHORTLY AFTER the murder of George Floyd, in May 2020, *The Chronicle Review* published an essay by Jason England and Richard Purcell. In it, the Carnegie Mellon professors surveyed the outpouring of statements from higher ed leaders, and found them platitudinous and evasive, reflecting “an unholy alchemy of risk management, legal liability, brand management, and trustee anxiety.” The statements reaffirmed abstract values, England and Purcell argued, but failed to address concrete problems, such as the dearth of Black students, faculty members, and administrators.



CHRONICLE PHOTO

Fair or not, the critique stuck with me, and I was reminded of it as we assembled this issue, our annual edition devoted to the topic of diversity. The articles inside speak to a variety of concerns — faculty hiring, teaching about race, advancing equity — but all are shaped by the promise and tumult of the past 16 months, an era most often (maybe too often) described as a “reckoning.” The question on my mind: What are the specific strategies that some colleges have employed to address the ills that were near universally decried last summer?

Over the past four years, San Diego State University has seen a 68 percent increase in the number of tenured and tenure-track Black faculty members. Since the summer of 2020, the university has hired 12 new Black faculty members. In his article opening the Careers section, J. Luke Wood, vice president for student affairs and campus diversity at SDSU, outlines the procedural changes that produced these results, including significant shifts in how the university conducts its searches. Despite these changes, Wood ends on a cautionary note: “Hiring is just the first stage,” he writes.

Alexander C. Kafka’s article in this issue opens with a provocative question: Does tenure increase or decrease racial diversity in the faculty ranks? In his search for an answer, Alex zeroes in on a group of scholars who advocate adapting tenure — the ways it functions, the work that gets rewarded — to prioritize diversity. As Irene Mulvey, president of the American Association of University Professors, tells Alex: “The tenure process is probably not immune to the same kind of biases that we see in every aspect of society.”

The ideas advocated by Wood and outlined in Alex’s article are not without thoughtful critics. The point is not that these are the answers. The point is that these are concrete ideas worth debating.

— EVAN GOLDSTEIN, MANAGING EDITOR

New from the Chronicle Store

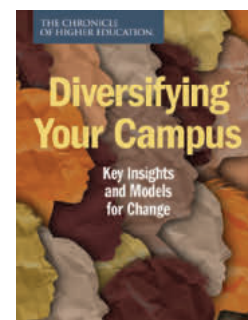
The pandemic has had a deep psychological effect among Gen-Zers on the path to college. **Learn how Covid-19 is likely to shape the preferences of college students in the decade ahead and how institutions will need to respond** to the expectations and needs of this generation.



The nation’s sparsely populated campuses got a reprieve from political tensions last year. As colleges reopen, they must be alert not just to heated partisan rhetoric but also to potential violence. **Learn strategies to manage political tensions, counter extremism, and make campuses safer.**



Explore key questions surrounding the lack of racial diversity in the academic workforce with insights from campus leaders who have made changes to the status quo. **Learn what it takes to bring more diversity to campuses** and how to tackle the structural barriers that hinder people of color.



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FIRST READS

Social-science snafu | Covid, continued | Sexual assault | Tale of the Census

Social-science snafu

A Dishonest Study on Dishonesty

THE NEWS that a well-known study on dishonesty was based on a lie is, as ironies go, almost too perfect. The study, published in 2012, purports to show that people are more likely to tell the truth on insurance forms when they pledge to be honest before filling them out. It's a beautifully simple finding, and one with countless practical applications. It's also, apparently, bunk.

That revelation has put the high-profile research of Dan Ariely, a professor of psychology and behavioral economics at Duke University, under intense scrutiny. Ariely is known for cranking out clever experiments that dissect humanity's foibles and felonies. He's a best-selling author and an engaging speaker with a compelling personal story; his TED talks have racked up north of 20 million views. The 54-year-old is also a co-founder of several companies that make use of his research-based insights.

Ariely is a big deal in behavioral economics and beyond. Consequently the fact that one of his famous studies turns out to be nonsense is notable. But even more concerning is that, according to a stat-by-stat examination by the cold-eyed sleuths at Data Colada, the numbers in the study in question appear to have been fabricated. And, at least so far, Ariely's explanation for what happened has been less than satisfying.

In the last decade or so, psychology and other disciplines have been dogged by doubts about some of their flashiest findings. The blame rests primarily on an unfortunate mix of bad incentives, slipshod methods, and lack of transparency. Once upon a time, you could set up an experiment with a handful of subjects, run it a bunch of times until you got the result you wanted, and then publish it in a big-name journal. Reporters would cover it without raising an eyebrow. Literary agents would encourage you to flesh out your discoveries with anecdotes and advice. And readers then incorporated all that science-approved wisdom into their everyday lives.

Then came the replication crisis. Skeptical researchers started poking holes in many of those nifty findings. When the

same experiments were attempted with a larger number of subjects, or with more rigorous controls, the gee-whiz conclusions often vanished.

Ariely said in a statement to Data Colada that he didn't suspect the data had problems and that he "did not test the data for irregularities, which after this painful lesson, I will start doing regularly." He wrote that the numbers had been "collected, entered, merged, and anonymized by the company and then sent to me." In the same statement he said that he agreed with the Data Colada authors, who concluded that the data had been fabricated.

That would seem to shift the blame to the insurance company, which wasn't named in the paper, but which *Buzzfeed News* confirmed is the The Hartford, based in Connecticut. In a statement, the company said that there was a "small project with Dr. Ariely from 2007-2008, however we have been unable to locate any data, deliverables, or results that may have been produced." According to Ariely's book, *The Honest Truth About Dishonesty*, he spent a day meeting with the "top folks" at the company and threw out a bunch of ideas for collaborating on a research project. The Hartford's lawyers shot them all down.

Ariely writes that his "contact person" at the insurance company got in touch later and said the professor could tinker with forms that are sent to customers so that they can record the odometer readings on their cars. "The company gave us 20,000 forms, and we used them to test our sign-at-the-top versus sign-at-the-bottom idea," he writes.

Presumably Ariely knows the name of the contact person who could help fill in some of the blanks now that the study's credibility has been challenged. According to the data file's metadata, Ariely cre-

ated the Excel spreadsheet in 2011 — years after he would have met with employees at The Hartford, assuming the company's dates are correct. (Ariely didn't respond to an interview request, and several of his co-authors declined to be interviewed.)

The paper, which was published by the *Proceedings of the National Academy of Sciences*, is going to be retracted. A spokesman for Duke confirmed that the university's Office of Scientific Integrity is investigating, though there's no requirement for that office to publicly reveal its findings. Whether Ariely himself will have more to say remains to be seen.

— TOM BARTLETT



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Covid, continued

Fired for Wanting to Require Masks

CODY MULLINS LUEDTKE couldn't help but think about the chain reaction.

The laboratory coordinator at Georgia State University's Perimeter College was slated to teach a botany and an introductory-biology lab course, both in person, this fall. As the semester neared, worry set in, quickly. The more-contagious Delta variant of the coronavirus was ravaging the state, crowding hospitals with new patients. Georgia's vaccination rate lagged behind the national average. Gov. Brian P. Kemp is against Covid-19-related mandates and has banned state entities, including colleges, from requiring proof of vaccination.

And instructors, Luedtke learned, would not be able to require masks in the classroom. The University System of Georgia, which oversees 26 public col-

leges, including Georgia State University, which encompasses the two-year Perimeter College, has "encouraged" everyone to wear face coverings inside campus facilities but stopped short of a mandate. Following the system policy, instructors at Perimeter are allowed to ask students to wear masks, so long as "you respect their decision and impose no consequences for not doing so."

All considered, Luedtke thought it was likely that there'd be transmission of the virus in her classrooms. She thought about her students, many of whom, she said, belong to minority groups — groups that are more likely than white people to be hospitalized and die from Covid-19. She imagined her students getting sick, or taking the potentially deadly virus home to their loved ones.

She decided she couldn't bear that. She informed the college that, without the ability to require masks, she would not teach in person. Days later, she was fired.

Like Luedtke, others who are teaching in the classroom in Georgia are facing similar moral choices. Two University of North Georgia lecturers have resigned over concerns about in-person teaching, *The Times* of Gainesville reported. As Covid-19 cases climb, faculty members have implored the university system to require masks, but it hasn't budged, said Matthew Boedy, an associate professor of rhetoric and composition at North Georgia and president of the Georgia Conference of the American Association of University Professors.

Boedy said he's heard from faculty parents and professors who have immunocompromised spouses, or relatives with cancer, all of whom don't want to bring the virus home to their families. They feel they're faced with a difficult choice of what to prioritize: employment or safety.

For Luedtke, the decision was not an easy one. Last year, when she taught on campus, masks were required, and there were fewer students in classrooms. This time around, classes are full. Masks are only recommended. Just 41.9 per-

cent of Georgia residents between ages 20 and 24 have received at least one dose of the vaccine.

On August 16, a week before the first day of the semester, Luedtke sat in her office to prepare. Instead, she began to weep. "I knew I couldn't do it," she said. She sent a letter via email to department leaders, saying that she could not "be complicit in the USG's reckless policy decisions" and that she respectfully refused to teach "in a classroom in which I cannot create a safe environment for my students."

Luedtke went back and forth over email with her interim chair and a human-resources officer. She was first given the option to resign, which she declined to do. She could complete her lab-coordination tasks without accommodation, and was willing to teach online or in person if masks could be required.

But Luedtke was required to teach in the assigned mode — in person. Courses "must be held as identified on the schedule," university Covid-19 guidance for faculty says. She was terminated, effective August 21. She was fired "for refusal to work," said Andrea Anne Jones, a university spokesperson, in an email.

Jones said that Luedtke was not eligible under university guidelines for remote work and did not seek an accommodation under the university's Americans With Disabilities Act employee policy. (Luedtke does not have a documented qualifying disability, she said in an email to the human-resources officer.) No other staff or faculty members have been fired for similar reasons, Jones said. She noted that deans and faculty members have said they are seeing "very high levels of mask-wearing in classes and indoor spaces around our campuses, which is very encouraging."

Luedtke knows her decision has been an inconvenience to her colleagues — her courses have been reassigned to others in the department — which she regrets, but not the decision itself.

"I'm vaccinated. I think I will probably survive Covid if I get it. And I was prepared to wear a mask," she said. "But it's really for my students that I'm concerned, especially the unvaccinated ones."

Ultimately, if she hadn't made that choice, "I just personally, morally, could not live with myself." — EMMA PETTIT

ALEXANDER
ULLRICH



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Sexual assault

As Colleges Reopen, So Do the Protests

STUDENTS at the University of Nebraska at Lincoln weren't content with expressing outrage about an alleged sexual assault in a fraternity house last month. They made it clear they wouldn't stop protesting until the fraternity is kicked off campus for good.

In the three nights since a Nebraska student reported a sexual assault at the Phi Gamma Delta fraternity house, hundreds of students showed up at 10 p.m. outside or near the fraternity, known as Fiji. Students demanded that the fraternity be permanently barred as a student organization, calling for cultural change at the flagship university, and sharing stories of surviving sexual assault. In the meantime, the fraternity was temporarily suspended.

The intense, immediate display of activism began within hours after the Nebraska student reported the alleged assault. The protesters' tactics echo those used by students at Swarthmore College, who occupied a fraternity house for four days in 2019 over concerns about sexist, racist, and homophobic documents that appeared to have been written by fraternity members. Swarthmore's two fraternities voluntarily disbanded after the protests.

What's happened at Nebraska is a grim reminder of the longstanding campus problems that were less prevalent when colleges were mostly shut down due to the pandemic. With many campuses reopened at full capacity, students no longer must abide by

the strict rules that sought to discourage parties and other gatherings last academic year. Sexual assaults are statistically most likely to take place from the start of the fall semester to Thanksgiving break.

But as students restart their social lives, many are also demanding better, safer campuses than the ones they left behind nearly 18 months ago.

In an email to students, the chancellor, Ronnie D. Green, acknowledged their frustrations. "I know that the end of that legal process sometimes just doesn't feel like justice," Green wrote. "I get that. I understand many of you are angry. I'm angry too."

In 2018, Green was part of a national effort, organized by college presidents, to reform Greek life and promote transparency about fraternity misconduct after a series of student deaths at fraternity parties. Green was not made available for an interview with *The Chronicle*.

The accuser in the alleged assault is a 17-year-old female student who went to the

fraternity house with an 18-year-old female friend on Monday evening, according to Hassan Ramzah, the campus police chief. The friend left the house before the 17-year-old, who later called for her friend to pick her up.

The friend picked up the 17-year-old several blocks from the Fiji house and took her to a hospital's emergency room, where the staff reported a sexual assault to the Lincoln Police Department. The department turned the case over to the university police, which is handling it independently.

The suspect, a 19-year-old male, is a member of the fraternity but is not being identified, Ramzah said. Reed said the suspect is no longer enrolled. He "is believed to have left campus and is communicating with UNLPD through legal representation," she wrote in an email to *The Chronicle*. The accuser remains enrolled.

Phi Gamma Delta has been mired in controversy before. At the time of the suspension, Fiji was already on probation for prior violations of university policy. In 2015 the fraternity was put on probation for reports of alcohol abuse and sexual misconduct; it was later suspended, from 2017 to 2020.

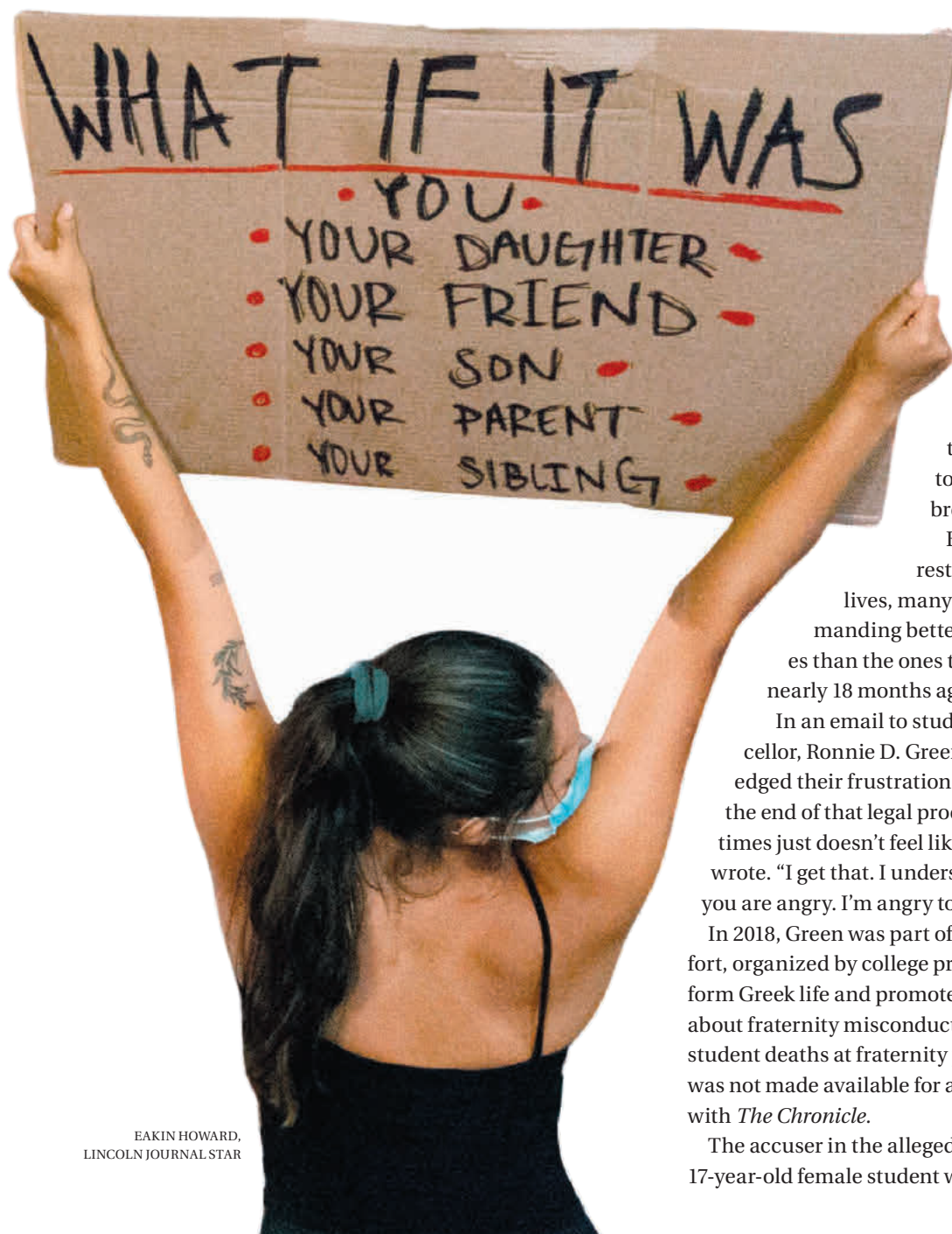
In a statement to *The Chronicle*, the fraternity's national chapter said it was cooperating with the university and would take "appropriate action" pending the results of a university investigation.

The protests at Nebraska continue a swell of student activism aimed at shaping healthier, more equitable social environments that's grown even as campuses have been less open during the pandemic.

In the summer of 2020, the Abolish Greek Life movement gained traction at many colleges, as students called out the racist and sexist legacies of fraternities and sororities. Other students, including many from within Greek life, have sought a middle road, calling for reform instead of abolition.

"It reflects — and it's about time — students having a better understanding of how dangerous fraternities can be," said Douglas E. Fierberg, a lawyer who often sues fraternities on behalf of sexual-assault and hazing victims. Since colleges aren't doing enough to hold fraternities accountable on their own, Fierberg said, "students are taking justice into their own hands."

— KATE HIDALGO BELLOWS, SARAH BROWN, AND MEGAN ZAHNEIS



EAKIN HOWARD,
LINCOLN JOURNAL STAR

The tale of the Census

One State's Colleges Mirror Nation's Diversity

The race and ethnicity data from the 2020 Census that were released last month revealed a demographic milestone that has been years in the making: The share of white people in the United States fell below 60 percent for the first time in the history of the Census.

One state, Maryland, is a prime example of the shift. It had the largest jump — a 6.6-percentage-point increase — in the Census Bureau's diversity index, which measures the probability that two people chosen at random will be from different racial and ethnic groups. Maryland was also one of two states (the other was Nevada) whose population turned majority nonwhite over the last decade.

With the state's demographic backdrop in mind, *The Chronicle* took a closer look at federal enrollment data for Maryland's colleges to see how closely their student bodies reflected the diversity that has transformed the state since 2010. We focused on 40 institutions — public and private, two-year and four-year, with at least 450 undergraduate students — and what we saw largely mirrored the headlines about the new Census data.

The undergraduate-enrollment data for individual institutions in both 2010

and 2019 (the most recent available) provide some interesting insights. At McDaniel College, for instance, the percentage of Black students has tripled, to 21.1 percent, since 2010, as the share of white students fell from 81.8 percent to 57.2 percent. Morgan State and Coppin State Universities, both of which are historically Black, were the only two institutions in the group that saw their share of white students increase — although just barely and from a base of less than 2 percent for both.

While the state's flagship, the University of Maryland at College Park, has gotten more diverse over the past decade, the demographic composition of the student body lags behind that of the state's population of traditional-age students. For instance, about a third of 18- to 24-year-olds in Maryland were Black in 2019, according to Census population estimates, while the share of Black students at the university that year was 11.5 percent.

Here's a look at some of the institutions where the demographics have transformed the student population most sharply since 2010. To explore more shifts in the student body, go to chronicle.com/MarylandColleges.

— AUDREY WILLIAMS JUNE



Significant Declines in White Students

Eighteen colleges, split evenly between public and private institutions, had double-digit percentage-point drops in their share of white students.

	Share of white students, 2010	Share of white students, 2019	Percentage-point difference
McDaniel College	81.8%	57.2%	-24.6
Johns Hopkins U.	53.4%	29.9%	-23.5
Notre Dame of Maryland U.	60.4%	37.5%	-22.9
Mount St. Mary's U.	77.3%	58.3%	-19.0
Frostburg State U.	67.3%	49.5%	-17.8
Towson U.	68.6%	51.5%	-17.1
St. John's College	79.5%	62.6%	-16.9
Howard Community College	47.8%	31.4%	-16.4
Hood College	73.1%	57.2%	-15.9
Washington College	84.4%	68.5%	-15.9
Goucher College	64.8%	49.1%	-15.7
Frederick Community College	74.0%	62.6%	-11.4
Montgomery College	33.3%	22.0%	-11.3
U. of Maryland-Baltimore County	50.3%	39.2%	-11.1
College of Southern Maryland	64.4%	53.4%	-11.0
Stevenson U.	65.0%	54.7%	-10.3
Salisbury U.	79.4%	69.2%	-10.2
Community College of Baltimore County	48.2%	38.1%	-10.1

Note: Public colleges are in bold. Percentages are rounded, but ranking is ordered on the basis of unrounded figures.

A Jump in Hispanic Students

The colleges below had the largest increase in their share of Hispanic students for their sector.

	Share of Hispanic students, 2010	Share of Hispanic students, 2019	Percentage-point difference
Public 4-year			
Towson U.	3.5%	8.7%	5.2
Private 4-year			
Washington Adventist U.	7.1%	18.1%	11.0
Public 2-year			
Prince George's Community College	5.7%	13.5%	7.8
Primarily online			
University of Maryland Global Campus	7.0%	14.7%	7.7

Liberal-Arts Colleges Lead Increase in Black Students

Of the five institutions with the highest percentage-point increases in Black students, nearly all were private colleges.

	Share of Black students, 2010	Share of Black students, 2019	Percentage-point difference
McDaniel College	7.1%	21.1%	14.0
Goucher College	7.2%	20.1%	12.9
Towson U.	12.5%	24.4%	11.9
Mount St. Mary's U.	7.6%	16.4%	8.8
Hood College	10.6%	17.4%	6.8

Note: Private colleges are in bold.

Source: *Chronicle* analysis of U.S. Department of Education data



Does Tenure Impede Diversity?

Yes, some scholars say, but they have ideas on how to fix that.

BY ALEXANDER C. KAFKA

DOES tenure increase or decrease racial diversity in the faculty ranks? The question is imbued with fresh urgency on the heels of recent controversies involving Nikole Hannah-Jones and Cornel West.

Pose the question to some scholars, however, and they tend to bristle, but for starkly different reasons.

Peony Fhagen, senior associate dean of equity, inclusion, and faculty development at Colorado College, thinks it's somewhat insidious to ask the question now, just as a critical mass of diverse academics are making professional progress. "You're going to take this away when we come on board?" she asks.

In contrast, Peter Wood, president of the National Association of Scholars, cringes at the question because he doesn't think it's relevant. "Racial diversity should have no bearing on tenure decisions," says Wood, a former tenured anthropologist, associate provost, and president's chief of staff at Boston University. "Anyone who owes his or her tenure to such considerations has advanced in the academic world via racial discrimination and is rightly to be looked upon by colleagues as having vitiated academic standards."

Some observers look to statistics for an answer.

"Based on recent data from the National Center for Education Statistics, it appears tenure may be a potential barrier to accelerating the pace of greater diversity," says Bob Atkins, chief executive and founder of Gray Associates, a higher-education software and consulting company. "Among full-time professors, a whopping 80 percent are white and 53 percent are white males." But, the data show, Black males, Black females, and Hispanic males each account for only 2 percent of full-time professors, and Hispanic females even less. Given that, Atkins says, "tenure makes it more challenging to create open positions for new faculty of any type, including underrepresented groups."

A number of scholars said in conversations with *The Chronicle* that while tenure offers valuable protections of academic freedom, however porous those protections may be, the way tenure is practiced is in tension with efforts to diversify the faculty.

"It's not tenure per se but a host of other factors that are contrib-

uting to an excruciatingly slow rate of progress in terms of Bipoc faculty earning tenure," says Fhagen, referring to Black, Indigenous, and other people of color. Candidates regularly "seem to have all their ducks in a row," but then aren't awarded tenure, she says. "That speaks to the process, not tenure itself."

"If we got rid of every system that was broken and imperfect, we'd have no systems," says Tabbye Chavous, director of the National Center for Institutional Diversity at the University of Michigan at Ann Arbor. "Just like any process, the execution and implementation matter."

Professors of color "often do research that's controversial, that pushes buttons, that's uncomfortable," says Fhagen, and the academic-freedom protections ostensibly offered by tenure are particularly important for those scholars.

But how much freedom does tenure really accord, and are scholars of color competing for tenure on a level playing field?

"The concept of academic freedom is a key feature of tenure, yet because academic freedom is subjectively interpreted through the lenses of whiteness and maleness, racially minoritized faculty remain in a precarious situation," says LaWanda W.M. Ward, an assistant professor of higher education at Pennsylvania State University.

She cites, as an example, when, in 2015, Larycia A. Hawkins, an associate professor of political science and the first Black female tenured professor at Wheaton College, an evangelical institution in Illinois, was placed on administrative leave for a Facebook post with a photograph of herself wearing a *hijab*. Hawkins wrote that "I stand in religious solidarity with Muslims because they, like me, a Christian, are people of the book. And as Pope Francis stated last week, we worship the same God." The post, Hawkins explained, stemmed from conversations with students about how best to show solidarity with Muslims subjected to acts of bigotry.

Tenure should have protected Hawkins, says Ward, "but her social-media posts were considered egregious." Hawkins left Wheaton soon after the incident.

ONE LONGSTANDING PROBLEM in seeking tenure is that underrepresented-minority faculty members perform the often-unrecognized "invisible labor" of mentoring minority undergraduate and graduate students. "Until invisible labor can be made visible, tenure could be a barrier to racial diversity," says Kimberly R. Moffitt, interim dean of the College of Arts, Humanities, and Social Sciences at the University of Maryland-Baltimore County, known as UMBC. "I wholeheartedly support tenure. I just think that a configuration that acknowledges that work and its overall contribution to a university campus will need to occur or faculty of color will be adversely affected."

"When I walk into a classroom, and I'm a Black woman teaching this course, there are students drawn to me and what I do," says Moffitt, who in addition to her interim deanship is a professor of language, literacy, and culture, and an affiliate professor of Africana studies.

The very presence of minority professors can help attract minority students to a major, she says. A more-diverse faculty can change students' perspective on what they previously considered a "white discipline," says Moffitt. But, she adds, mentoring students takes time and energy, and it usually goes unrewarded when a professor is up for tenure.

That worsens already-alarming paucities within paucities. According to the AAUP:

- Seventy percent of the academic labor force was employed full time in 1975, compared with only 48 percent in 2019.
- Within that pool, in 2018, whereas 17.5 percent of adults ages 24 to 64 identified themselves as Hispanic or Latino, only 5.2 percent of full-time faculty members self-identified as being in those categories. Only 6 percent of full-time faculty members self-identified as Black or African American, whereas 12.7 percent of the broader population self-identified as being in those categories.
- At four-year public colleges, in 2018, 50.3 percent of faculty members were tenured or on the tenure track. That year, at four-year private colleges, 36 percent of the faculty was tenured or on the tenure track.

"If we got rid of every system that was broken and imperfect, we'd have no systems."



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- Within the diminishing ranks of the tenured, which are within the shrinking number of full-time faculty members over all, in 2018, Black professors held only 5.3 percent of tenure-line positions.

There's additional underappreciation of how much institutional diversity, equity, and inclusion work minority faculty members are called upon to do for committees, says Zawadi Rucks-Ahidian, an assistant professor of sociology at the University at Albany, part of the State University of New York. Even when it's counted, it's usually undercounted, she says. Of research, teaching, and service — the three legs of a tenure evaluation — research is sovereign, and “you can't get tenure because you're stellar at service.”

Beyond uncredited “invisible labor,” some scholars see unjustified standards for the journals in which they must publish to meet tenure requirements. Minority scholars often study marginalized populations and have trouble publishing in the generalist journals that are considered most prestigious, says Rucks-Ahidian. Instead, those scholars publish in journals that focus on their subfields.

In sociology, for instance, tenure committees are impressed by bylines in the *American Sociological Review* or the *American Jour-*



nal of Sociology. But *Sociology of Education* and *Sociology of Race and Ethnicity* also have high standards, and high rejection rates, Rucks-Ahidian says. Why aren't articles in those publications given equal weight?

The same issues come up in selecting external reviewers in tenure cases, says Michigan's Chavous, who is also associate dean of diversity, equity, and inclusion in the College of Literature, Science, and the Arts, and a professor of education and psychology. Well-regarded reviewers of a tenure file might not be grounded in the theory and method behind a subfield, particularly a diversity-oriented one. It might take a little more time and effort to find appropriate, more-specialized reviewers. “But those scholars are out there,” says Chavous. “They are not unicorns.”

Community-based research and advocacy, says UMBC's Moffitt, should also be rewarded in tenure considerations. Her college, she says, has done so for several years. Faculty members in American studies, for instance, have helped Baltimore residents organize networks to counter food scarcity and resist eminent-domain “land grabs,” she says. UMBC shouldn't be an institution in a vacuum off the Interstate 695 Beltway, says Moffitt. It wants “to close the gap and be part of the community.”

Bear in mind, says Irene Mulvey, president of the AAUP and a

professor of mathematics at Fairfield University, that publishing, research, and other criteria to earn tenure are ladders created by each institution. They are not inherent in the idea of tenure itself. By that fundamental standard, she argues, reforms like widening the scope of relevant journals or rewarding community-based research don't violate any sacrosanct rules.

RECRUITING for and encouraging teaching geared to increasingly diverse students is a good way to better serve a college's mission and help diversify the faculty ranks, says Michael Benitez, vice president for diversity and inclusion at Metropolitan State University of Denver, known as MSU Denver. That is particularly true at minority-serving institutions, he says, pointing to the university's designation in 2019 as a Hispanic-serving institution.

In his previous job as dean of diversity and inclusion and chief diversity officer at the University of Puget Sound, Benitez says, he worked closely with the provost at the time to help increase the percentage of tenure-line faculty of color from 19 percent to 27 percent between 2013 and 2019. Part of that progress resulted from hiring committees' asking job candidates about their inclusive-teaching practices. “That's not to say that there aren't white faculty who do well with that,” he says. But often, faculty of color, because of their experiences, will have given the matter more-extensive consideration.

Sharing those practices and experiences is important to make faculty of color feel comfortable, included, and supported, says Benitez. It also helps white colleagues gain a better appreciation for the societal challenges faced by minoritized faculty members, staff, and students, an appreciation that should be factored into recruiting, retention, and tenure-and-promotion decisions.

That sharing needn't be overly formal. MSU Denver, for example, organizes a quarterly Tenure Track Supper Club. It's not mandatory, but usually several dozen faculty members attend, along with the president, the provost, or a professor with expertise in inclusive teaching. The attendees, Benitez says, are about half faculty of color, half white, and the gatherings — which have continued virtually during the pandemic — allow participants to discuss difficult topics and build allyship.

Expectations around publishing venues, community-based research, and inclusive pedagogy are too often hazy, say critics of tenure practices. Unclear guidelines and moving goalposts, says Colorado College's Fhagen, allow “for white supremacy, racism, power, and privilege to enter in and influence and impact decisions.” She says that “precise terms and conditions of every appointment should be stated in writing, and in possession of both the institution and the teacher, before an appointment is consummated.”

But, says UMBC's Moffitt, it's a balancing act. Reducing tenure decisions to a simplistic formula — exactly X number of articles or monographs, Y courses taught, Z committees served on — can undervalue and undermine passion and commitment. “I do think there has to be more transparency, but rubrics aren't the answer,” she says.

Recruiting, retaining, and developing minority faculty members require long-term commitment and leadership, says Michigan's Chavous. At her college, during four hiring cycles since 2017, 36 of 37 postdoctoral fellows — mostly faculty of color — were recruited to Ann Arbor in a process that included consideration of diverse research and pedagogy, and now they are on the tenure track.

Emphasizing mentorship for those fellows has increased nurturing of junior faculty members generally, Chavous says. And the program has been incorporated into the college's overall hiring plan, as approximately 15 percent of the budget for faculty lines that would have been filled in any case. It's not, she says, a diversity “add-on” that requires a separate source of funding.

The college is embedding diversity in its culture, Chavous says. The message to the new hires is that “we’re not utopia, but we want you to be part of the change process. You’re a citizen and a part of your department.”

In ways like those, critics say, tenure can be adapted to a diversity mind-set.

“The tenure process is probably not immune to the same kind of biases that we see in every aspect of society,” says Mulvey, the AAUP president. The answer, she says, is to fix it to make it more just, not to throw it away.

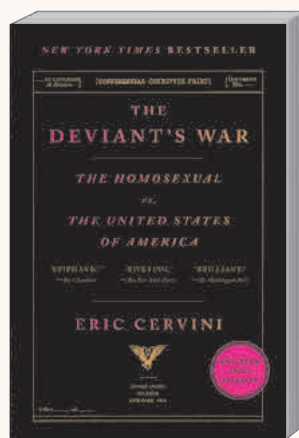
“What,” asks MSU Denver’s Benitez, “would the Constitution look like if we rewrote it with the people that make up the American fabric today?” The same question should be asked in reforming tenure, he says. “I am in favor of reform, but only if reform is totally representative.” ■

Alexander C. Kafka is a Chronicle senior editor.

The message to new hires is that “we’re not utopia, but we want you to be part of the change process.”



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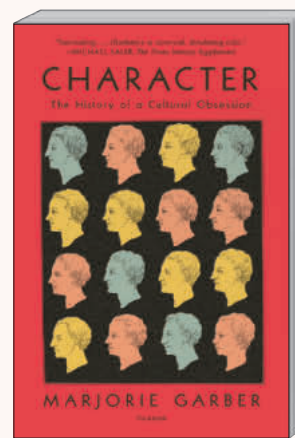
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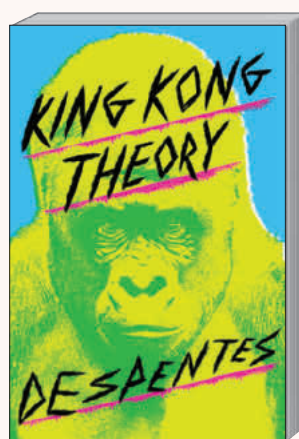
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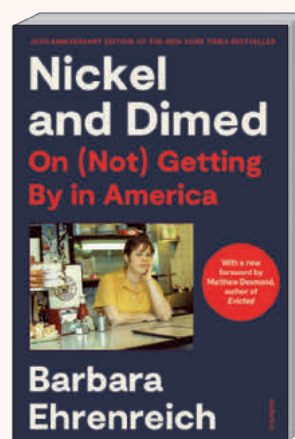
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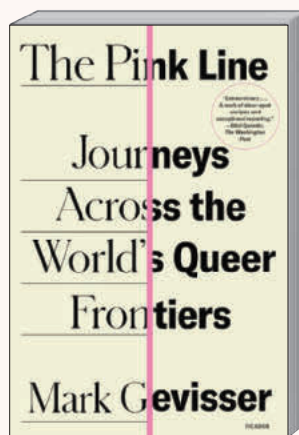
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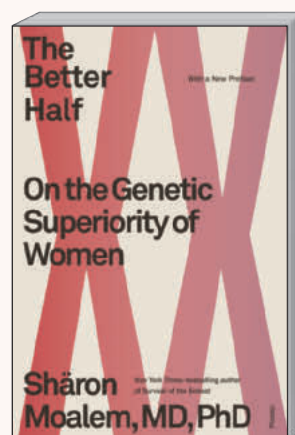
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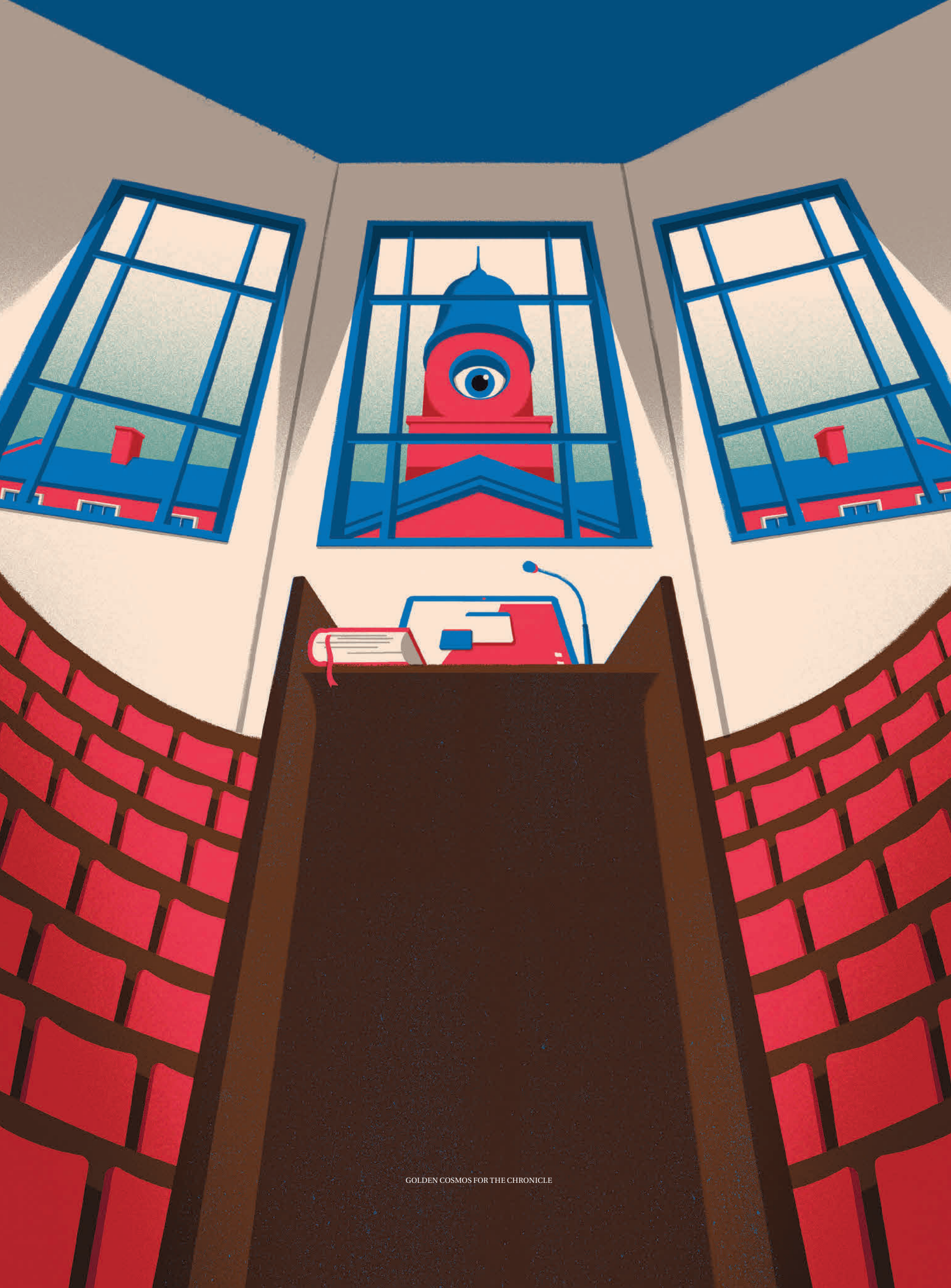
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Teaching About Race? 'Be Paranoid'

Will administrators stand behind faculty members
told not to discuss 'divisive' topics?

BY BETH McMURTRIE

BRIAN D. BEHNKEN, an associate professor of history at Iowa State University, says the controversy that has enveloped the nation over teaching "divisive" concepts has had a notable effect on his campus.

In June, Iowa's governor signed a bill prohibiting public schools and colleges from requiring any training that teaches that the United States or Iowa "are fundamentally or systematically racist or sexist," among other concepts.

The university responded quickly. The provost initially rejected proposed revisions of an undergraduate diversity requirement that Behnken and others had spent months developing, suggesting that some of the new learning outcomes could violate the new law. Then, the administration came out with a controversial set of guidelines for how to avoid violating the state's strictures on racism and sexism training, and on diversity and inclusion efforts.

Administrators later modified their stance, but in ways that Behnken still finds concerning. They agreed to adopt the new learning outcomes, but with the caveat that students did not need to meet all of them. Revised teaching guidance made clearer that most academic courses would not draw scrutiny if they are not mandatory, and as long as instructors who teach about concepts defined in the law make sure that they are "germane" to the class, and that students are free to express their opinions.

Who, Behnken wonders, will determine what is germane?

Behnken is teaching a Mexican American history course this fall that deals with segregation and discrimination. He has no intention of changing what or how he teaches. But, he notes, he is tenured. For instructors who are in a more vulnerable position, he said, the law and the university's responses have caused confusion, anger, and stress. Some are "sanitizing" their course content to avoid discussions of race.

Iowa State professors may feel like they are in the hot seat, but they're far from alone. Conservative lawmakers across the country are saying that teachers and professors are discussing racism and sexism in ways that are anti-American, and that they're blaming contemporary students for past events. While just a few states have passed laws that restrict college teaching, legislators in about two dozen states have introduced bills attempting to ban the teaching of "divisive" concepts or taken other actions that restrict teaching, and several have passed laws affecting public-school teachers. Even in states where such legislation would stand little chance, professors say they increasingly feel under surveillance.

To be sure, many professors argue that these bills are simply political theater, designed to score points with voters and difficult to enforce if passed. And they point out that the concepts described in many of them — like the "race or sex scapegoating" prohibited by the Iowa law — are nothing any competent professor would teach.

"The idea that I would be pointing my finger at white students and saying, 'This is all your fault because all white people are racist,' this is just not something we do," said Behnken, who said he speaks as an individual, not as a representative of Iowa State. "I assume all my students come in there to learn."

Even so, many faculty members across the country are concerned that in this politically polarized environment, some students or outside groups could come looking for trouble. The threat of students re-

tenure and fears repercussions, said she has mapped out how she plans to protect herself this fall, when she teaches an introductory course that covers race, and an upper-level course in which she introduces critical race theory. She is also monitoring her state legislature as it debates the bill.

"I just don't know if academic freedom is going to be enough," she said. "It offers due process, but someone could still attempt to get you fired."

For her introductory course, the professor said that if her legislature ends up banning discussion of certain concepts, people, or historical events that she normally teaches, she will simply show students her existing slides, but with black lines striking out the text. "I'm going to passive-aggressively say, 'I am not allowed by the state to teach you this next part, so we will just move on.'" It would be her way of staying within the law, she said, while showing the ridiculousness of it. She also plans to record all of her lectures in case anyone tries to misrepresent what she is teaching.

She closed admission to her upper-level course, for which students signed up in the spring, before the divisive-concepts legislation was introduced. She said that protected her against students who might enroll simply to "catch" professors who they think are teaching divisive subjects.

She suspected that could happen after she received an email from a student she did not know who was considering minoring in her discipline, according to the message, and asked if the university was teaching any "CRT" courses.

Why, she wondered, was she, the only Black professor in her department, also the only one to receive this email? Equally troubling, she said, was the reaction when she forwarded the email to a number of people, including her chair, her dean, and other faculty members. Not everyone was as worried about it as she was. About a third of them agreed that the email was suspicious, she said. Another third said it wouldn't have occurred to them to find the email troubling until she pointed it out. The rest told her that she shouldn't doubt the student's intentions.

If she has some advice for colleges when it comes to protecting their professors, it's this: "Be paranoid. I hate to use that word, but what it means is constant vigilance."

Other faculty members share her concerns.

Reginald K. Ellis, an associate professor of history and African American studies at Florida A&M University, said he thinks faculty members are less likely to be spontaneous and provocative in their classes. Florida's State Board of Education banned the teaching of critical race theory in public schools, along with the teaching of *The New York Times*'s "1619 Project." Ellis, who is also interim dean for the school of graduate studies and research, thinks it's likely the state Legislature could target higher education next.

Teaching at a historically Black college may offer some protections, Ellis said, but does not eliminate all risks. "Many of us use the Socratic method, where you start an open-ended dialogue. And on my campus, there may be 500 students in a room, so you can't really police who is coming in and out of class." To that end, some professors may rein in that Socratic approach this fall for fear that something they say could be recorded and taken out of context. "Not because they're teaching critical race theory," Ellis said, "but because they're afraid someone may tape them and put it on Twitter or TikTok or Snapchat, and it will go viral."

Leonard N. Moore, a history professor at the University of Texas at Austin, said academics who teach African American history have long had to worry about students videotaping classes, or secretly recording conversations, and misrepresenting them online. The recent attacks on critical race theory and related topics have only heightened such risks, he said. A lot of professors "are worried about the fall because, while the laws might be geared toward K-12 now, it won't necessarily stop there."

"The idea that I would be pointing my finger at white students and saying, 'This is all your fault because all white people are racist,' this is just not something we do."

cording classroom conversations and posting snippets online out of context is not new, after all.

To protect themselves, some professors plan to record their lectures and are advising colleagues to limit classroom discussion on sensitive topics. Others have asked their college leaders to publicly denounce these bills as an intrusion on academic freedom, and to defend professors against charges of indoctrination.

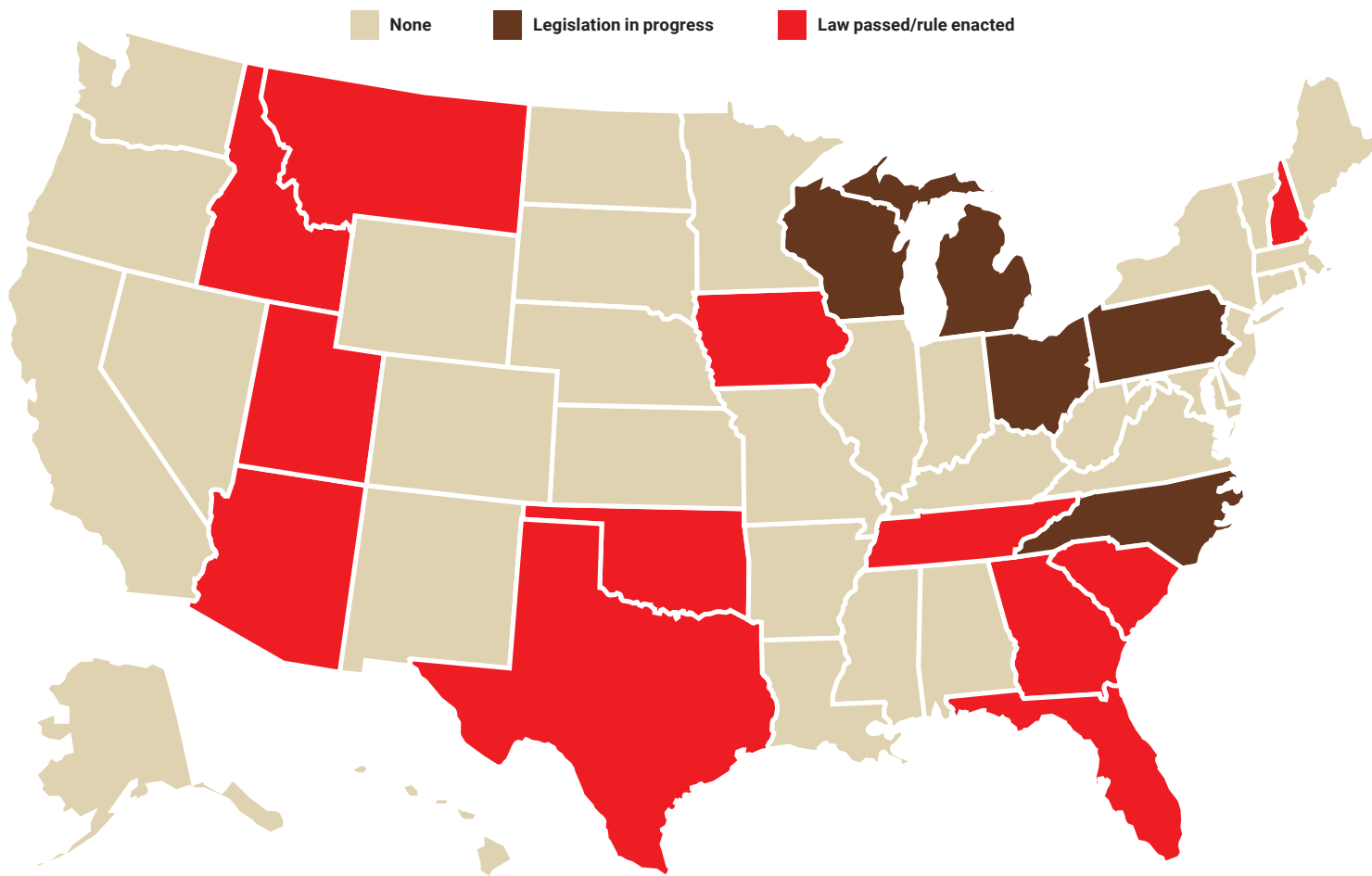
But faculty members are also aware that if critics truly believe lessons that make students feel uncomfortable are "divisive," that leaves teaching open to criticism. Challenging students' pre-existing ideas is, after all, a fundamental part of a college education.

Making educators uneasy is "what these types of legislation are trying to do," said Behnken. "That's the goal. In some unfortunate ways, it's worked."

FACULTY MEMBERS who teach introductory courses are among those who feel most vulnerable this fall. Those classes can be large, making it difficult for instructors to get to know their students. If the courses are required, some students may resent being there. And they are disproportionately taught by nontenured professors, who are also more likely to be women or faculty of color.

One case in point is a Black assistant professor in the social sciences who teaches in a state where legislation to ban teaching of critical race theory and other "divisive" concepts has been introduced. The professor, who asked not to be named because she is coming up for

Laws Regulating Critical Race Theory



Note: States labeled “none” may include places where bills have been prefiled for next legislative session.

Source: The Brookings Institution, *Chronicle* reporting on efforts as of September 2.

Texas recently passed a law prescribing how public-school teachers are to teach about race and racism, in ways that critics say could limit frank and open discussions in the classroom. Moore, whose book about his experiences, *Teaching Black History to White People*, is not teaching this fall. But he has advised colleagues to be cautious, to record every class.

“If I were teaching, I probably would stand up and read out of a textbook. I wouldn’t have any class discussions or have an essay exam,” he said. That might be handing the opposition a victory, he said, “but professors have to worry about their livelihoods.”

FACULTY MEMBERS who can’t count on their president and provost to defend what and how they teach may be the most at risk. Behnken noted that two other universities in his state, the Universities of Iowa and of Northern Iowa, have come out with statements saying point-blank that the law does not apply to academic instruction. While his administration “has seemingly sided with the legislature and left people like me feeling vulnerable and unprotected.”

College leaders need to take steps now, said Kim Weeden, a sociology professor at Cornell University and director of the Center for the Study of Inequality.

“A lot of universities have not had the sustained conversation they need to have about how to protect instructors, how to adhere to university goals of freedom of speech and academic freedom,” she said. “When push comes to shove, some have backed up faculty and some have kowtowed to donors and legislatures.”

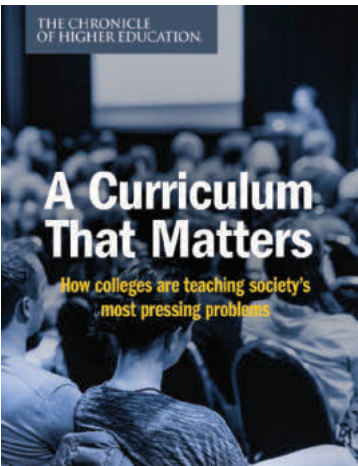
Weeden pointed to a controversial decision in May by Oklahoma City Community College to “pause” a summer course on race and ethnicity in the United States, concerned that a new law banning the teaching of critical race theory in schools and colleges “would require

substantial changes to the curriculum.” Days later, the course, taught by an adjunct instructor, was reinstated, but the damage had been done. Not only did the college’s action draw widespread criticism, but the fully enrolled course reportedly lost most of its students.

Weeden encourages administrators to facilitate the creation of peer networks for faculty members teaching required courses that deal with racism or diversity, where they might share strategies for meeting challenges they face. She also said that departments should ignore student course evaluations unless they point out serious flaws, such as an instructor not showing up for class. Such evaluations have long been suspect anyway, she notes, since research shows that students tend to judge women and faculty of color more harshly, and to give lower evaluations in required courses.

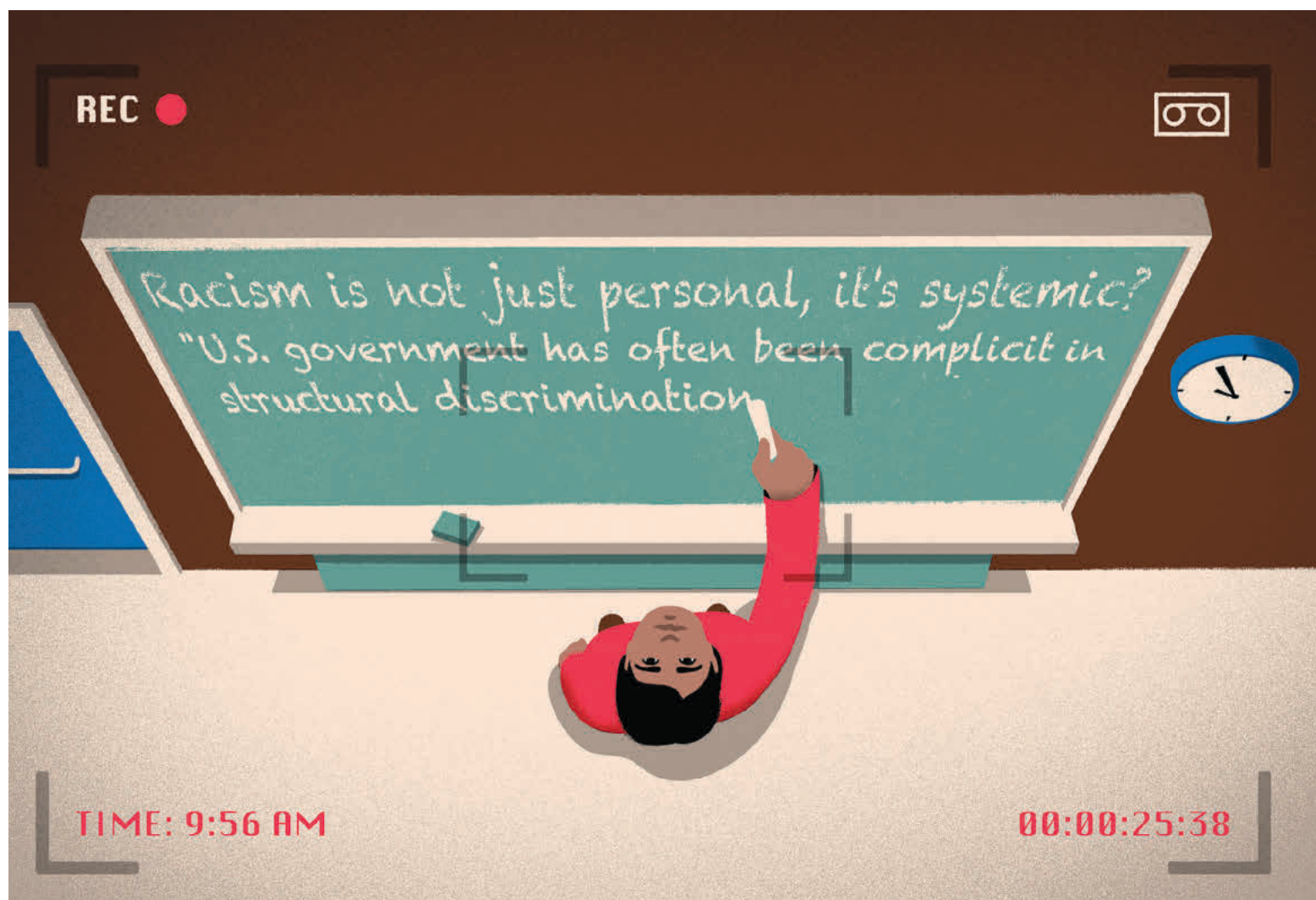
If colleges have the resources, she said, they should consider hiring more teaching assistants to help instructors in these courses, and rotating assignments so the courses do not always fall on the shoulders of untenured faculty members. “They’re exhausting to teach, and burnout is very real,” she notes.

Finally, college leaders should publicly commit to academic freedom for professors and describe how they’ll protect free speech on campuses. These laws, she said, are designed to create a “moral panic” that will generate more votes for these legislators. “This type of suppression of anything



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GOLDEN COSMOS FOR THE CHRONICLE

other than a pro-nationalist agenda is really straight out of Mussolini's playbook."

ONE of the most troubling aspects of these laws and bills, some professors say, is the notion that students should not be made to feel uncomfortable during lessons about race and racism. Much of the legislation circulating in state capitols echoes former President Trump's 2020 executive order banning the teaching of divisive concepts in federal agencies' diversity training. One concept described is that individuals should feel "discomfort,

This fall, Kernahan said, she's going to "double down" on teaching about systemic racism. "I think the way out is through."

"When we focus on the system, we actually make students feel better. We move away from this moralistic framing of racism, as if you're a good person or a bad person, if you are a racist or not a racist," said Kernahan, a psychology professor and the author of *Teaching About Race and Racism in the College Classroom* (West Virginia University Press, 2019). "You can help people see the larger nature of it. Which can be overwhelming, for sure. But it's also liberating. This is bigger than you. It's not just the words you use."

To teach about racism effectively, she said, she also works hard to create a sense of belonging and connection within her classroom. That's a good teaching strategy in general, she notes, but particularly important with topics that make students uncomfortable. "That's why I teach with so much discussion," she said.

She knows she may still face opposition from students. Wisconsin is a politically complicated state, and many students come from nearby conservative counties. "I'd like to hope that my roster will not include students looking for a fight, but I don't know."

Kernahan noted that untenured instructors and faculty of color are in a more challenging position. She is glad that, in an email sent to all instructors, the provost and chancellor affirmed their support for academic freedom and the rights and responsibilities of faculty members to teach the facts. "So far our Legislature has not asked for anything specific" of colleges she said. But she's fearful of what could happen, noting that just a few years ago a state assemblyman attacked a course on whiteness at the University of Wisconsin at Madison and asked why taxpayers should "pay for this garbage."

"This kind of stuff should be expected, and I hope administrators will get themselves ready for it," she said. "And get some things clear on how professors should be treated." ■

Beth McMurtrie is a senior writer at The Chronicle, where she writes about the future of learning and technology's influence on teaching.

"This type of suppression of anything other than a pro-nationalist agenda is really straight out of Mussolini's playbook."

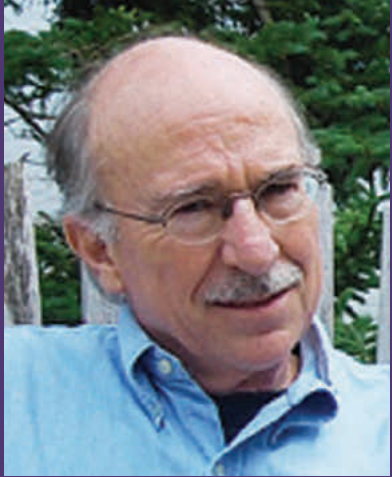
guilt, anguish, or any other form of psychological distress on account of his or her race or sex."

Yet scholars say teaching about racism in the context of U.S. history is bound to cause some discomfort. Parts of this country's story are shameful, and teaching it in a way that avoids that would be irresponsible.

Fears that white people are being shamed may drive this legislation, but teaching about structural and systemic racism may actually have the opposite effect, said Cyndi Kernahan, who has taught a course on the psychology of prejudice and racism, primarily to white students, for more than 20 years at the University of Wisconsin at River Falls.

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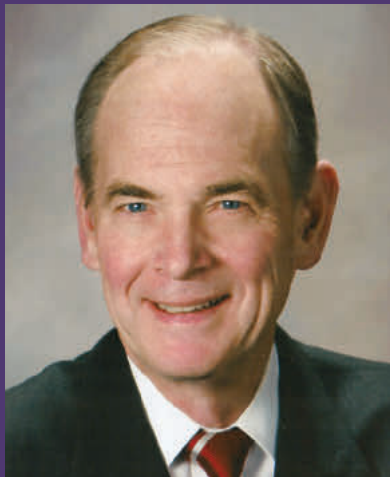
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‘Whiteness’ and the Humanities

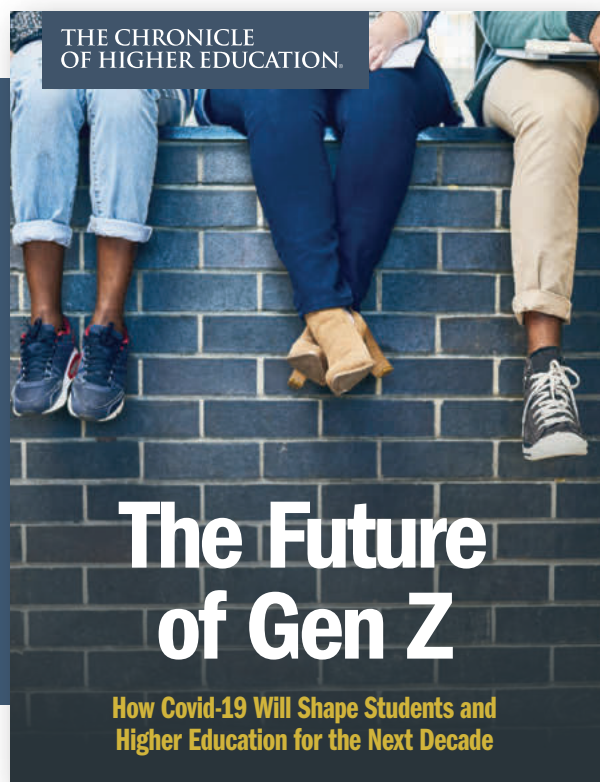
An impasse.

BY SIMON DURING

RECENTLY, the Princeton classics department announced that proficiency in Greek and Latin would no longer be required for majors. As you might expect, the announcement caused disquiet, especially among conservatives. The response was all the more intense because it was understood that the decision had been made partly to combat white supremacy. When the department announced the move, its own website made no mention of a racial aspect. But the *Princeton Alumni Weekly* reported that the step was urgent because of protests over racism and police violence, and the department’s website elsewhere acknowledged the discipline’s role in “the long arc of systematic racism.”

THE REVIEW

As it happened, the department’s concerns about its relation to white supremacy had already been publicized by *The New York Times*. Late in April, *The New York Times Magazine* featured a moving story about Dan-el Padilla Peralta, a professor in the department. Peralta’s trajectory is remarkable. He was born into a poor family in the Dominican Republic (where, as he reminds us, the classical heritage is widely respected) and had, against all odds, become a Princeton professor. The piece, titled, “He Wants to Save Classics From Whiteness. Can the Field Survive?” told of Peralta’s conversion from celebrating Greek and Roman civilizations as sources of modern reason to wanting classicists (as the *Times* put it) “to knock ancient Greece and Rome off their pedestal — even if that means destroying their discipline” because of their role in legitimating white supremacy.



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Such announcements are not uncommon. Over the past year or so the medieval-English program at the University of Leicester, in Britain, was axed, apparently because of medievalism's long appeal to white racists. The University of Chicago's English department temporarily suspended entry into its graduate program this year except for Black-studies students as a riposte to what it saw as English's "long history of providing aesthetic rationalizations for colonization, exploitation, extraction and anti-Blackness." And away from media glare, there's a steady trickle of rumor about, for instance, programs banning authors — Conrad, Nietzsche, Locke, Hume, J.S. Mill and so on — deemed racist or imperialist.

It's easy, not least for someone of my generation and background (white baby boomer, heterosexual, upper-middle class) to feel threatened by all this. What about the immense richness in the humanities that have been transmitted to us? Aren't they at risk? Don't the reformers know that, as recent research in global history and empire has re-emphasized (I'm thinking of the work presented in, say, John Darwin's *After Tamerlane*), white people monopolized power only for a shortish historical period (between about 1815 and 1945)? And that they were able to do so for reasons other than their interest (such as it was) in the classics or literary history? How are curriculum changes

West, the current anti-white-supremacy movement started in the U.S. Because of America's appalling history of slavery, racism is, as they say, structural in the U.S. And because America's university system is the most admired in the world, its shifts have global implications. The drive in the United States to label the humanities' legacy as white extends, neo-imperialistically, beyond its borders.

But it does not extend everywhere. The charge of systemic whiteness has barely been felt in the nonwhite nations where, globally, most students now study the humanities — in China and India. This means that we need have little fear that the humanities are under threat globally.

THE PRINCETON classics department's decision brings two histories into collision. The long history of the classics' rise and fall within the humanities collides not just with racism but with the history of rapidly shifting concepts of race.

Once upon a time — in translations from Virgil's *Aeneid*, say — "race" was the English equivalent of the Latin "gentes," usually translated as "people." A race was a people or a tribe or even a family. Then, famously, in the 19th century the category became a scientific one. It came to be regarded as biological fact that the human spe-



in elite humanities programs going to help end racism in broader society, anyway?

On the other hand, it's clear that racism is a crippling and recalcitrant problem, especially in the U.S. It is also clear that the traditional high humanities' prestige has indeed played a role in the white West's domination of others. This being the case, shouldn't we do our bit to end white hegemony? In that context, is it so important that Latin and Greek are mandated or that medieval English is still widely taught?

So an impasse. Where to go?

On closer inspection two features of this impasse stand out. It is clear that, in fact, resistance to white supremacy is not the most immediate motive for the Princeton, Leicester, and Chicago decisions. Such moves are primarily responses to the shrinking of the humanities for other reasons. Princeton, for instance, is abandoning proficiency in Greek and Latin as a prerequisite for the classics track because enrollments in that major have declined in recent years, and faculty members hope to attract more students. Not dissimilar reasons drove Chicago's and Leicester's decisions.

In this light, it may be that the fight against white supremacy at the level of curricula is not so much a *cause* of the humanities' diminishment as its *effect*. Antiracism may in part be a cover for a restructuring of curricula required by other pressures. This would at least stave off worries that the politics of race lie behind the humanities' current plight.

Second, while the humanities are shrinking across much of the

cies was divided into different breeds or races, some of which were more advanced than others. Scientific racism was not necessarily quite white supremacy, however. For instance, one well-known racist claim was that "Aryans" were a superior race that included Indians but not, say, Slavs or Celts.

In the last decades of the 19th century, Franz Boas and other anthropologists revised the concept of race again. Race came to be understood not as biological reality but as a "social construct." This had profound political implications. Because, under this new dispensation, there would be no more races in a future enlightened society, we could best fight racism now by not thinking of ourselves racially at all. Under this remit, it could be considered racist to identify with a race, and institutions that required one to do so should be resisted.

From the 1970s onward, with the appearance of "pan-African" and "pan-Arab" movements internationally, as well as Black Power activism in the U.S., this antiracist social-construct model mutated. No longer were we to look forward to the end of racial difference. While races continued to be understood not as natural kinds but as social constructs, it also came to be widely acknowledged that oppressed races in particular were better off embracing their racial identity and using it to resist white control.

That understanding of racism has recently acquired additional features. There now exists a global white race characterized by, well, its whiteness. Books like Ibram X. Kendi's *How to Be an Antiracist* and Robin DiAngelo's *White Fragility* show the degree to which the spe-

cific life conditions of whiteness and Blackness are replacing older, more abstract understandings of race and racism.

As whiteness in particular comes into focus, it is no longer primarily an identity. You can carry whiteness without identifying with it, without even being aware of it. Whiteness becomes a spontaneous assumption and enactment of confidence, access, and superiority across a whole range of actions, feelings, decisions, and opportunities. Whiteness can be expressed in how you order in a restaurant; in the music you listen to; how you walk down the sidewalk; as well as, of course, what kind of career you seek and find, or how you judge the success or otherwise of your life path. Thought about this way, whiteness is supreme not just because those who have it control Western societies but also because, often invisibly, it covers and confers so much across all areas of life. For that reason it has to be broadly contested.

In the academic arena this vision of whiteness reminds us that the history of the Western university, and of the humanities in particular, has been almost entirely in the hands of white people — of white men. More than that: Because of the humanities' longstanding capacity to confer status and dignity, they have been a powerful organizer of white supremacy. From this perspective, it can seem as if the vast and various archive of information, methods, canons, genealogies, and disciplines that constitute the traditional Western humanities can all be seen as fundamentally *white*. The classics are just the start of it.

The difficulty with this conceptual/political edifice is that it remains true to the original “gentes,” or biological logic of race. Ontologically, races may no longer be understood as natural kinds, but they remain so logically or structurally. You are either Black or white by birth (individuals are no longer so often thought of as having “mixed” race). To try to change your race is disallowed, disgraceful. Racial differences are rigid. Race is a fate.

Because race talk calls upon hard inherited grounds and divisions, it does not welcome what Edward Said used to call “affiliation.” Races as such can't be creatively worked upon and reinvented; they can't flash forth in new forms with and through unexpected connections; they aren't open to the play of interpretation. Even as social constructs, they belong to the order of the given, not to the order of invention.

It is for this reason that race talk lies askew the humanities. The problem isn't just that the humanities are historically white, and in many Western countries remain so today. That is true and needs to be changed. The deeper problem is that the conceptual apparatus that underpins race talk, including the new view of whiteness, cannot be accommodated into the humanities' commitment to inventiveness, interpretation, dialogue, persuasion, problematization, historicization, and so on.

This matters. It is because the race concept and the humanities have different logical structures that the charge of white supremacy against the humanities leads to an impasse. A binary opposition meets a model that is organized on very different terms. The two logics cannot connect.

THIS INSIGHT takes us back to the beginnings of the humanities in the classical era, and then to the classics' rise and fall in the modern era, of which Princeton's recent decision is a continuation.

Sixty-two years before the birth of Christ, Cicero established the basic terms on which the Western humanities would be built. He did so in a speech to a Roman court on behalf of Archias, who was his old teacher, as well as a well-known poet. The speech would be recovered in Northern Italy by Petrarch in 1333 and help stimulate what would come to be called “humanism.”

Archias was born in what was then Syria and is today Turkey. Before coming to Rome, he had worked as a teacher of Greek in what Cicero calls Asia. Archias was not what we would now call “white.” He had apparently once been registered as a Roman citizen, but that registration had been withdrawn for political reasons concerning

his patron Lucullus, and Cicero was hired to defend his right to citizenship, probably because Archias had been Cicero's own teacher of Greek and literature.

Cicero's speech, long known as *Pro Archia*, has largely been forgotten, but it still has something to tell us. (I owe much of my sense of it to Eric Adler's recent *The Battle of the Classics: How a Nineteenth-Century Debate Can Save the Humanities Today*.) Cicero decided to pitch his defense around Archias's career as a poet and teacher. In describing Archias's pedagogy, Cicero came up with the term *studia humanitatis*, which would long name the humanities, and also identified the study of humanity as *artes liberales*, liberal arts. Cicero's claim was that all the various ways of studying the human world were connected and affiliated. As he told the court, his own ability as an orator owed much to the literature, history, and Greek language that Archias had taught him.

For Cicero, the humanities underpinned not just Roman society's, but every society's, ability to achieve great qualities: politeness and generosity (which the word *humanitatis* also denoted at the time); consciousness of the past; the capacity to communicate successfully and to honor past and present achievements.

In sum, Cicero argued in court that Rome should welcome Archias as a citizen not because he had filiative or racial connections to the nation but because of his skills in, and contributions to, what is mobile, generous, tolerant, dialogic, what crosses boundaries and what will endure into the future, that is, something very like what we today call the humanities.

After Petrarch's recovery of his texts, Cicero remained central to the liberal arts for about five centuries, as did proficiency in Latin and Greek, the languages required for direct access to him and his peers. Cicero's interest in rhetoric and grammar formed the basis of advanced early modern pedagogy. Skills in these fields remained the centerpiece of university curricula until the later 19th century, not least because, although pagan, they were incorporated into the training of Christian priests.

LATIN AND GREEK were sidelined in the West only at the point when capitalism required an increasing proportion of the population to acquire a more than elementary education as well as to focus on topics thought to be of immediate material use.

In the U.S., the battle to marginalize the classics was fought out most visibly at Harvard, where Charles W. Eliot introduced “electives” from about 1870. This meant that students could choose their subjects without being hemmed in by prerequisites, including the classical languages. (Greek stopped being a prerequisite for the bachelor of arts at Harvard in 1886.) When “majors” were introduced into undergraduate curricula after 1890, and the modern undergraduate structure thereby established, the classics were no longer required for a B.A. anywhere, and the humanities could be democratized.

As they lost presence and prestige, the classics could be appealed to in a culture war against individualism, utilitarianism, and romanticism. Around 1910, for Irving Babbitt and the so-called New Humanists, they stood for restraint and impersonality. More long lastingly, they came to be regarded as cornerstones in “great books” or “Western civ” courses. Either way they lost their capacity to provide the communicative and ethical skills necessary for the liberal education as Cicero — a lawyer, administrator and politician — had imagined such an education centuries ago.

No doubt the classics-centered humanities had been a barrier controlling entry into the elite. Gaining skills in Latin and Greek allowed thousands of young men, some poor, to join the professions and become, as they used to say, “gentlemen.” For all that, it is worth remembering (as the case of the Dominican Republic already shows us) that the classics were not necessarily conservative or even white. Not at all.

While in prison, the Italian communist intellectual and leader Antonio Gramsci spent a considerable time arguing that a “formative” education based on the classics was more useful for a communist

and revolutionary society than a utilitarian and practical one because it had wider, more supple, historical reach.

In the late 1880s, W.E.B. Du Bois, teaching at an African American primary school in rural Tennessee, found that parents could be reluctant to send their children to class. How did he persuade them to do so? By producing his own translation of Cicero's *Pro Archia* into "simple" English and giving it "local applications." The ploy worked, so Du Bois tells us, at least for a time.

CASES like Du Bois's and Gramsci's are worth remembering when the claim is made that the classics are bound to white supremacy. They direct us to important nuances. But they do little to break the impasse between the humanities and the charge of white supremacy against them.

In the end I do not believe we can break that impasse from inside the university. What is needed is something else: an end to the conditions under which the concept of white supremacy is so persuasive. That would require a genuine reckoning with the continuing history of white power and racism, especially in the U.S.

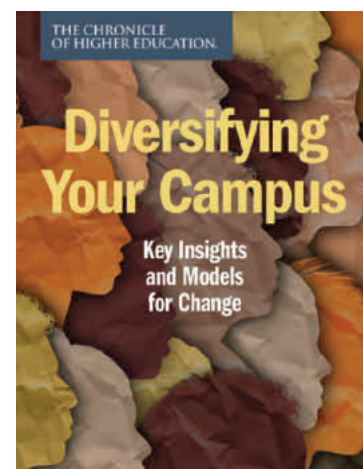
The Germans, who have had to face their own terrible history, invented a word for this kind of coming to terms with the past: *Vergangenheitsbewältigung*. As Susan Neiman has shown us in her marvelous book, *Learning From the Germans*, Germany might provide a template for working through America's own history of slavery and racism, a template that includes — alongside continuing social-justice measures — serious reparations, state-sponsored shifts in public memory (including memory of enslaved and victimized individuals), accurate historiography, meaningful apologies, and more.

In the meantime, those of us who hold university offices, especial-

ly those of us who teach in the humanities disciplines with their extensive, complex genealogies, should try to remain at a distance from all logics, including the logics of race talk, that do not reflect affiliation and generosity as Cicero understood them. Our *official* role in coming to terms with the racist past is limited to that which honors the protocols, interests, and methods of our disciplines. It does not include dividing the world into friends and enemies, banning texts and words, or racially labeling archives and whole disciplines.

I realize that this way of looking at the situation is unlikely to be widely shared — and that it amounts to an avoidance of the impasse rather than a breaking free of it. But I find myself insisting on it because, even if it were to be accepted that the humanities need to be reconfigured in order to separate them from white supremacy, they'd need to stay tightly connected to the history I've briefly traced: a history that developed out of an idea first articulated long ago by a Roman lawyer on behalf of a powerless Syrian teacher, and that has no room for the natural logic of race. Otherwise, they wouldn't be the humanities. ■

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The Pernicious Fantasy of the Nikole Hannah-Jones Saga

Her success is not a collective victory for Black academics.

BY JASON ENGLAND

PAT KINSELLA FOR THE CHRONICLE



T WAS EASY, at the outset, to support Nikole Hannah-Jones on general principle. The University of North Carolina at Chapel Hill's Hussman School of Journalism and Media had bungled the hiring of a star journalist, an accomplished and esteemed Black woman, and one of their own to boot. The optics, as they say, were ugly.

It was easy to infer that the process had been tainted by politics, given that UNC's board was Republican-appointed, and that Hannah-Jones's Pulitzer Prize-winning work has become an especially polarizing topic in our increasingly crude culture wars. The lack of transparency and communication from university leadership didn't help. Hannah-Jones was set to be the first Knight chair to hold the position without tenure: peculiar at best, humiliating at worst. As public pressure increased, the board delayed any decision on tenure . . . until it finally relented, at which point it was too late.

In the aftermath of Hannah-Jones's decision to decline UNC's offer of tenure and take her talents to Howard University, the principles involved began to seem less cut and dried, and the question of winners and losers murkier. I saw a personal ax being ground — masterfully, even. I also saw a lot of money earmarked for a new program at Howard. There was widespread jubilation and *schadenfreude* online, but the celebration seemed out of step with the gains. A lot of people — particularly students, faculty members, and citizens who had invested their energy in advocating for Hannah-Jones's cause — had lost something. Those who'd opposed her tenure at UNC, on the other hand, got, in the end, exactly what they wanted.

The prevailing fantasy was that Hannah-Jones's personal revenge was every academic's dream come true, and a victory for Black academics in particular. But the Black academics I know harbor dreams of simply finding a job — ideally a stable one, without an overwhelming course load, in a department with the least possible dysfunction. Forget about tenure — the statistics for Black faculty members' achieving that coveted status are damning and depressing. Millions of dollars in funding from anonymous donors; the support of prominent figures, formidable philanthropic institutions, and media outlets; a litany of job opportunities on which to fall back — that's a step beyond a pipe dream, so far from the realm of possibilities for most Black academics that it's difficult to see any germane lesson to glean, and certainly no collective victory.

There was some pushback. An open letter, written under an alias but claiming to be from a Howard faculty member, spoke directly to and undercut Hannah-Jones's edict to "go where you are valued, not where you are tolerated." The letter made clear that the inequity and dysfunction one finds at a place like UNC can also be found at an HBCU. Faculty members at Howard have also been undervalued and jerked around in negotiations. Greg Carr, an associate professor of Africana studies and chair of the department of Afro-American studies at Howard, remarked on Twitter: "I won't be surprised if we enter a moment when much more detailed and layered testimonies of HBCU faculty life will emerge in the wake of recent 'renaissance' narratives. It was probably inevitable. And, in many ways, long overdue."

The story, for me, isn't about Nikole Hannah-Jones, a talented journalist who produced a historical analysis that even her critics have to admit moved the needle of public discourse. It's about how the media framed her tenure struggle, and how so many of us are so eager to substitute the latest cause célèbre for real, collective progress. It's about how social-media protagonists confuse their own stories for social-justice narratives. It's about how we understand Black uplift, progress, and renaissance at a time when those terms have been made as hollow and ubiquitous as a Twitter hashtag.

HAROLD CRUSE, in his uneven but at turns insightful 1967 polemic, *The Crisis of the Negro Intellectual*, wrote that "no literary or cultural movement today can be truly and effectively radical unless it presents a definitive critique of the entire cultural apparatus of America." This line comes to mind whenever I read any of the recent wave of declarations of a new Black Renaissance, which tend to be rooted in the visibility (fame), white institutional acknowledgment (award nominations), and compensation (book sales, TV and film deals) of a select few rather than in any collective progress or societal shift. This supposed renaissance seems manufactured, bought and paid for, distinctly establishment. It has co-opted the language of radicalism and revolution without any of the moral underpinnings.

Cruse's observations reverberated during the culture wars of the 1980s and '90s. Thirty years ago, both Cornel West and Henry Louis Gates Jr. reshaped notions of the Black public intellectual and the scholar as celebrity. They joined forces at Harvard University in the hope of reinvigorating the public significance of Black intellectual culture just as some of the more gnostic ideas of race, identity, and culture (signifying, anti-essentialism, intersectionality) gained

pop-cultural significance. The “Black Renaissance” of the ’80s and ’90s went by a variety of names, but was best captured by Trey Ellis’s “new black aesthetic,” an attempt to capture the rise of Black writers, artists, and musicians emerging in the wake of left-leaning, nationalistic Black cultural politics.

Gates and West were as much a part of this movement as more recognizable figures like Spike Lee and musical acts like Public Enemy. Indeed, the professors parlayed their unprecedented visibility into conventional academic metrics of success, like programs and centers. But they also appeared frequently on talk shows, signed commercial book deals, made rap albums and movie appearances, and eventually produced television shows. Was their use of the celebrity spotlight an abandonment of Cruse’s “radical critique,” or was it an important front in an ongoing culture war? Or something in between?

Looked at from the vantage of 2021, academic celebrity — hyper-visibility and mainstream popularity — has shifted the metric by which we measure intellectual success. Over the years, our Black celebrity intellectuals have tended to measure success by what white people value.

White people can afford the titillating delusion of Black radicalism and renaissance — they traffic in Black celebrity intellectuals and mascots, whom they promote to validate their own moral innocence as well as their bona fides as allies. It’s almost literally the least they can do. They can also use these mascots to antagonize and browbeat their “bad” white counterparts. It’s a tired act, but it makes for profitable theater.

But Black mascots excite Black people only so much, which explains the vastly different reactions I get from friends and colleagues by race. Many of the white ones are eager and beaming when they discuss the Amanda Gormans (and non-Black minorities like Lin-Manuel Mirandas) of the world. My Black friends and colleagues are far more cynical and frustrated. Their prevailing sentiment is that we have too much to lose to continue to indulge silliness and empty symbolism. They want collective improvement for Black Americans, not an invitation to root for a metaphorical hero in the latest media-generated movie. They want tangible change, not abstract renaissance.

The new Black Renaissance specializes in shallow personal investigations of identity, television shows and movies marked by clunky dialogue and heavy-handed storylines that seem lifted straight from social media. The Black public intellectuals and establishment radicals specialize in nebulous catchphrases: T-shirt fodder like “Black Excellence” and “Black Girl Magic” (which is also a bottle of wine now), and mumbo jumbo like “Black Abundance.” These slogans and hashtags, which can’t withstand the slightest scrutiny, seem tailored for use in dull online culture wars.

Add to that stockpile “go where you are valued, not where you are tolerated.” It’s a damned good quip. Never mind that it’s tone-deaf advice when most Black people lack the option of mobility — and rarely find any evidence of being valued. The quip and the clapback are what’s most prized online. Nuance isn’t just an inconvenience — it’s unwelcome.

It’s no mystery that the discourse, around race, Blackness, progress, politics, policy, is stultified. In step with the right, the left has leaned hard into the politics of identitarian grievance and resentment. Sloganeering plays better than serious intellectual interrogation, as do controversies that give the audience the vicarious thrill of victory over perceived enemies. Traditionally reputable media outlets increasingly default to puff pieces and *Access Hollywood*-style profiles of individual Black “creatives.” This neoliberal take on conservative exceptionalism highlights the accomplishments of a handful, sans context. Declarations of a renaissance are preferable to investigating the plight of the collective. In this way, the sensibilities of the white gatekeepers and white audience mold and constrict the field of Black thought. When they’re handing out Pulitzers for Black meditations on mustaches, you get down or lay down.

THIS HAS CREATED a bottleneck effect among Black public intellectuals, who are competing to make the same obvious points about the most accessible issues, and to argue passionately against the most extreme foils. It incentivizes shamelessness, self-promotion, and shallow discourse.

Self-critique has fallen by the wayside. For example, when Patrisse Cullors, a co-founder of the Black Lives Matter movement, offered her dubious rationalizations about buying up millions of dollars of personal real estate despite being a Marxist, the Black-public-intellectual class was nowhere to be found. I saw a couple of softball interviews, including one in which an apologist dismissed the very legitimate criticism and questions about integrity and misallocation of resources as right-wing attacks that surfaced because “we’re winning.” Never mind that some of the criticism came from the families of victims of police murder. If this is what winning looks like, how do I quit the team?

As traditional institutions and political processes fail us, we turn with greater frequency to reality-show-styled celebrity figures to seek vicarious victories in place of the policy changes that result in legitimate collective uplift. The slogans and hashtags entrench us in the politics of resentment. They offer little more than schadenfreude. Those who use intersectionality as a cudgel conveniently forget that many things can be true at once. Instead, they lean into a selective, opportunistic, Manichean morality: If you are against ____, you must agree with the bad person on the other side. And so the foil sets the agenda.

The new crop of Black public intellectuals demonstrates a keen understanding that those who profit from wars are the ones who manufacture the ammunition. You can catch them at the next antiracist book festival, or on the DEI speaking circuit that’s cutting checks for canned talks about Black bodies and white privilege. The discourse has become bloated with recognizable characters and oversaturated with codified language. It might get a select group paid, but the script will not save us.

TO BE CLEAR, I don’t think Nikole Hannah-Jones is a bad-faith actor or a grifter. But the media’s framing of her story illuminates how ideas become secondary to symbols, and how that formula is replicated by people who are bad-faith actors and grifters. It’s reminiscent of the Ultimate Fighting Championship’s success in manufacturing idols to hold your attention and manipulate your passions, regardless of the product’s quality. I still have no idea if Conor McGregor has any real worth as a fighter, but hundreds of millions of dollars say that’s irrelevant. The fight isn’t the sport; the sport is crafting figures onto whom the audience enjoys projecting its resentments, aspirations, and need for identity and value validation.

It also makes me think of the ill-fated Jay-Z and R. Kelly project *Best of Both Worlds*. On the title track, Jay-Z compares himself and R. Kelly to “Martin and Malcolm — this is bigger than the album.” It’s one of the more delightfully ridiculous examples of an old trend in rap music: the association of capitalist pursuits with larger, unrelated social and political movements and icons. The goal is to make you think listening to their music is tantamount to an act of political/social rebellion. *Want to affirm your politics? Buy my album.* It’s not dissimilar from the opportunistic Black Twitter users who, in the aftermath of an episode that highlights Black oppression, post their CashApp and Venmo information, inviting white people to pay them directly as a form of penance. It’s capitalism as religion.

None of this — the manufacturing of minor intellectual celebri-

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the team?

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At the core of the program was a two-part assessment process. The first component was a faculty/staff survey (The ModernThink Higher Education Insight Survey®). The survey was sent to over 87,000 faculty and staff, with an overall response rate of 44%. Of the responses received, 6,428 of them were administrators, 12,229 were faculty, 11,827 were exempt staff, 6,709 were non-exempt staff, and 1,436 were adjunct faculty.

In an effort to deliver the most timely and thorough workplace engagement survey possible to our clients, we redesigned our ModernThink Higher Education Insight Survey for the 2021 Great Colleges program to better align with the current themes of workplace engagement. Our updated instrument included

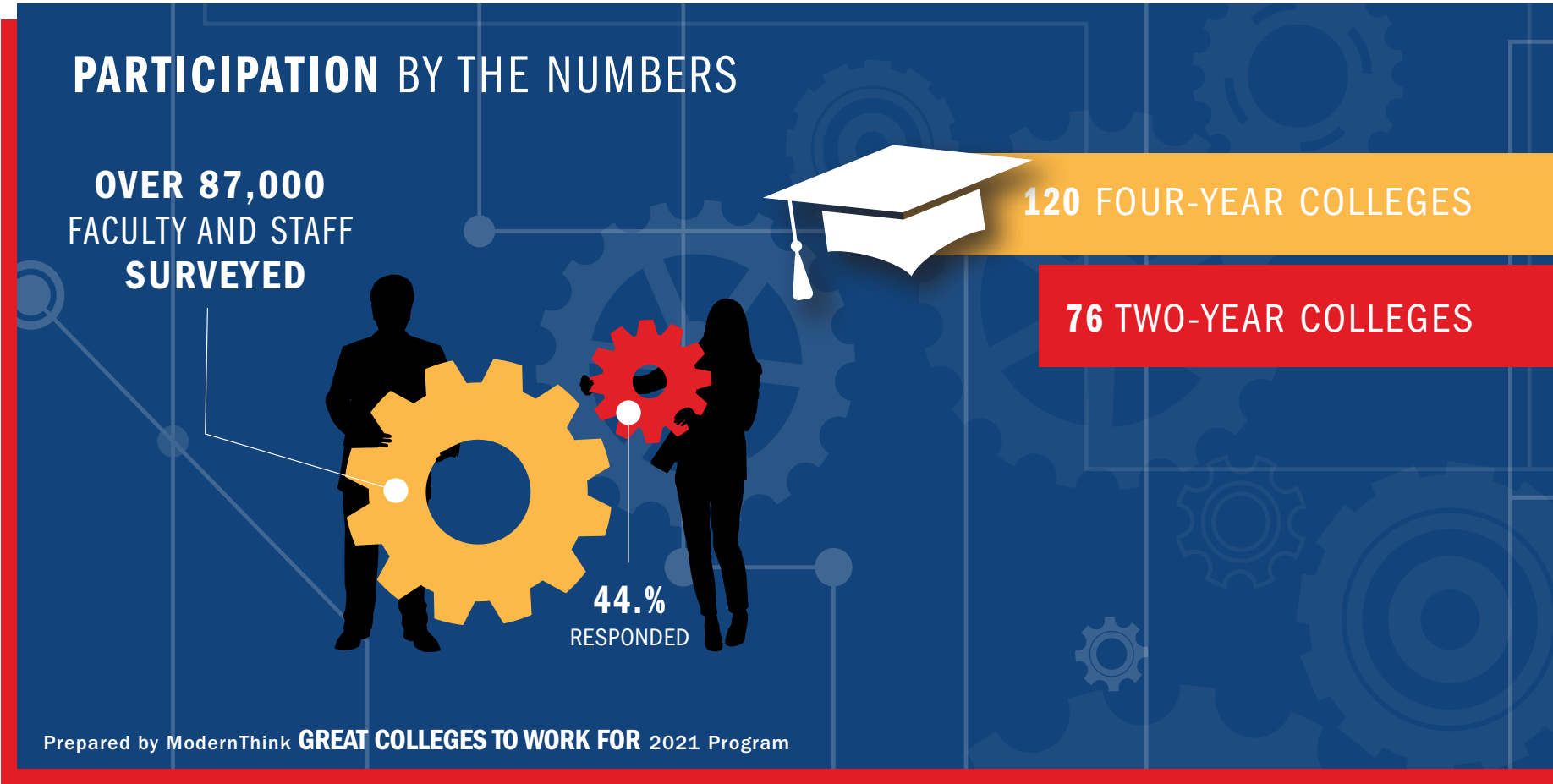
eleven new survey statements and four new survey themes including Diversity, Inclusion & Belonging; Faculty & Staff Well-being; and Performance Management. We also added a Faculty Experience survey theme, which drills down to assess hurdles that are specific to faculty and adjunct faculty so that colleges can more accurately pinpoint issues unique to their instructors, and remedy them more effectively.

The updated survey also included substantial revisions to our demographics. New questions around remote work and gender identity were intended to create a more inclusive experience for those completing the survey, and yield actionable data for today's college workplace.

A panel of our colleagues from across higher education helped shape the final survey instrument. The panel included representatives from two- and four- year institutions, hailing from departments in research, diversity, administration, and more. We also included panelists from respected higher education organizations like CUPA-HR.

The core survey contained 55 statements, plus an additional 5 Faculty Experience statements for faculty and adjunct faculty only. It utilized a five-point agreement scale (*Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree*), plus a *Not Applicable* response option.

The survey instrument also included a 20-item benefits satisfaction component, 8 optional demographics, 2 pre-loaded demographics (employees were tagged with these demographic choices), and 2 open-ended questions.



The ModernThink Higher Education Insight Survey measured ten core dimensions, plus a Faculty Experience dimension, reflecting managerial and organizational competencies. These dimensions were determined and confirmed through a series of factor analyses and provide the basis for the recognition categories.

Each Great Colleges to Work For participant was asked to submit a list of full-time employees randomly selected across four job categories: administrators, faculty, exempt staff, and non-exempt staff. Adjunct faculty members were included for two-year colleges. The sample size, as large as either 400 or 600, was based on the number of employees in those categories. Institutions with fewer than 500 people in the designated categories were invited to survey the entire employee population.

The second part of the assessment process was an institutional audit (The ModernThink Institution Questionnaire® or “IQ”) which captured information detailing various institution demographics, policies and practices. This information enables us to examine which benefits and programs are most effective, identify best practices and compile benchmark data based on different categorizations of the program participants.

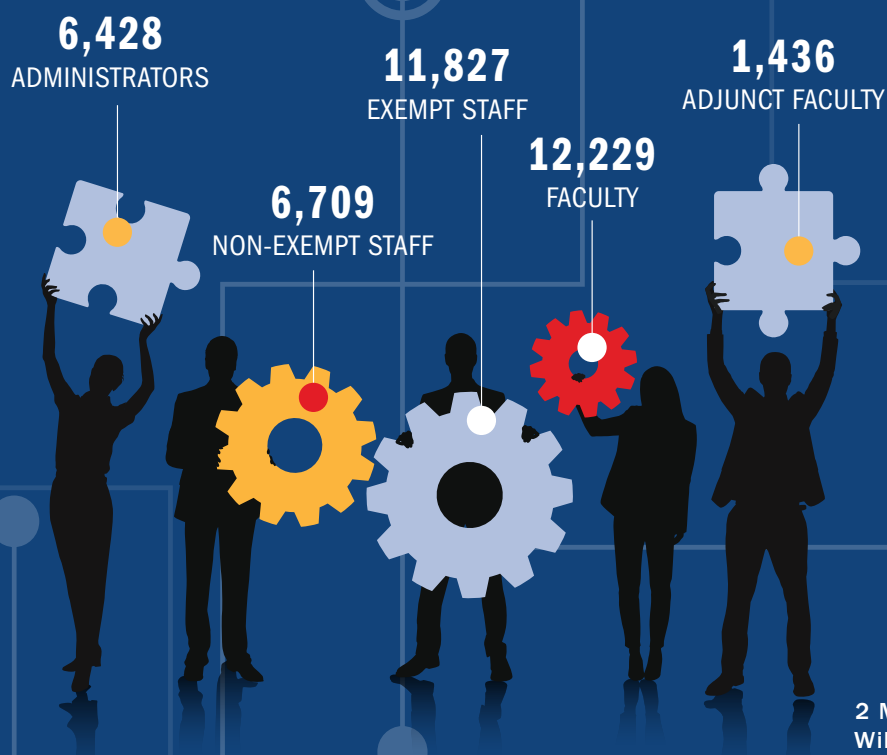
Recognition was primarily determined through the feedback provided by faculty and staff collected from the ModernThink Higher Education Insight Survey. For analysis and recognition purposes, ModernThink first segmented the participating institutions into four-year and two-year categories. Colleges within each of these categories were further classified into three sizes based on student enrollment: small (500 to 2,999 students), medium (3,000 to 9,999 students), and large (more than 10,000 students).

Recognition in each Great Colleges category was given to the ten highest-scoring institutions in each size for four-year colleges, and the four highest-scoring institutions in each size for two-year colleges. In addition to the responses collected through the ModernThink Higher Education Insight Survey, recognition scores take into account overall response rate, data broken down by demographic subsets, benefits data, and information collected through the IQ.

Honor Roll status, for four-year colleges, was given to the ten institutions in each size that were cited most often across all of the recognition categories. For two-year colleges, Honor Roll status was given to the four institutions that were cited most often in each size category.

In accordance with this year’s upgrades to the ModernThink Higher Education Insight Survey, our recognition categories were also updated. We are now honoring Great Colleges participants in Faculty & Staff Well-being and Mission & Pride, in addition to mainstays in college employee engagement excellence like Shared Governance, Confidence in Senior Leadership and Professional Development.

RESPONDENTS BY CATEGORY



2 Mill Road, Suite 102
Wilmington, DE 19806
888.684.4658
greatcollegesprogram.com

Recognition Category Descriptions

Recognition analysis for the Great Colleges to Work For program is conducted by ModernThink, an organizational development firm with particular survey and “Best Place to Work” expertise. The principal factor in deciding whether an institution receives recognition is the feedback from employees collected from the ModernThink Higher Education Insight Survey, assuming a sufficient response rate. Given the wide range of faculty/staff populations at participating institutions, there is no minimum response rate threshold that institutions are required to achieve to be eligible for recognition. However, in analyzing the data we do review confidence levels to ensure statistical significance. The institutional policies and practices information collected through the ModernThink Higher Education Institution Questionnaire (IQ) provides supplemental insight to the employee survey, and is reviewed and analyzed both for completeness and content.

Compensation & Benefits

The perception that one is compensated fairly and that benefits are adequate plays an important role in employees feeling valued and respected. This recognition category is based on survey items capturing satisfaction with the benefits offered and compensation, for example, item **#11: I am paid fairly for my work.**

Confidence in Senior Leadership

This recognition category is based on the expressed confidence faculty and staff report in the capabilities and credibility of senior leadership. In the Great Colleges to Work For program, “senior leadership” is defined as the most senior members of the institution (e.g., chancellor or president and those who report directly to him/her). Item **#32, Senior leadership has the knowledge, skills and experience necessary for institutional success**, is considered for recognition in this category.

Diversity, Inclusion & Belonging

This recognition category is reserved for program participants who are demonstrating an institutionalized commitment to diversity, as reported through the experiences of faculty and staff. It is based on measures of individual experiences of inclusion and belonging, as well as measures of the impact of institutional diversity policies and procedures at the individual level. This recognition category is based on the responses of all employees at an institution, and does not necessarily reflect the specific employment experience of any one demographic group of any protected class of employees. Item **#40: At this institution, diversity in all of its forms is valued**, is considered for this category.

Faculty Experience (Faculty and Adjunct Faculty Only)

Faculty have a unique role in the life of a university and there are some elements of their specific employment experience – the support for advancement and promotion opportunities and the perceived balance of teaching, service and research, for example – that are uniquely viewed through the faculty lens. This recognition category is based on the faculty responses to the survey items addressing these topics, for example item **#58: There is appropriate recognition of innovative and high quality teaching.**

Faculty & Staff Well-being

With roots in work/life balance and wellness models, this recognition category is based on the impact of one’s employment experience on their well-being (e.g., the opportunity to do meaningful work, the support for work/life balance and the experience of a safe working environment). Item **#39, This institution takes appropriate steps to protect the health and safety of faculty, staff and students**, exemplifies the statements considered for this category, which underline the well-being of the whole employee.

Job Satisfaction & Support

This recognition category is based on satisfaction with job fit, autonomy and resources. High degrees of job satisfaction are essential to an engaged workforce. The statements considered for this category are foundational to the faculty/staff experience, for example item **#2: I am given the responsibility and freedom to do my job.**

Mission & Pride

Understanding an institution’s mission and how one’s job impacts that mission are considered primary drivers to faculty/staff engagement. In addition to mission understanding, this category is based on survey items that provide insight into the level of pride in being associated with the institution and the willingness to recommend the institution as an employer. Some of the statements considered for recognition in this category are considered key indicators as to whether a college is a great place to work, for example item **#54: This institution’s culture is special – something you don’t find just anywhere.**

Three key barometers of a great place to work are considered as part of the analysis for recognition in **MISSION & PRIDE:**

- # 51 - I would recommend working here to my family and/or friends.
- # 54 - This institution’s culture is special – something you don’t find just anywhere.
- # 55 - All things considered, this is a great place to work.

Professional Development

Support for faculty/staff professional development is critical both in terms of building organizational capacity and supporting individual development needs. This recognition category is based on survey items related to onboarding processes, professional development opportunities, and support for career development, for example, item **#30: Our onboarding processes prepare new faculty and staff to be effective.**

Shared Governance (Faculty and Adjunct Faculty Only)

The concept of shared governance is one of the most widely valued and deeply respected traditions within higher education. For many faculty, it is a core part of their experience. Consequently, this recognition category is based on faculty responses to the survey items on collaborative governance processes and decision-making. We also include the responses of adjunct faculty respondents from two-year institutions. For example, item **#56: The role of faculty in shared governance is clearly stated and publicized**, is considered.

Supervisor/Department Chair Effectiveness

It is widely regarded that the experience of one’s immediate supervisor is among the most important factors influencing whether an employee is truly engaged. This recognition category is based on the survey items providing insight into critical managerial competencies such as providing clear direction and constructive feedback, and ensuring effective communication and equitable treatment. The statements considered for this category speak to the particular impact a supervisor has on his/her employees, for example item **#12: I believe what I am told by my supervisor/department chair.**

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GANNON UNIVERSITY



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We thank you for your commitment and because of you, we are proud to be recognized as a 2021 Great College to Work For®.




2021 HONOR ROLL

Alphabetical list of institutions sorted by 4-year/2-year and Small, Medium, Large, including the categories in which each is recognized.


	Job Satisfaction & Support	Compensation & Benefits	Professional Development	Mission & Pride	Supervisor/Department Chair Effectiveness	Confidence in Senior Leadership
4-Year Institutions						
SMALL (500 to 2,999 students)						
Brenau University				🎓	🎓	🎓
Frontier Nursing University	🎓	🎓	🎓	🎓	🎓	🎓
John Brown University	🎓	🎓	🎓	🎓	🎓	🎓
McPherson College	🎓	🎓	🎓	🎓	🎓	🎓
MGH Institute of Health Professions	🎓	🎓	🎓	🎓		🎓
Mount St. Joseph University	🎓		🎓	🎓	🎓	🎓
Nebraska Methodist College of Nursing and Allied Health	🎓	🎓	🎓	🎓		🎓
Parker University	🎓	🎓	🎓	🎓	🎓	🎓
Salus University	🎓	🎓	🎓			
Sentara College of Health Sciences	🎓	🎓	🎓	🎓	🎓	🎓
MEDIUM (3,000 to 9,999 students)						
Abilene Christian University	🎓		🎓	🎓	🎓	
Anderson University	🎓		🎓	🎓	🎓	🎓
Angelo State University	🎓	🎓	🎓	🎓	🎓	🎓
Belhaven University	🎓	🎓		🎓	🎓	🎓
Bellevue University	🎓	🎓	🎓	🎓	🎓	🎓
Francis Marion University	🎓	🎓	🎓	🎓	🎓	🎓
Gannon University			🎓	🎓	🎓	🎓
Rollins College	🎓	🎓	🎓	🎓	🎓	🎓
Shenandoah University			🎓	🎓		🎓
University of the Incarnate Word	🎓	🎓	🎓	🎓	🎓	🎓
LARGE (10,000 or more students)						
Baylor University	🎓	🎓		🎓	🎓	🎓
Florida International University	🎓	🎓	🎓	🎓	🎓	🎓
Hofstra University	🎓	🎓	🎓	🎓	🎓	🎓
Kent State University		🎓		🎓		🎓
Mississippi State University	🎓		🎓	🎓	🎓	🎓
Southern New Hampshire University	🎓	🎓	🎓	🎓	🎓	🎓
The University of West Florida	🎓	🎓	🎓	🎓	🎓	🎓
UMBC	🎓	🎓	🎓	🎓	🎓	🎓
University of Kentucky	🎓	🎓	🎓	🎓	🎓	🎓
Weber State University	🎓	🎓	🎓	🎓	🎓	🎓
2-Year Institutions						
SMALL (500 to 2,999 students)						
Fletcher Technical Community College	🎓		🎓	🎓	🎓	🎓
North Florida College	🎓	🎓			🎓	
Panola College	🎓	🎓	🎓	🎓		🎓
Southwest Mississippi Community College	🎓	🎓	🎓	🎓	🎓	🎓
MEDIUM (3,000 to 9,999 students)						
McLennan Community College	🎓		🎓	🎓		
Mississippi Gulf Coast Community College	🎓	🎓	🎓	🎓	🎓	
Norco College	🎓	🎓	🎓	🎓	🎓	
Southside Virginia Community College	🎓		🎓	🎓	🎓	🎓
LARGE (10,000 or more students)						
Cuyahoga Community College	🎓	🎓	🎓	🎓	🎓	🎓
Lone Star College System	🎓	🎓	🎓	🎓	🎓	🎓
Ozarks Technical Community College	🎓		🎓	🎓	🎓	🎓
Rio Salado College						🎓





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**We would like to thank
our employees for their
commitment to our students,
our school, and to each other.**

**Your efforts are the
reason we have been
recognized.**









southernwv.edu

Vision, Collaboration & Care: A Pandemic Prescription

By Rich Boyer, ModernThink Managing Partner

It's been said that character and competency are revealed in times of crisis. We have to look no further than the 2021 Great Colleges to Work For program to find examples of institutional character and competency that warrant not just praise, but in many cases, emulation.

I've written previously about the benefits and power of a collective identity, and how the associated sense of esprit de corps and a common playbook helps institutions manage through difficult times. That remains the case today. Unfortunately, strong cultures and collective values are not instilled overnight; they're the product of intention, consistency, and leadership.

There is little doubt that among the most important responsibilities of leaders is to provide vision, direction, and strategy. That job is both more complex and more important in times of crisis. In the face of uncertainty and fear, employees are eager, if not desperate, for stability, clarity, and hope.

Many institutions were diligent and effective in their immediate and short-term pandemic response efforts. Weekly presidential updates were often supplemented by regular task force briefings and bolstered by online dashboards and directions to resources and support services.

Some institutions, however, not only mastered the immediate crisis response but also were successful in providing larger context. They helped connect to, and ground, faculty and staff to the mission, vision, and values. They spoke not just to short-term plans, but also to mid-range plans and potential long-term impact. They were transparent in their scenario planning and spoke candidly to the potential impacts on strategic plans and even campus master plans.

We have clear evidence of the power of this focus in the responses to item **#27: Senior leadership provides a clear direction for this institution's future**. Honor Roll institutions collectively had a 76% positive response (meaning that 76% of respondents from Honor Roll colleges selected either "Agree" or "Strongly Agree") to this item with only 9% disagreeing (selecting either "Disagree" or "Strongly Disagree"). The 126 participating institutions that were not recognized in this year's program had a 56% positive response and a 19% negative response.

Similarly, we see significant differences between these two groups on item **#41, Senior leadership communicates openly about important matters**, on which Honor Roll institutions reported a 75% positive and an 8% negative response, versus a 56% positive and a 17% negative response at non-recognized institutions.

There is no doubt higher education as a sector is unlike any other, and one of its defining elements is the construct of shared governance. Relatively simple in concept, the particulars of how it manifests on campus is unique to each institution, and ensuring clarity of decision-making processes can be challenging in the best of times. Faculty and staff may not have a full understanding of the nuances of the structures, processes, and norms of an institution's governance. There's often confusion between what is a Board or System-level decision versus the decision-making authority that rests with a President. Similarly, the processes for collaboration or soliciting input may not be accurately understood or believed to be effective. And even when shared governance processes are well-documented and clearly understood, their effectiveness is sometimes compromised by political agendas, competing priorities, strained relations, and low trust.

In times of stress or crisis, the challenges to effective shared governance can be even further exacerbated. Such was the case at many colleges and universities this past year. Decisions to close

campuses, implement furloughs and layoffs, terminate contracts, initiate remote learning platforms, and deal with the immediate challenges of the pandemic were largely made outside of normal decision-making processes. And while many institutions were quick to establish cross-functional Task Forces, in the eyes of many, collaborative decision-making and shared governance suffered a blow.

In the 14 years of the Great Colleges to Work For program we've consistently seen significant gaps between recognized institutions and non-recognized institutions on the survey items related to shared governance. That trend continues in 2021. On faculty-only item **#56, The role of faculty in shared governance is clearly stated and publicized**, faculty at Honor Roll institutions reported a 76% positive response and a 10% negative response compared to faculty at non-recognized institutions, which collectively were at 57% positive and 19% negative.

That difference is even more pronounced when we isolate the faculty responses on item **#42: There are sufficient opportunities to participate in institutional planning**. Faculty at Honor Roll institutions were at 73% positive and 11% negative compared to faculty at non-recognized institutions where the response was 50% positive and 22% negative.

When we emerge from the pandemic and strive to create some sense of normalcy, we expect we'll continue to see institutions engaging in damage control to mitigate the perceived erosion of collaborative decision-making. Reaffirming the commitment to shared governance can be a starting point, but moving forward, the actions will need to match the words if the bonds of trust are to be repaired.

In the same fashion that the language of diversity, equity and inclusion has evolved in the past 18 months, so too has the language of work/life balance and wellness. Generally considered a more holistic approach than a simple focus on wellness, well-being models typically include a more expansive lens, including one's mental and emotional well-being, and in some cases, even spiritual and financial health. If we are indeed migrating to a more holistic approach to well-being it will be one of the silver linings of this recent crisis.

In the early days of the pandemic the risk of serious illness and/or death was both dramatic and not fully understood. Protecting the health and lives of faculty, staff, students, and communities became the number one priority for most presidents and senior leaders. And as the months unfolded and mental health challenges related to high anxiety, constant stress, isolation and burn out emerged - and in many cases emerged at scale - leaders had no choice but to pay attention to the health and well-being of faculty, staff, and students in ways that many to that point had not.

Those leaders who led with a genuine sense of compassion and empathy no doubt reaped the benefits of stronger relationships and deeper levels of trust. Item **#37, Senior leadership shows a genuine interest in the well-being of faculty, administrators and staff**, is yet another survey item where we see notable differences between the Honor Roll institutions (78% positive / 8% negative) and non-recognized institutions (61% positive / 17% negative).

As a function of the Great Colleges to Work For program, and the work we do supporting our clients, I regularly review mission statements, strategic plans, and organizational values. Often, I see goals related to "attracting and retaining world-class and/or diverse faculty and staff" or the commitment to "investing in, developing and taking care of our faculty and staff." These goals have never been more necessary, and we at ModernThink are honored to be a part of making colleges and universities better places to work and learn, in good times and in bad.



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Our boundless compassion and limitless resolve mean we never stop asking what's possible. Together, we never stop building it.



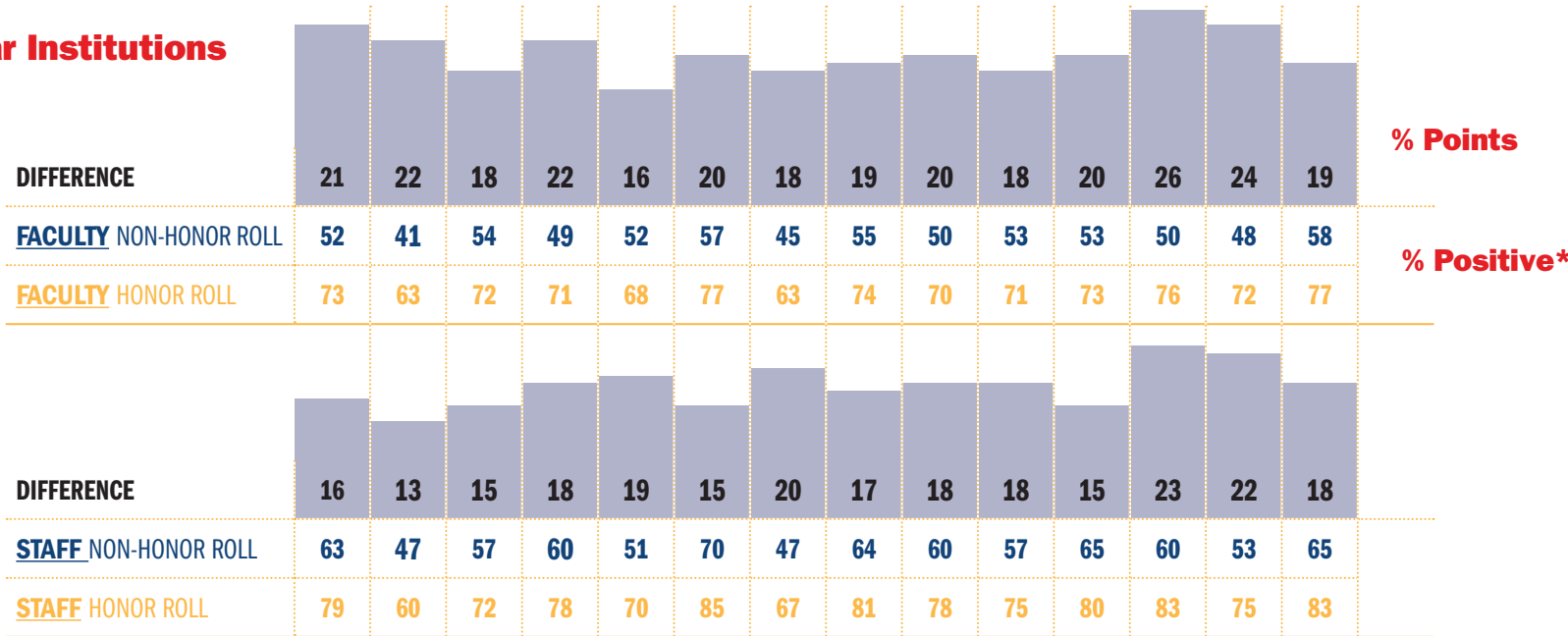


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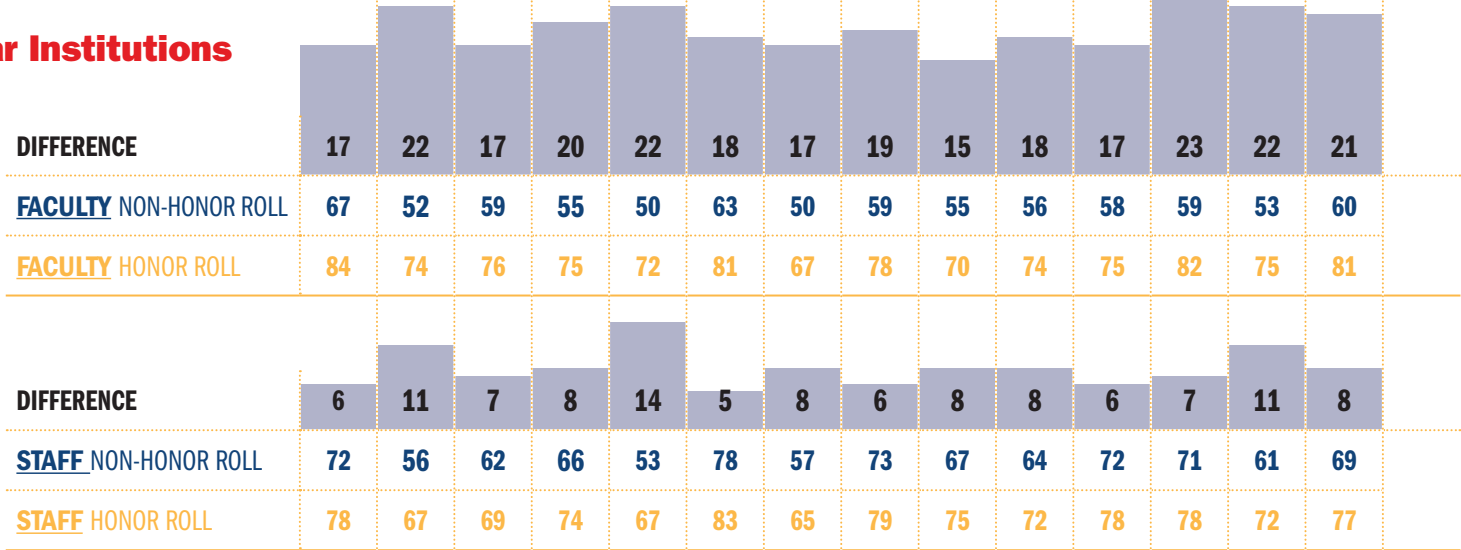
Standout Statements from Honor Roll Institutions

The Honor Roll distinguishes itself most from Non-Honor Roll institutions across the positive responses of the 14 statements below.

4-Year Institutions



2-Year Institutions




- I am provided the resources I need to be effective in my job.
- I am paid fairly for my work.
- Senior leadership provides a clear direction across departments.
- Our onboarding processes prepare new faculty and staff for this institution's future.
- Senior leadership has the knowledge, skills and experience necessary for institutional success.
- Our recognition and awards programs are meaningful to me.
- At this institution, we discuss and debate issues respectfully about important matters.
- I believe what I am told by senior leadership.
- This institution is well run.
- There's a sense that we're all on the same team at this institution.
- This institution's culture is special - something you don't find just anywhere.

*“% Positive” reflects the percentage of faculty/staff that responded “**Strongly Agree**” or “**Agree**” to each statement.

Workplace Recognition List

The 14th annual Great Colleges to Work For assessment was administered in the spring of 2021 by ModernThink. Employee surveys and the Institution Questionnaire were completed online by program participants, the results were compiled, and analysis followed to determine the recognized institutions. The list of colleges recognized, and the categories in which each was honored, follows below.

Abilene Christian University
ABILENE, TX | WWW.AC.U.EDU
RECOGNITION IN 5 CATEGORIES
Job Satisfaction & Support; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Faculty & Staff Well-being




Angelo State University
SAN ANGELO, TX | WWW.ANGELO.EDU
RECOGNITION IN 10 CATEGORIES
Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging



Belhaven University
JACKSON, MS | WWW.BELHAVEN.EDU
RECOGNITION IN 8 CATEGORIES
Job Satisfaction & Support; Compensation & Benefits; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Faculty Experience; Diversity, Inclusion & Belonging



Anderson University
ANDERSON, SC | WWW.ANDERSONUNIVERSITY.EDU
RECOGNITION IN 9 CATEGORIES
Job Satisfaction & Support; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging




Baylor University
WACO, TX | WWW.BAYLOR.EDU
RECOGNITION IN 6 CATEGORIES
Job Satisfaction & Support; Compensation & Benefits; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being



Bellevue University
BELLEVUE, NE | WWW.BELLEVUE.EDU
RECOGNITION IN 10 CATEGORIES
Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging






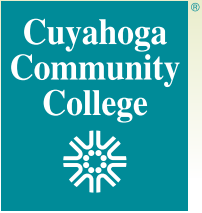
Amidst change and uncertainty, our employees have supported each other and our students.

Their efforts are the reason Tri-C continues to be a source of stability and a beacon of hope in the community. Over the past year, our students and the community have needed us more than ever — and our employees have delivered in so many ways.

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21-0097

Blue Ridge Community College

WEYERS CAVE, VA | WWW.BRCC.EDU

RECOGNITION IN 4 CATEGORIES

Compensation & Benefits; Confidence in Senior Leadership; Shared Governance; Faculty Experience

Brenau University

GAINESVILLE, GA | WWW.BRENAU.EDU



RECOGNITION IN 6 CATEGORIES

Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Diversity, Inclusion & Belonging

Central Lakes College

BRAINERD, MN | WWW.CLCMN.EDU

RECOGNITION IN 4 CATEGORIES

Compensation & Benefits; Confidence in Senior Leadership; Shared Governance; Faculty Experience

City Colleges of Chicago - Malcolm X College

CHICAGO, IL | WWW.CCC.EDU/COLLEGES/MALCOLM-X/PAGES/DEFAULT.ASPX

RECOGNITION IN 2 CATEGORIES

Mission & Pride; Diversity, Inclusion & Belonging

College of the Ozarks

POINT LOOKOUT, MO | WWW.COFO.EDU

RECOGNITION IN 2 CATEGORIES

Compensation & Benefits; Professional Development

Collin College

MCKINNEY, TX | WWW.COLLIN.EDU

RECOGNITION IN 3 CATEGORIES

Compensation & Benefits; Professional Development; Supervisor/Department Chair Effectiveness

Copiah-Lincoln Community College

WESSON, MS | WWW.COLIN.EDU

RECOGNITION IN 2 CATEGORIES

Professional Development; Supervisor/Department Chair Effectiveness

Cuyahoga Community College

CLEVELAND, OH | WWW.TRI-C.EDU



RECOGNITION IN 10 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Embry-Riddle Aeronautical University - DB and PR

DAYTONA BEACH, FL | WWW.ERAU.EDU

RECOGNITION IN 4 CATEGORIES

Professional Development; Supervisor/Department Chair Effectiveness; Faculty & Staff Well-being; Diversity, Inclusion & Belonging

Fletcher Technical Community College

SCHRIEVER, LA | WWW.FLETCHER.EDU



RECOGNITION IN 9 CATEGORIES

Job Satisfaction & Support; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Florida International University

MIAMI, FL | WWW.FIU.EDU



RECOGNITION IN 10 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Weber State University inspires

impassioned loyalty from its faculty, staff, students and alumni. The reason is simple: nothing is more important than student success. As an open-admission institution, Weber State serves more than 29,000.

Thanks to dedicated faculty and staff, the university cultivates remarkably personalized teaching, mentoring and engaged learning with seven colleges, 225 undergraduate certificate and degree programs and 17 graduate degrees.

Weber State makes Utah a better place to live through community building, volunteer service and economic development. And people make Weber State a Great College to Work For.



Francis Marion University

FLORENCE, SC | WWW.FMARION.EDU



RECOGNITION IN 10 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Frontier Nursing University

VERSAILLES, KY | WWW.FRONTIER.EDU



RECOGNITION IN 10 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Gannon University

ERIE, PA | WWW.GANNON.EDU



RECOGNITION IN 7 CATEGORIES

Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Hofstra University

HEMPSTEAD, NY | WWW.HOFSTRA.EDU



RECOGNITION IN 10 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

John Brown University

SILOAM SPRINGS, AR | WWW.JBU.EDU



RECOGNITION IN 7 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Professional Development; Mission & Pride; Supervisor/Department Chair Effectiveness; Confidence in Senior Leadership; Faculty & Staff Well-being

Kent State University

KENT, OH | WWW.KENT.EDU



RECOGNITION IN 7 CATEGORIES

Compensation & Benefits; Mission & Pride; Confidence in Senior Leadership; Faculty & Staff Well-being; Shared Governance; Faculty Experience; Diversity, Inclusion & Belonging

Logan University

CHESTERFIELD, MO | WWW.LOGAN.EDU

RECOGNITION IN 3 CATEGORIES

Job Satisfaction & Support; Compensation & Benefits; Diversity, Inclusion & Belonging

Loma Linda University

LOMA LINDA, CA | WWW.LLU.EDU

RECOGNITION IN 2 CATEGORIES

Compensation & Benefits; Diversity, Inclusion & Belonging

Lone Star College System

THE WOODLANDS, TX | WWW.LONESTAR.EDU



RECOGNITION IN 10 CATEGORIES

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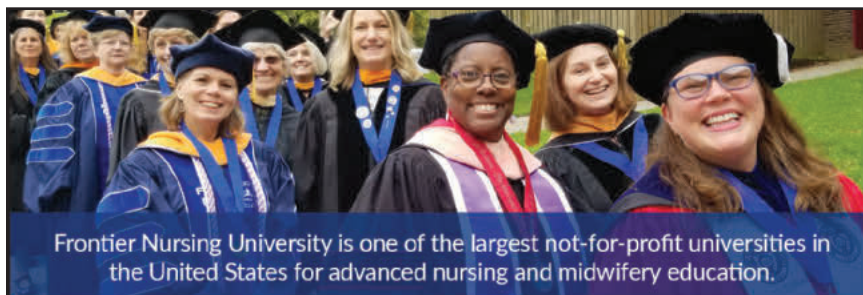
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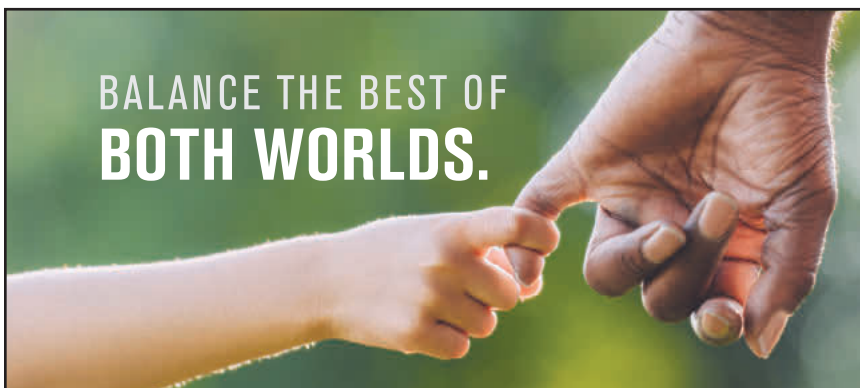
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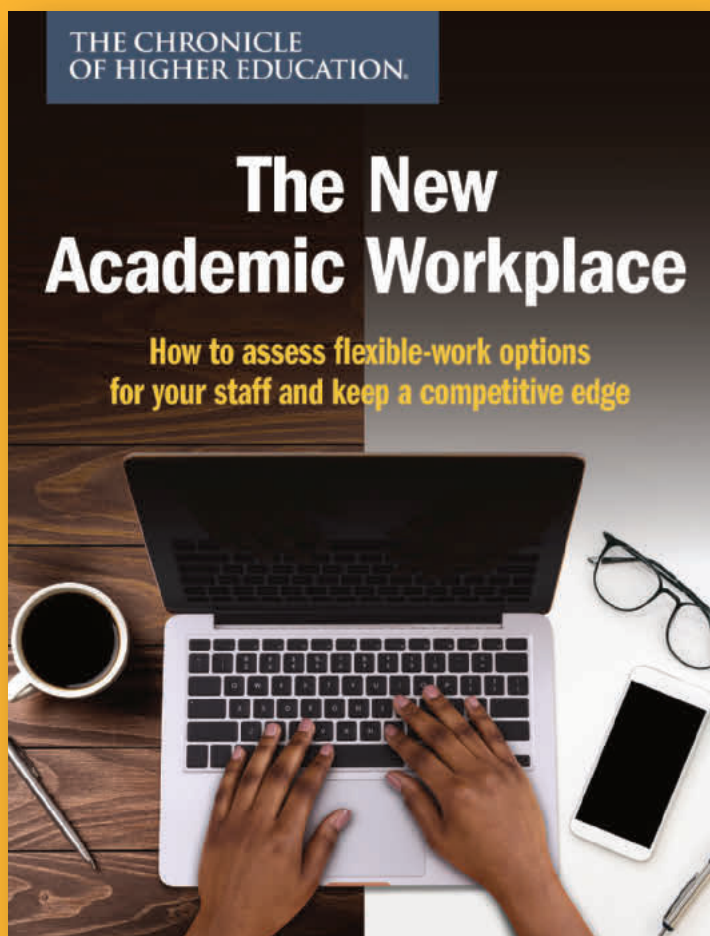
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The New Academic Workplace



Like other workplaces across the country at the height of the Covid-19 pandemic, many colleges sent staff home to work remotely, either full- or part-time. Now many colleges are considering whether remote or hybrid work should remain an option. But identifying the work arrangements most appropriate to your institution and to various roles is a complex process.

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ties, the selective highlighting of Black success narratives, the feting of Black creatives who market to your own insecurities about identity and value, the never-ending stream of slogans and hashtags — is germane to any legitimate social movement or intellectual renaissance. They are mirrors of our collective delusion. And we increasingly latch onto people who share and validate our delusions rather than challenge and critique them. We indulge in anger and performance rather than analysis.

The fantasy of a new Black Renaissance keeps the rest of us — the secondary actors in the movie — fighting imaginary battles on social media, while shielding from scrutiny the grifters who employ the slogans and spectacles for their personal enrichment. Their salaries are not our salaries; their victories are not our victories. You'd be naïve to expect them to interrogate the potential misallocation of funds from those who profit off Black pain because that sort of analysis might hit too close to home. How many of them are, like their right-wing foils, trading on grievance and resentment as they collect speaking fees and book deals, all the while employing their social-media followings as bully pulpits to blunt criticism and seize more influence? They seduce you with the rhetoric of collective empowerment, but you'll never see a dime of their rewards or a sliver of their platforms.

A few weeks ago, a friend in academe passed along a rambling, narcissistic social-media post from one of these very public voices, who bemoaned the lack of “real niggas” in the academy. It struck both of us as especially warped, because the academy, for all its issues, is home to many of the “realest” Black people I've ever encountered: deeply principled, underpaid, overextended, and dedicated to the

nuts and bolts of scholarship for which they'll rarely, if ever, be rewarded. People who understand there are no winners and there are no prizes: The work is the work. The post highlighted the unspoken tension between the Black pseudo-celebrities who orbit the academy, and the rest of us. The disdain and delusion were both astonishing and palpable. They were also out of step with reality. The Black academics of whom I'm most wary are those on social media performing these personas, which vacillate between radical, defiant, cartoonishly authentic, and megalomaniacal. Their posturing is excellently, magically, and ebonically Black.

The thing is, my friend lived a hardscrabble life, and his journey to academe is a minor miracle; I spent my youth between one of the most notorious welfare hotels for the homeless in crack-era Times Square and a Harlem housing project. All the posturing and slanguistics have begun to confuse us. In street parlance: *Real recognize real* ... and the bulk of these people are decidedly unfamiliar. When I articulated this much to my friend, he laughed and posed this question: “What if you threw a Renaissance, and the same 10 Negroes kept showing up?” ■

Jason England is an assistant professor of creative writing at Carnegie Mellon University. He tweets @JasonAEngland1.



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Diversity, Equity, and Inclusion – or Antiracism?

They aren't the same thing. And neither involves quick fixes.



MALIKA CARTER has seen two schools of thought emerge recently among chief diversity officers in higher education.

One champions the idea that anti-racism should be the explicit focus of the post-George Floyd moment. The other stresses the importance of advocating for all identities — in other words, what people might call diversity, equity, and inclusion, or DEI.

Carter, who is chief diversity officer at the State University of New York's College of Environmental Science and Forestry, said she tries to strike a balance: She explicitly talks about race when the moment calls for it, while also emphasizing the vulnerabilities that affect a range of marginalized groups and how people's different identities intersect — say, being both Black and a woman.

What Carter identified isn't a new debate, but it's a key challenge facing colleges in 2021, said Benjamin D. Reese Jr., who spent 16 years as chief diversity officer at Duke University. Institutions and diversity officers, Reese said, must "gain greater clarity of the overlap and the difference between things we refer to as diversity, equity, and inclusion, and things we refer to as structural and systemic racism."

DEI and antiracism aren't the same thing. DEI work entails strategically diversifying the student body and campus work force, said Shaun R. Harper, a professor of education and business at the University of Southern California and executive director of the USC Race and Equity Center.

DEI also means bringing people together across different identity groups, Harper said, and ensuring that everyone has access to the same resources and support systems on campus.

Antiracist work, meanwhile, has some of the same goals, like increasing racial diversity on campus. But it specifically involves disrupting racist structures, policies, and practices.

HARRY HAYSOM FOR THE CHRONICLE

“It’s decidedly in opposition to something,” Harper said. “It isn’t a ‘kumbaya.’”

Student activists have been making antiracist demands for decades, Harper noted, including decolonizing the curriculum, which calls for professors to overhaul their syllabi and uplift the perspectives of people of color in their

a more holistic approach to diversity.

Venessa Brown, who served as chief diversity officer at Southern Illinois University at Edwardsville for 14 years, said she doesn’t view the recent antiracist movement in the same way as others do. She intentionally applies a wide lens to her diversity work. As she sees it, if chief diversity officers

Inclusion means ensuring that everyone has access to the same resources and support systems on campus. Antiracism means disrupting racist structures, policies, and practices.

respective disciplines. Colleges have only recently jumped on the bandwagon.

Many college leaders have embraced the term “antiracist” over the past 15 months, but Harper doesn’t think they all know what it means. He recently spoke to community-college board members who told him that their institution was becoming antiracist. But asked to elaborate, several board members defined antiracism as a general commitment to diversity, without saying much about race.

Reese wrote about that phenomenon in an essay last year, noting that colleges often rely on DEI language to avoid having difficult conversations about racism and systems of oppression.

In the essay, Reese shared his experience of going to a college campus to speak about racial implicit bias and having the president tell him, as he describes it: “We value diversity. It’s not about race. I admit that we’ve had some issues in the past, but we all try to get along.”

“In a country built on the subjugation of Indigenous and Black people, it is going to take more than respect for all differences to deal with the structures and unconscious biases that continue to marginalize — and kill — Black Americans,” Reese wrote.

AT TIMES, though, some diversity officers have faced pressure to focus on combating racism instead of taking

want to lead institutional change, they need to bring everyone on campus along. They can’t focus solely on injustice against Black people.

That’s not always a popular stance, she said. Some people, including others in the Black community, have questioned her approach because she advocates for many different groups in the same breath. “People like to box you in,” she said. “I’ve lived my life fighting against boxes.”

Brown has taught a course called “Who Am I?” in which she prompts students — even white students — to dig deeper into their identities. “You can’t say, ‘I’m white,’” she said. “You don’t get to be a socially constructed term.” Instead, she encourages students to describe themselves as German, or Scottish, or Irish. They found out, she said, that they were more diverse than they’d ever imagined.

“You’ve got to understand you,” she said. “That’s what helps you understand others.” Understanding others, she added, leads to the relationships that are key to creating an inclusive environment.

This spring, Brown moved into a new role, as the first associate athletics director for diversity, equity, and inclusion at SIU-Edwardsville, where she’s excited to help coaches and college athletes draw a connection between belonging and winning. A new vice chancellor for equity, diversity, and inclusion now serves as chief diversity officer and is leading the university’s antiracism task force.

While chief diversity officers are still figuring out what the relationship between DEI and antiracism should look like on their campuses, Harper said, they should have the staffing, resources, and authority to do both.

Asking one campus administrator to handle all issues of race, class, gender, religion, sexual orientation, gender identity, disability, and other identities — what Harper described as “multitasking the multiple dimensions of multiculturalism” — while also moving the institution toward becoming more antiracist, he said, is unsustainable.

Two other things are clear: Neither DEI nor antiracism involves quick fixes. And neither is supposed to make colleges feel comfortable. ■



Sarah Brown

covers campus culture, including Title IX, race and diversity, and student mental health. Follow her on Twitter @Brown_e_Points.

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What White Colleges Owe Black Colleges

Private donations alone won't save HBCUs. What about money from white institutions?

AMERICA IS HOME to more prestigious colleges than anywhere else in the world. And while it is true, in some respects, that any student can attend any institution, the effect of more than a century of racial caste in higher education has been felt as a wave rather than just a gut punch. It ripples into the present. Black people were shackled at the beginning, and once loosed, were expected to make up stolen ground on their own; Black colleges were, too. A damning picture is the result: Black students and colleges are trying to catch up, but they have been held back for so long.

There are a couple of indicators that can predict when a college might close: It has fewer than one thousand students; it has a small endowment; it is in a rural area; it has difficulty raising money. Dozens of the about 100 HBCUs still operating fall into some if not all of these buckets, including some of those that receive state funds. Black colleges are resilient; they have made their way through more than 150 years of oppression. But they are not invincible.

Each year, there seems to be a new Black college that must prove its viability. In early 2019, that baton fell to a small college in North Carolina.

There are two historically Black women's colleges in the United States, Spelman College, in Atlanta, and Bennett College, in Greensboro, N.C. In 2016, the Southern Association of Colleges and Schools placed Bennett on probation because it did not have enough money. The technical term for the association's complaint was a lack of "financial stability." The private college, which is heavily tuition dependent, had run budget deficits for seven of the previous 11 years, and it was down to a little more than 400 students from a peak enrollment of nearly 800 students in 2009.

The college started making changes. It appointed Phyllis Worthy Dawkins as its interim president. It launched a fund-raising campaign, and it began looking for ways to increase its student body.



MIKE YOCKEY

Emery Hall at Central State University, in Wilberforce, Ohio, before it was renovated in 2011.

Bennett remained on probation for two years until, in 2018, SACS decided that it had seen enough. There was nothing the college could do, in its estimation, to right the ship. On December 11, leaders of the association informed Dawkins that they would be revoking the college's accreditation. The university was caught flat-footed. It had raised \$4.2 million in the 2017-18 school year and had increased its enrollment by 26 percent to just under 500 students. It thought it was well on the way to financial stability. "There's no one way to demonstrate fiscal stability, which is why we thought we were demonstrating fiscal stability," Dawkins told a local news station.

ber 11, leaders of the association informed Dawkins that they would be revoking the college's accreditation. The university

was caught flat-footed. It had raised \$4.2 million in the 2017-18 school year and had increased its enrollment by 26 percent to just under 500 students. It thought it was well on the way to financial stability. "There's no one way to demonstrate fiscal stability, which is why we thought we were demonstrating fiscal stability," Dawkins told a local news station.

A loss of accreditation is typically a forecast of closure for a college. After that stamp of approval is lost, an institution is no longer eligible for federal and state financial-aid programs. At HBCUs, where 61 percent of students are eligible for the federal Pell Grant for low-income students, federal funding is paramount. Dawkins had a plan, though. The college appealed the decision and organized an aggressive fund-raising effort. SACS set the appeal date for February 18, and if money was what the accreditor wanted, the college would raise money. In the 50 days before the hearing, it planned to raise \$5 million.

Bennett launched the #StandWithBennett campaign in December, and it quickly began trending on social media. "Since 1873, Bennett College

has created a place for Black women's voices and brilliance to be developed and cultivated," Dawkins argued. As the flash fund-raising campaign became national news, donations both big and small began pouring in. Ten dollars here, a hundred dollars there, \$10,000 from a local credit union, \$500,000 from the Papa John's Foundation. Students at Erwin Montessori Elementary School scraped together dollars and cents to donate \$77.25.

Still, with two days left before its February 18 deadline, the college remained about \$2 million short of its goal. The clock was ticking, and last-minute donations started coming in. Another North Carolina college ponied up and donated \$1 million. With one hour to go, Bennett College was \$250,000 away from its goal. As Jan-

THE REVIEW

uary 31 turned into February 1, the money was still being counted, so the college extended its deadline to do the final math.

Three days later, on February 4, Bennett announced that it had reached the goal, and surpassed it: It had raised \$8.2 million in a little more than 50 days. The college prepared to head into the appeals hearing proud, with lined coffers and proof of its vitality.

But the heroic effort obscured another fact: There were more than a dozen donations to universities of at least \$5 million in the first month of 2019. None of those donations went to Bennett College, or to any other historically Black college, for that matter. In the wake of George Floyd's murder last year, as the nation grappled with the ways structural racism affects various facets of American society, several historically Black colleges received their largest-ever donations from the billionaire philanthropist MacKenzie Scott and others. But a one-time injection of funding will not make up for more than a century of discrimination. And wealth begets wealth; while some predominantly white institutions were able to build their reserves, Black colleges were held back.

Private money alone won't save Black colleges, but, perhaps, money from predominantly white institutions can — and it might be those colleges' responsibility to provide that aid.

TWO MONTHS before SACS sent its letter to Bennett, the Universities Studying Slavery consortium held a symposium in Jackson, Miss. For the past two decades, colleges had been examining their legacies of slavery and discrimination. The movement began with Brown University, where then-President Ruth Simmons, the first Black person to lead an Ivy League institution, appointed a commission to explore the college's relationship with the slave trade. "Other institutions are not tied as closely to transparency," Simmons told me in 2018. "To hold on to the trust of the public, and sometimes to even earn it or reclaim it, universities have to be associated with this kind of disclosure."

The consortium examined the long history of the institution from slavery through Jim Crow. When Brown's committee issued its report, it found

that roughly 30 members of the university's governing board in its early years owned people or captained slave ships. Donors to the university offered the labor of enslaved people to help with construction. And though the college itself did not own or trade people, the Brown family engaged in the slave trade.

Brown built memorials remembering the violence of the trade, and the institution's role in it. Georgetown University, which sold 272 people in 1838, did a study similar to Brown's. But do subtle gestures make amends for the harm caused by their participation in the infernal institution?

The University of Virginia rented enslaved people from local slaveholders to save money. It was cheaper to rent the labor than to buy the people outright. Before abolition, there were between 125 and 200 enslaved people on campus at any given time. Should the university atone for that?

Universities quickly developed a rhythm for answering those questions. They would apologize. They would build a memorial. They would remove the names of those who held people in bondage from their buildings. But there are descendants of those people who were used and abused by those institutions alive today. Their lives were indelibly changed by the fact that their ancestors were held in slavery. Don't they deserve more? Repair for that harm?

When the Universities Studying Slavery consortium met that October, these were the questions its members had on their minds. One answer looked to the institutions that the descendants of enslaved people turned to in the years that predominantly white colleges were shutting them out: historically Black colleges.

The leaders who had gathered discussed partnering with Black colleges, helping Black college professors with research proposals to secure federal grants and contracts, and other opportunities for collaboration. But true repair will very likely look a lot less like partnership and a lot more like reparations. Those institutions could redistribute some of their endowment funds — the unrestricted bequests, at least — to Black colleges or Black students themselves.

At Georgetown, students moved to tax themselves — in the form of a \$27.20 fee, in honor of the 272 people who were sold — so that they could

create a fund to support descendants of slavery. (A significant percentage of the 272's descendants live in Maringouin, La., a poor, rural area where many residents live below the poverty line.)

When Bennett College raised \$8 million in 50 days, it was trying to save its accreditation, to keep its doors open to the hundreds of Black students that called it home each year. On February 22, SACS announced that it would not renew Bennett's accreditation. It was too little, too late.

The university filed a lawsuit to prevent any immediate disruption to its ability to receive federal financial-aid funds and sought accreditation with the Transnational Association of Christian Colleges and Schools. The college, which had been founded to educate those newly emancipated from slavery, was struggling to stay alive because it had no money. The colleges that had benefited from slavery were flush with it.

Bennett College is now a candidate for accreditation with the Transnational Association of Christian Colleges and Schools, or Tracs, and has until 2025 to come into full compliance with a series of standards in academics, finances, strategic planning, and a host of other criteria. They've balanced their budget, cut programs, and are on the path to stability. But as

A one-time injection of funding will not make up for more than a century of discrimination.

Timothy Eaton, the president of Tracs, told *The News & Record*, "The reality is, Bennett has been through the fire. ... When you've been through the fire, there's not a lot of fat left in the budget."

Perhaps the institutions that grew and flourished while blocking Black students from attending (while Black colleges languished) have some responsibility to share their wealth with institutions that have historically served — and continue to serve — those students. ■

This essay is adapted from the author's book, published in August, The State Must Provide: Why America's Colleges Have Always Been Unequal — and How to Set Them Right (Ecco).



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Want a More Diverse Faculty Pool?

Consider the search committee.



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THE UNIVERSITY OF HOUSTON has a vast trove of data on faculty searches, a byproduct of an aggressive effort to diversify the university's professoriate. A team of the university's researchers mined that data — 13,750



Vimal Patel

was a *Chronicle* reporter until August. He now writes for *The New York Times*.

applications for 156 faculty positions over three years — and came to a striking conclusion.

The study showed that search committees chaired by women or underrepresented-minority faculty members led to significantly more-diverse applicant pools. Committees led by women can be expected to have 23 percent more female applicants, and those led by underrepresented-minority faculty members can be expected to have 118 percent more applicants from such groups.

What caused the increased diversity in the applicant pool? The researchers point to homophily, a psychological theory that says people prefer others who share a characteristic with them to those who do not. This means the people leading facul-

ty searches tend to tap into their own networks, in which people are more likely to share their same characteristics. This, the researchers say, partly explains why the professoriate continues to be disproportionately white and male, but it also offers a roadmap for change.

The Chronicle spoke with Christiane Spitzmueller, a psychology professor and one of the study's authors. The interview has been edited for length and clarity.

What's the genesis of this study?

Like most universities, we have struggled to create a faculty that mirrors the diversity of our student body. There are a lot of benefits to having a diverse faculty, but the actual how-to, the what works, wasn't quite as well understood. So we redesigned our

faculty-search processes, and we collected data and evidence every step of the way. And one key piece of data was the applicant pool. We decided to take a very close look at these searches with some very rigorous modeling. We have a provost who really encouraged us to look at every single piece of data, even data that nobody has looked at, like the external review letters for promotion and tenure cases. She gave us access to everything.

***The Chronicle* wrote about the University of Houston's effort to diversify its faculty last year. It sounds like the campus has been paying attention to faculty diversity for years.**

Yes. The recruiting part has been critical. What's neat about this study is that appointing women and faculty

of color as search-committee chairs is not that hard to do. We can talk about how it might increase the service load of people who already have a high service load, but it's not hard to accomplish if you free up time otherwise.

Some would argue that it is, in fact, hard to do. In some disciplines in the sciences, about 1 or 2 percent of doctorate recipients in any given year are Black, and women are also heavily underrepresented.

You're right when it comes to some disciplines, but there is much more diversity in almost all disciplines than there has been. Even in some subfields of computer science, you have much better diversity and options. For a lot of institutions that have not paid attention to this, it's very hard starting from zero. Once you've built critical mass, and faculty of color recognize that it's a good place to be, and people are retained and promoted and supported and there's infrastructure, then it becomes much easier. I also believe there's an opportunity to partner with other related disciplines in appointing people to chair searches or even participate as committee members.

Could the discipline be determining what both the search-committee composition and applicant pool looks like? So, for instance, I would expect it to be more likely that a search for a Black-studies professor would have both a Black committee head and more Black applicants. That doesn't mean the committee chair caused the diversity in the applicant pool.

That's something that we absolutely had to deal with here. Because otherwise we're looking at spurious relationships based on how diverse fields are to begin with. To deal with that we used multi-level modeling, and we controlled for the diversity of the discipline statistically. So that's basically modeled out of it. So the effects that you see control for the amount of diversity in the discipline.

You recommend integrating homophily-theory tenets in training the faculty to do searches. How can colleges do that?

In my opinion — and this is not substantiated in the paper — there

are too many of these search-committee trainings, like anti-bias training and implicit-bias training. Unfortunately, the research evidence tells us that's not particularly effective. Oftentimes when you tell people about their biases you sort of get backlash, and people feel like they're being personally attacked. It's a much more effective strategy to teach people techniques, things they can actually do to make a difference. Teaching people about these principles is not very hard. Having them write down the names of 15 people in their discipline, and then afterward having them write down the demographics of those people, the homophily principle becomes immediately evident. Because you see how we all know people who are like us. I'm an immigrant to America, so I know lots of other immigrants who do research in the same space.

What surprised you about this study?

We had thought we would see a stronger effect for a signaling-theory kind of process. So we had expected that putting a person of color or a woman in charge of a search committee sends the message to potential applicants that, as an institution, we are putting people who are traditionally underrepresented in positions of power. That sends a signal that you, yourself, could potentially be promoted, that you could climb up the ranks, and this might be a good place for you to be. We did not find very much support for that signaling-theory effect.

What questions do you want to dig into more?

There are a million questions left. Right now, what I'm most interested in is, we've done phenomenally well in terms of recruiting, but for the academy to ultimately become more diverse, we need to make sure faculty of color are promoted, retained, and have the same opportunities as everyone else. We just got a \$2 million National Science Foundation grant to examine bias in promotion and tenure processes. Our grant looks at external review letters. A single sentence in an external review letter can tank your career. Unfortunately, there are more of those negative sentences in letters for women and faculty of color. ■

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JOAN WONG
FOR THE CHRONICLE

5 Ways to Hire More Black Professors

How one university increased diversity in its faculty ranks.

IN THE WAKE of George Floyd’s murder, Black students, professors, and staff members heard many messages of support and solidarity from colleges and universities. Many of us perceived those statements as inauthentic and performative as they were rarely joined to any meaningful action — like, say, reversing the decades-long failure to hire and promote Black academics on the tenure track.

For years that has been one of the most important and recurrent demands of Black students. They want to engage in the classroom and know that — at some point — they will see someone who looks like them, reflects their experiences, and truly cares about their success.

At San Diego State University, we had 25 tenured and tenure-track Black faculty members in the fall of 2017. This fall, thanks to significant policy and process changes and cross-divisional partnerships, we have 42 — a 68-percent increase in only four years. Since the summer of 2020, we’ve hired nine Black faculty members in academic departments. Three more hires have faculty status but are in student-affairs offices (such as counseling and campus cultural centers).

In four short years, we have made important and noticeable improvements in the Black community on our campus. Those faculty members are introducing new courses, overseeing student-retention and student-success programs, and offering students crucial and much-needed one-on-one connections. Certainly we have more to do, but we’ve laid the foundation to ensure that the number of Black faculty members at the university will continue to rise over time.

How did we do it? Here are some strategies we used and lessons learned along the way:

Strategy No. 1: Cluster hiring. After the murder of George Floyd, the university committed to a cluster hire of five Black faculty members who had a demonstrated record of success in research, teaching, or service focused on Black populations. We ended up hiring nine, despite the financial crunch caused by Covid-19.

To accomplish that goal, we prioritized replacement hires — i.e., a department that had lost a faculty member (due to a retirement, for example) could compete for one of the cluster-hire positions to replace its lost colleague. That provided an incentive to departments and also helped us accomplish our hiring goal while keeping within our budget.

Cluster hiring is an effective way to make large gains in diversity hiring much more quickly than would normally be possible. Our campus is planning two additional diversity-related cluster hires, one of which will focus on public-facing, border, or Indigenous scholarship.

Strategy No. 2: Search-process changes. Several years ago, supported by the University Senate, we modified our search process in key ways:

- First, we began bias training for all faculty-search committees, focused on the influence of implicit bias and microaggressions. Our own research faculty members, who specialized in those areas, led the training sessions, which are continuing. That, in turn, has translated to greater buy-in from those who may have been initially skeptical about the efficacy of bias training.
- Second, we asked each faculty-search committee to certify that the diversity of its applicant pool reflected the diversity of doctoral-degree holders in the discipline. That provides a baseline for search-committee members who may have previously argued that “there are no people of color in my discipline.”
- Third, the University Senate required every academic department and college to construct a diversity plan in order to hire. The president put teeth behind the mandate: If a plan were not completed by a specified deadline, a department would not be approved to hire. The plans had to delineate strategies that hiring committees could use to recruit prospective candidates, retain diverse faculty members, and promote a climate of success for them. Moreover, a subse-

quent Senate resolution required all plans to offer specific practices to hire, retain, and promote Black faculty and staff members.

- Fourth, job candidates are now required to submit diversity statements with their application materials. That allows hiring committees to better understand each candidate’s commitments to diversity, equity, and inclusion, and to carry out Strategy No. 3.

Strategy No. 3: Search criteria. Among the most effective changes in the hiring process is our Building on Inclusive Excellence, or BIE, criteria. The eight criteria holistically assess the extent to which a candidate has a demonstrated record of teaching, research, or service focused on underrepresented populations. Examples of the criteria include whether the candidate:

- “Is committed to engaging in service with underrepresented populations within the discipline.”
- “Has experience or has demonstrated commitment to teaching and mentoring underrepresented students.”
- “Has research interests that contribute to diversity and equal opportunity in higher education.”

Those criteria are now required of all searches. To be hired, candidates must satisfy at least two to three of the eight criteria — depending on the college. This is how it works: Departments conduct a typical search but must include the eight criteria in their job ads. Once a search committee has identified its three to four finalists, a separate university-level

ADVICE



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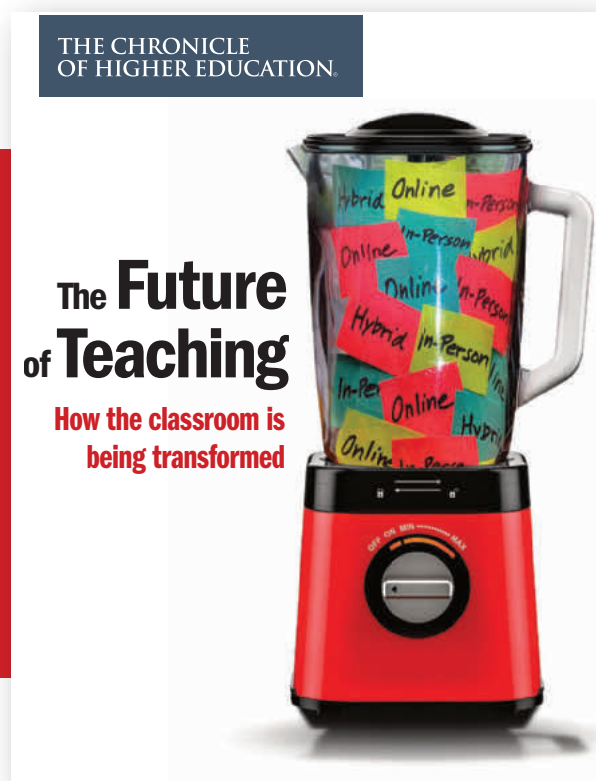
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faculty committee reviews those finalists against the BIE criteria.

Candidates must satisfy the criteria before they are invited to be finalists. If they don't, they are rejected, and the department has an opportunity to appeal with more information, submit an alternative candidate, or both. The BIE criteria are the long-term game changer for ensuring that the faculty landscape is more reflective of our enrollment.

Strategy No. 4: Student engagement. One of the most important ways a campus can convey its commitment to diverse students is to involve them in the hiring process. Admittedly, this is where we initially had to course-correct midstream with our African American cluster hire.

Black students at the university, while pleased with the effort, also wanted to be involved in the hiring process. While our collective-bargaining agreement did not allow for students to be voting members of a hiring committee, we identified numerous avenues for their meaningful participation. They could:

- Attend committee meetings as nonvoting members.
- Participate in committee discussion of candidates.
- Attend job talks and teaching demonstrations.

- Participate in interviews with opportunities to ask questions.
- Take part in social events for candidates and in all aspects of the "campus visit."
- Have read-only access to candidates' dossier materials.
- Develop hiring recommendations to provide to the committee, the dean, or both.

This proved to be one of the most effective mechanisms of accountability because the students were able to weigh in on decisions and offer perspectives that others simply could not.

Strategy No. 5: Inclusion representatives. Another strategy many institutions use is having "inclusion representatives" on search committees. An inclusion representative is a trained diversity professional who can reinforce the committee's training on watching out for implicit bias and microaggressions. For example, it is common for search-committee members to use vague words such as "likeable," "fit," and "resonate" to describe candidates who come from the same racial, ethnic, and gender groups as their own. Moreover, it is also common for committee members to disqualify diverse candidates by using certain phrases — such as "I don't think Candidate A would come here" or "If hired, Candidate B won't stay."

A key way to convey a commitment to diverse students is to involve them in the hiring process.

Bias is a core component of the human condition. An inclusion representative is trained to use questions to help committees probe further into the rationales that undergird biased decision-making. Also, having such a representative on a hiring committee is a visible reminder of the importance of maintaining the integrity of the search process.

This has been a campuswide effort. It takes a committed, cross-divisional team with a unified vision to make real changes in hiring. But hiring is just the first stage. Recruiting diverse faculty members and retaining them are two sides of the same coin. We'll be working hard on that, too.

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The EVCBA reports directly to the Chancellor of the University of Texas System and has system-wide responsibility for directing, administering, and coordinating business affairs activities in accordance with policies, goals, and objectives established by the Chancellor and the UT System Board of Regents. The EVC is responsible for the design, execution, and effectiveness of a system of internal controls which provides reasonable assurance that operations are effective and efficient, assets are safeguarded, financial information is reliable, and applicable laws, regulations, policies, and procedures are followed.

Other major responsibilities include, but are not limited to:

- Directing and coordinating the development and preparation of short- and long-range plans and budgets based upon broad System strategic goals and growth objectives;
- Directing the Controller in the organization and administration of procedures and systems necessary to maintain proper financial records to provide adequate accounting controls and services;
- Establishing and managing the System's total annual operating budget; and
- Overseeing financial reporting, debt financing, capital projects, University Lands Department, information technology, real estate, and other offices and departments.

For more than 130 years, The University of Texas System has been committed to improving the lives of Texans and people all over the world through education, research, and health care. With 13 institutions, an enrollment of 240,000 students, and an operating budget of \$24 billion, the UT System is one of the largest public university systems in the United States. The UT System is also one of the largest employers in Texas, with more than 21,000 faculty and more than 83,000 health care professionals, researchers, and support staff. Across UT institutions, research and development expenditures total \$3.4 billion – the highest in Texas and the second highest in the nation – and the UT System is regularly ranked among the top 10 most innovative universities in the world.

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

Bachelor's degree in business administration or related field and 15 years of related experience required.

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



Shelly Weiss Storbeck,
Global Education Practice Lead
and Managing Director
Carly Rose DiGiovanni, Senior Associate
UTSEVCBA@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.



INDIANA UNIVERSITY

EXECUTIVE
VICE PRESIDENT
AND PROVOST

Indiana University, an AAU university, invites nominations and applications for the position of Executive Vice President and Provost (Provost), the University's chief academic officer. The University seeks a Provost with vision and integrity, who will continue to enhance the University's distinction as a leader for innovation in public higher education. The Provost is the intellectual leader for the Indiana University Bloomington campus and is responsible for providing academic leadership for the campus and contributing to the academic excellence of the whole university. The Provost facilitates the highest quality faculty and student body by providing direction in matters related to academic programs and policies, new campus academic initiatives, promotion and tenure, faculty recognition, program quality, research, campus outreach and development, and faculty and student recruitment and retention.

Founded in 1820, Indiana University Bloomington is the flagship campus and largest of IU's seven campuses and two regional centers statewide. The University is home to top-ranked business and music schools, to the world's first school of philanthropy, the nation's first school of informatics, and the country's largest medical school. IU Bloomington has 16 degree-granting colleges and schools, plus the Hutton Honors College, that run on a semester-based academic calendar. The campus is consistently ranked among the most beautiful in the nation and is home to more than 43,000 students from all 92 Indiana counties, 50 states, Washington, D.C., and 139 countries.

The Office of the Provost oversees all academic units on the Bloomington campus and coordinates initiatives related to faculty research, creative activity, and professional development; diversity and inclusion; sustainability and rural partnerships; health and safety; and student success and well-being. The provost promotes a campus environment of expansive inclusivity, rigorous intellectual inquiry, and compassionate engagement with the community in Bloomington and around the world.

The Provost reports directly to the President and is the Chief Academic Officer of the flagship campus, working with all academic and administrative units to meet the University's strategic goals. The Provost has budgetary responsibility for more than \$1.6 billion and works closely with the President, Senior Vice President and CFO and the Vice President for Capital Planning and Facilities to determine financial priorities and campus facility needs. In close partnership with vice provosts, deans, and directors of administrative units across campus, overseeing academic programs and policies; student and faculty recruitment and retention; diversity initiatives; research support; local and international outreach; and faculty promotion, tenure, and recognition. All campus vice provosts and deans, and several directors of administrative units report directly to the provost.

For best consideration, please send all nominations and applications to the address below no later than October 19, 2021. Applications should include a letter of interest and CV.



Shelly Weiss Storbeck,
Global Education Practice Leader
and Managing Director
Tom Fitch, Managing Director
Beth McCarthy, Senior Associate
IUProvost@StorbeckSearch.com

Equal Employment Opportunity

Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status. Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission, as required by Title IX. Questions or complaints regarding Title IX may be referred to the U.S. Department of Education Office for Civil Rights or the university Title IX Coordinator. See Indiana University's Notice of Non-Discrimination here which includes contact information.

Campus Safety and Security

The Annual Security and Fire Safety Report, containing policy statements, crime and fire statistics for all Indiana University campuses, is available online. You may also request a physical copy by emailing IU Public Safety at iups@iu.edu or by visiting IUPD.


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candidates
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R. WILLIAM FUNK & ASSOCIATES



CHANCELLOR

Ivy Tech, one of the nation's leading and largest community college systems, announces a nationwide search to recruit a new Chancellor for its Richmond campus.

Ivy Tech Community College of Indiana, founded in 1963, is the state's largest public postsecondary institution and the nation's largest singly accredited statewide community college system. It serves as the state's engine of workforce development, offering affordable degree programs, certificates, certifications, and training aligned with the needs of its communities and courses and programs that transfer to other colleges and universities in Indiana. Ivy Tech Community College is accredited by The Higher Learning Commission. Ivy Tech enrolls more than 160,000 students on 19 campuses and 40 instructional sites, employs 6,500 faculty and staff, and has an annual budget of \$550 million.

Reporting to the system President, the Chancellor is the chief executive officer of the Richmond Campus and provides leadership to assure its effective operation and progress toward the goals of the Strategic Plan, "Our Communities. Your College. Pathways for Student Success and a Stronger Indiana." The Chancellor plays a leading role in enabling the success of the campus' 3,500-plus students as they pursue their educational and career-readiness goals. (Additional information about the College can be found at www.ivytech.edu/richmond).


The next Chancellor will be a visionary leader who possesses exemplary communication and interpersonal skills and understands the higher education environment. This individual will have a passion for changing students' lives and supporting their aspirations. The Chancellor will lead aligned to the college strategic plan, serve area needs to recruit students, ensure student success and meet employer needs. This individual will be able to work with faculty and staff, be student-centered, politically astute, dynamic, and committed to a culture of increasing student and workforce diversity. The Chancellor will be an entrepreneurial and effective fundraiser with a particular capacity to develop and strengthen relationships with local partners.

While applications and nominations will be accepted until a new Chancellor is selected, interested parties are encouraged to send their materials to our consultant at the address below by September 30th to assure optimal consideration. Application materials should include a recent resume, diversity statement, and a cover letter expressing interest in the position.

Ivy Tech Richmond Chancellor Search
R. William Funk & Associates
2911 Turtle Creek Boulevard, Suite 300
Dallas, Texas 75219
Email: krisha.creal@rwilliamfunk.com

Ivy Tech is an equal opportunity/affirmative action employer.

R. WILLIAM FUNK & ASSOCIATES



Provost and Vice President for Academic Affairs

Northern Michigan University (NMU) invites nominations and expressions of interest for Provost and Vice President for Academic Affairs. The University seeks a visionary leader who is realistic about the challenges facing higher education, but is completely undeterred by the transformation and the opportunity to re-evaluate, reinvigorate and reimagine the collegiate experience. The Provost and Vice President for Academic Affairs that NMU desires is bold in advancing innovation and rewarding creativity, supporting rigor and research, pushing the campus and community to new levels of inclusion and equity, and recognizing healthy learning/working/living balance.


NMU's chief academic officer will help lead a mid-sized public comprehensive institution in a scenic outdoor setting that features four seasons (including/especially winter) and work with great people. The University seeks a successful innovator and calculated risk taker to join the University community as the institution continues to serve as a driver of innovation in the region.

NMU's 360-acre campus features more than 52 facilities, many of which are state-of-the-art; it is the University's extension of the classroom into the community and into the stunning natural environment, which makes NMU distinctive. Reporting directly to the President, the Provost and Vice President for Academic Affairs serves as the University's chief academic officer and is responsible for ensuring excellence and innovation across NMU's academic programs. The Provost will work collaboratively with faculty, staff and students across the University to develop programs that will strengthen the University's academic reputation as a leading institution of higher education and research (a more complete profile of the University, area and position is available at www.nmu.edu).

While applications and nominations will be accepted until a new Provost is selected, interested parties are encouraged to submit their materials to our consultant at the address below by September 30th for full consideration. Application materials must include a current CV, diversity statement, and letter of interest.

NMU Provost Search
R. William Funk & Associates
2911 Turtle Creek Boulevard, Ste. 300
Dallas, Texas 75219
Email: krisha.creal@rwilliamfunk.com


NMU is an equal opportunity, affirmative action employer of protected veterans and individuals with disabilities, and is strongly committed to increasing the diversity of its employees.



HARVARD UNIVERSITY

Faculty of Arts and Sciences, Associate Dean, Human Resources

Harvard University is seeking a senior strategic human resources business partner to lead the Faculty of Arts and Sciences as Associate Dean, Human Resources. This role will partner with Harvard Human Resources and the FAS academic and administrative leadership to set the overall strategic vision in all HR functional areas for 2600 staff. Candidates should have a minimum 10 years of collaborative experience leading HR functions and managing staff as a proactive change agent and DEIB champion. For more information or to apply, please visit <https://bit.ly/2UnWW6E>




NYU | STERN

Faculty Positions at the NYU Stern School Of Business

NYU Stern seeks candidates for a limited number of tenure-track, tenured, clinical, visiting and adjunct faculty positions.

View and apply: stern.nyu.edu/joinfaculty

*EOE/AA/Minorities/Females/Vet/Disabled/
Sexual Orientation/Gender Identity*



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colorado.edu/engineering/faculty-jobs

Engineering & Applied Science
UNIVERSITY OF COLORADO BOULDER

48 THE CHRONICLE OF HIGHER EDUCATION



College of Education
MICHIGAN STATE UNIVERSITY

DEAN OF THE COLLEGE OF EDUCATION East Lansing, Michigan

The Michigan State University (MSU or the University) College of Education (the College) seeks a proven leader who will work collaboratively to provide vision and strategic action to shape the changing landscape of 21st-Century education both in the classroom and beyond. The new dean will join a top-ranked, highly regarded college of education with a strong foundation to build upon and a committed community of talented scholars, students, and staff. This is an exciting opportunity to join an excellent institution, reenergized with new senior leadership and shared purpose, with the platform to advocate for and impact meaningful change, not just for MSU students, but for educator preparation, educational leadership, and health-related fields at the local, state, and national levels. The dean will leverage the College's many strengths and assets to take it to the next level of academic excellence and profound real-world impact.

The MSU College of Education, home to 150 faculty, including five National Academy of Education members, three National Academy of Kinesiology members, and six Fellows of the American Educational Research Association, has established a reputation for excellence and visionary thinking in its efforts to improve teaching, healthy lifestyles, wellbeing, and learning, particularly within the contexts of urban and global education. The College is currently home to a renowned five-year Teacher Preparation Program, rigorous training for health-related careers, and several nationally top-ranked graduate programs, including four #1 programs. The College prepares leaders who make a significant impact on health, wellbeing, and education around the world. The land-grant mission of the institution informs the College, and the ethos of advancing knowledge and improving lives is strongly held by students, faculty, staff, and alumni.

The College has 3,300 students across a diverse array of programs in four departments. As such, the new dean must be curious, collaborative, and committed to broader institutional goals and must understand the critical importance of excellence in teaching and research. The dean will lead the College by deepening the impact of its land-grant mission, sustaining its commitment to academic excellence, and fostering an entrepreneurial and creative spirit to keep MSU at the forefront of interdisciplinary innovation and discovery in an ever-more competitive market and rapidly changing education sector. The dean will engage in public scholarship and contribute to national dialogue and policy around the greatest challenges facing the future of education and health-related fields. The dean of the College of Education is the chief executive officer of the College, is responsible to the provost, and is a respected and important leader across the University. The dean will provide strategic vision and direction, lead the College's academic mission, and head its development activities to ensure sufficient resources to further its priorities and impact. The ideal dean candidate will have a demonstrated track record of advancing equity, diversity, and social justice; a highly collaborative style; high academic standards; an outstanding record of scholarship; and administrative experience to lead the College of Education to new levels of success and distinction.

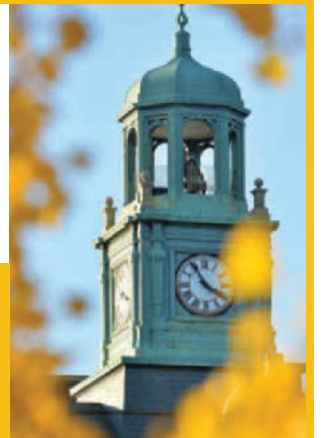
Michigan State University has retained the national executive search firm, Isaacson, Miller, to assist with this important recruitment. The search will remain open until a hire is made, but for fullest consideration, applications should be submitted by October 20th. All inquiries, applications (CVs, letters of interest, and statement addressing how past and/or potential contributions to diversity and inclusion will advance MSU's commitment to inclusive excellence), and nominations should be submitted electronically and in confidence to:

<https://www.imsearch.com/search-detail/S7-914>
Natalie Leonhard, Partner
Phillip Petree, Partner
Elizabeth Dorr, Managing Associate
Isaacson, Miller
(617) 262-6500

MSU is an affirmative action, equal opportunity employer. MSU is committed to achieving excellence through cultural diversity. The University actively encourages applications and/or nominations of women, persons of color, veterans, and persons with disabilities.



Vice President of Marketing and Communications



Towson University (TU) has partnered with WittKieffer to conduct the search for the Vice President (VP) of University Marketing and Communications. TU is Maryland's university of opportunities and known as a leader in academic excellence, research, and discovery. We welcome the chance to build on our momentum, diversify leadership, and accelerate possibilities. As the chief marketing and communications officer, the VP will advance the University's goals by elevating awareness, affinity, and prestige to position TU as a national leader in higher education. With oversight of communications and media relations, creative services, digital strategy, and marketing and brand strategy, the VP will lead a creative, curious, diverse, respectful, and results-oriented team that continues to strive for excellence.

TU is evolving. It is bigger, braver, and bolder. With over 150 years of experience pushing possibilities, TU is ranked by U.S. News & World Report in the top 100 for public national universities. Located on a 330-acre campus in Towson, Maryland, just 10 miles from Baltimore's Inner Harbor and a short drive or train ride to Washington, D.C., Philadelphia or New York City, TU offers unmatched opportunities to engage with the state and federal government, elected officials, worldwide embassies, think tanks, the national media and other influencers of public policy in addition to endless cultural, recreational and entertainment attractions.

As an advisor and collaborator, the VP ensures that the voices of our many stakeholders are brought together to build unity within the University and guides the implementation of integrated communication strategies across TU. Reporting directly to the President, the VP advances the University's mission, as well as provides guidance on TU initiatives. As a communications and story-telling expert, the VP will represent the university in support of partnerships and collaborations that TU has developed across Greater Baltimore. The VP represents and promotes the University, utilizing internal and external partners to increase its visibility and highlight TU's achievements in teaching and research. Their work will build on TU's accomplishments and set the University apart within a competitive higher education environment.

The successful candidate will be an innovative, creative, opportunity creator with experience creating strategic direction and ensuring operational success. With proven work experience and accomplishments in marketing, public relations and communications, media relations, creative design, and/or digital strategy, the VP will bring an analytical and data-driven approach to leading and decision-making. The selected candidate must have experience responding strategically and appropriately to information requests, sensitive situations including emergencies and crises. The VP must demonstrate excellent interpersonal skills and the ability to establish partnerships, present information effectively, and the ability to unify audiences around a common vision. A master's degree and demonstrated success in academic administration at an institution of higher education is preferred.

For fullest consideration, applicant materials should be received by Monday, October 25, 2021. Candidates should provide a resume or curriculum vitae, and letter of application that addresses the responsibilities and requirements described in this leadership profile (available at www.wittkieffer.com). These materials should be sent electronically via email to WittKieffer consultants Melissa Fincher and Ashlee Winters at TU-VPMarComm@wittkieffer.com. Questions and nominations should be directed to the consultants through the same email address.

Towson University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. Towson University's policies, programs, and activities comply with federal and state laws and University System of Maryland regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, gender, sex, gender identity and/or expression or sexual orientation.



Stanford University

IDEAL Provostial Fellows for Studies in Race and Ethnicity

Stanford University, in conjunction with its IDEAL initiative, is pleased to announce that it is seeking to appoint four to five early career fellows engaged in the study of race and ethnicity. The purpose of this program is to support the work of early-career researchers, who will lead the next generation of scholarship in race and ethnicity and whose work will point the way forward for reshaping race relations in America. Fellowships may be in any of the seven schools in the University (Business, Earth, Energy & Environmental Sciences, Education, Engineering, Humanities & Sciences, Law, Medicine). Selection criteria includes the originality and quality of the research, as well as demonstrated potential for intellectual achievement. The term of these fellowships is three years, with a start date of September 1, 2022.

To be eligible for an early career fellowship, a candidate must have received their terminal degree no earlier than September 1, 2019. Scholars interested in any field of study are accepted. Early career fellows should have received their terminal degree (PhD, JD, MFA, EdD, DSW, etc.) prior to the start of the fellowship.

Applicants for early career fellowships should submit their applications at <https://academicjobsonline.org/ajob/jobs/18892>. Applications should be submitted electronically and include a cover letter (detailing the candidate's interest in the position), curriculum vitae, a statement of research interests, a statement of teaching interests, samples of written work, and three letters of recommendation (provide contact information for each and a system generated request will be delivered to each referee). In these materials, please include how your interests would be advanced by a fellowship, needs for laboratory access or special equipment, etc.

The deadline for receiving applications for early career fellowships is **October 1, 2021**. No application will be accepted after the deadline. Applications will not be accepted by email.

Additional details about the fellowship program can be found at <https://facultydevelopment.stanford.edu/ideal-provostial-fellows>. More information about Stanford's IDEAL initiative is available at <https://ourvision.stanford.edu/microsites/ideal-homepage>.

Stanford is an equal employment opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. Stanford welcomes applications from all who would bring additional dimensions to the University's research, teaching, and clinical missions. Consistent with its obligations under the law, the University will provide reasonable accommodation to any employee with a disability who requires accommodation to perform the essential functions of his or her job.

Jackson Family Chair Research at the Intersection of Water and Health

Baylor University has made a visionary investment to address global challenges and equip faculty for sustained research impact. The newly endowed Jackson Family Chair for Baylor in Latin America strategically reflects that commitment, created for elite faculty to lead interdisciplinary research in public, global or environmental health and water science, with a focus on needs in Latin America.

Learn more: : baylor.edu/research/grow
Apply: apply.interfolio.com/84026

Equal Employment Opportunity Statement: Baylor University is a private not-for-profit university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity employer, Baylor is committed to compliance with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, pregnancy status, military service, genetic information, and disability. As a religious educational institution, Baylor is lawfully permitted to consider an applicant's religion as a selection criterion. Baylor encourages women, minorities, veterans, and individuals with disabilities to apply.





CENTRAL
CONNECTICUT STATE UNIVERSITY

INAUGURAL DIRECTOR OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM/ASSOCIATE PROFESSOR

(SEARCH EXTENDED)

Central Connecticut State University (CCSU) announces that the search for its inaugural Director of the Doctor of Physical Therapy (DPT) program has been extended and invites expressions of interest, nominations, and applications.

Founded in 1849 as New Britain Normal School, Central is the oldest public institution of higher education in Connecticut and the largest of its regional comprehensive universities. Central's 14:1 student/faculty ratio and its average class size of 25 allow it to provide a rich educational experience. CCSU is widely recognized for its international education program, and the Carnegie Foundation for the Advancement of Teaching has recognized Central for its high level of community engagement. Central was also selected for the President's Higher Education Community Service Honor Roll.

The new director will have the opportunity to develop the DPT program from concept to full implementation. This will include curricular development, hiring and mentoring faculty and staff, designing the facilities necessary for the program, working with colleges and universities in the region to recruit students and create partnerships, and working with the healthcare community to connect CCSU's program with the needs and opportunities of the region.

The successful candidate must meet all the CAPTE requirements for a program director. Since this is also a tenure-track faculty position, the successful candidate will need to meet the professional standards necessary for appointment at the rank of Associate Professor. Given Central's special needs, familiarity with the standards and process of CAPTE accreditation; a record of service to culturally, ethnically or linguistically diverse groups; and experience as a physical therapist are especially helpful.

For further information, please visit www.agbsearch.com

For fullest consideration, applications should be received by October 11, 2021.

Nominations and inquiries are welcome and should be directed to:

Robert Holyer, PhD
Executive Search Consultant, AGB Search
robert.holyer@agbsearch.com
804-708-0834 (o), 804-402-6736 (c)

All inquiries, nominations, and applications will be held in the strictest confidence.

As an affirmative action employer, CCSU actively seeks and encourages applications from women, minorities, persons with disabilities, and individuals with protected veteran status. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

**AGB
SEARCH**



**CALDWELL
UNIVERSITY**

Caldwell University is a private, Catholic coed four-year university with a strong liberal arts core curriculum that enhances critical thinking and analytical reasoning. Caldwell offers 31 undergraduate and 31 graduate programs, including doctoral, master's, certificate, and certification programs, as well as online and distance learning options that prepare students for today's global marketplace. The university has 15 NCAA Division II athletic teams and numerous clubs, fraternities, sororities, and activities on a beautiful 70-acre campus located in the suburbs of Caldwell, New Jersey. Caldwell was founded by the Sisters of Saint Dominic of Caldwell. Its core values of respect, integrity, community, and excellence influence academic and campus life.

Believing that diversity contributes to academic excellence and to rich and rewarding communities, Caldwell University is committed to recruiting and retaining a diverse faculty, staff and student body. Candidates from historically underrepresented groups, whose work furthers our diversity and inclusion efforts, and who bring to campus varied life experiences, perspectives, and backgrounds are especially encouraged to apply. Candidates must be willing to support the Catholic Dominican mission of the University.

Caldwell University is an Equal Opportunity Employer strongly committed to diversity, equity and inclusion within its community.

Apply for the Following Faculty Openings at
<https://www.caldwell.edu/hr/employment-opportunities/>

Faculty Openings Include:
Assistant Professor, Computer Science
Assistant Professor, Criminal Justice
3/4 Instructor, Graphic Design
Assistant Professor, Psychology
Assistant Professor, Graduate Programs in Psychology

www.caldwell.edu



Vice President of the Office of Inclusion and Institutional Equity Towson University

Towson University (TU) has partnered with WittKieffer to conduct the search for the Vice President (VP) of the Office of Inclusion and Institutional Equity (OIIE). Diversity, equity and inclusion are more than ideals at TU, they are part of our Strategic Plan to help build a stronger foundation for a promising future. Supporting TU's commitment to diversity and inclusion, OIIE has earned regional and national recognition for its ongoing diversity and inclusion efforts and outcomes. These include the first Higher Education Excellence in Diversity (HEED) award in 2020 and NCAA & Minority Opportunities Athletic Association (MOAA) 2021 Award for Diversity and Inclusion. Additionally TU was named among the top 10 most successful institutions when it comes to enrolling and graduating traditional-aged Black undergraduates, boasting one of the largest and most academically successful Black undergraduate populations nationally.

TU is Maryland's university of opportunities and known as a leader in academic excellence, research and discovery. With more than 150 years of experience pushing possibilities, TU is ranked by *U.S. News & World Report* in the top 100 for public national universities. Located on a 330-acre campus in Towson, Maryland, just 10 miles from Baltimore's Inner Harbor and a short drive or train ride to Washington, D.C., Philadelphia or New York City, TU offers unmatched opportunities to engage with the state and federal government, elected officials, worldwide embassies, think tanks, the national media and other influencers of public policy in addition to endless cultural, recreational and entertainment attractions.

The VP OIIE leads university-wide efforts to advance inclusion and institutional equity at TU. Reporting directly to the President, the VP serves as a member of the President's Cabinet and works closely with the Provost, Deans, Divisional Vice Presidents, and the campus community to provide strategic direction and vision for diversity, equity and inclusion initiatives. The VP is responsible for leading efforts to strengthen TU's commitment to diversity, equity, and inclusion; implementing institutional change necessary to demonstrate the continued commitment; ensuring regulatory compliance to include Title IX, Title VII and ADA and for expanding and continuing to provide a campus call to action to create and sustain an inclusive campus community.

The successful candidate will be a passionate, accomplished, and committed leader who can continue the momentum on TU's commitment to diversity, equity, and inclusion. The VP will bring proven work experience in Title IX, Title VII, and ADA as well as work with individuals affected by sexual assault, domestic violence, sexual harassment, and/or gender discrimination. As a leader, the VP will demonstrate an ability to build and develop relationships, work collaboratively, mediate controversy, and inspire confidence. The ability to maintain confidentiality and exercise discretion is critical to this role. A terminal degree and experience leading DEI initiatives in a Higher Education environment is preferred.

For fullest consideration, applicant materials should be received by **October 18, 2021**. Candidates should provide a resume or curriculum vitae, a letter of application that addresses the responsibilities and requirements described in the leadership profile and the names and contact information of five professional references. References will not be contacted without prior knowledge and approval of candidates. These materials should be sent electronically via e-mail to the WittKieffer consultants Jen Meyers Pickard, Ph.D. and Charlene Aguilar, Ed.M. at TowsonVPIIE@wittkieffer.com. Questions and nominations should be directed to the consultants through the same email address.

Towson University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. Towson University's policies, programs, and activities comply with federal and state laws and University System of Maryland regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, gender, sex, gender identity and/or expression or sexual orientation.

WittKieffer

FACULTY POSITIONS THE ROCKEFELLER UNIVERSITY

The Rockefeller University seeks exceptional, creative scientists to join its faculty. We invite applications from outstanding candidates for tenure-track positions, and also welcome applications from tenured scientists at an early stage of their career. The University is a very diverse community and we strongly encourage applications from individuals from racial and ethnic groups that are underrepresented in biomedical science.

The University has a laboratory centered rather than department based organizational structure that fosters interdisciplinary research. We encourage applications in the following areas:

- Biochemistry, Biophysics, Chemical Biology, and Structural Biology
- Cancer Biology
- Cell Biology
- Genetics and Genomics
- Immunology, Virology, and Microbiology
- Mechanisms of Human Disease
- Neurosciences and Behavior
- Organismal Biology and Evolution
- Physical, Mathematical, and Computational Biology
- Stem Cells, Development, Regeneration, and Aging

The Rockefeller University provides strong support for the work of its faculty including 100% faculty salary support, benefits that include subsidized housing and an on-site child care center from 3 months of age through preschool, generous start-up funds, new or renovated laboratory space and state-of-the-art core facilities, and support for all graduate students as well as continuing lab support. There are extensive opportunities for collaboration within the University and with neighboring institutions.

Visit <http://www.rockefeller.edu/facultysearch> to submit your application online and view further information about the positions.

Application deadline is October 1, 2021.

Address questions to facultysearch@rockefeller.edu.



The Rockefeller University is an equal opportunity employer and will consider all qualified applicants for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.



Junior tenure-track faculty in Economics

The Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts has openings at the junior tenure-track faculty level beginning July 1, 2022, or as soon thereafter as possible. No Economics field constraints. Will consider only candidates with a PhD in Economics or closely related field by start date of employment, and with strong recommendations from graduate school faculty and established potential in research and teaching. Responsibilities include teaching 1 subject per term the first year and 1.25 subjects per term thereafter, departmental committee work, and productivity in research. Applications must be received by November 15, 2021. Interviews will be conducted early January, 2022.

MIT is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from women, minorities, veterans, and individuals with disabilities.

Please submit your CV, job market paper, and three letters of recommendation via JOE Listings.

https://www.aeaweb.org/joe/listing.php?JOE_ID=111467211

CONTACT:
Junior Faculty Hiring
Department of Economics
Massachusetts Institute of Technology
77 Massachusetts Avenue, E52-301
Cambridge, MA 02139
econ-gradadmin@mit.edu



CHIEF
FINANCIAL
OFFICER

Formed a century ago, the American Council of Learned Societies (ACLS) is a nonprofit federation of 78 scholarly organizations. As the leading representative of American scholarship in the humanities and interpretive social sciences, ACLS upholds the core principle that knowledge is a public good. In supporting its member organizations, ACLS utilizes its \$181 million endowment and \$34 million annual operating budget to expand the forms, content, and flow of scholarly knowledge because it values diversity of identity and experience. It collaborates with institutions, associations, and individuals to strengthen the evolving infrastructure for scholarship. In all aspects of the work, ACLS is committed to principles and practices in support of racial and social justice.

The Council's Finance Department is a five-member team responsible for the oversight and operations associated with grants management, accounts receivable and payable, and the preparation and fair presentation of financial statements in accordance with generally accepted accounting principles, including the design, implementation, and maintenance of internal controls relevant to the preparation and presentation of accurate financial statements.

The next Chief Financial Officer (CFO) will support and lead this team of dedicated finance professionals to ensure the integrity, accuracy, and efficiency of ACLS accounting and financial systems. The CFO will also direct the staff in receiving, allocating, and disbursing funds according to GAAP. The chosen candidate will excel in internal and external communications, with an eye toward supporting leadership and developing finance staff members. The next CFO is expected to collaborate with program staff toward a common goal of facilitating the process of fellowships and grants, disbursing funds, and accurately reporting those transactions. A strong candidate will have experience and knowledge of fund accounting; a strength in managing a complex array of sources and uses of funds; experience in hiring, mentoring, and developing staff; and excellent communication skills.

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



Shelly Weiss Storbeck, Managing Partner
Sara Swisher-Anderson, Senior Associate
ACLS-CFO@storbecksearch.com

For more information, please visit American Council of Learned Societies webpage at: <https://acls.org>.

ACLS is committed to addressing systemic inequalities in higher education through its programs, initiatives, and practices. In recognizing the existence of structures and systems that have historically and still hurt the most marginalized people in society, we believe our work in diversity and inclusion should center on these communities. We strongly encourage applications from Black, Indigenous, and members of other historically and systemically disadvantaged groups, who are committed to fostering equity in the academy.



Core Faculty Position
School of Applied Psychology,
Counseling and Family Therapy

The School of Applied Psychology, Counseling and Family Therapy at Antioch University Seattle invites applications for a full-time core faculty position in our APA-accredited doctoral psychology (PsyD) program in Clinical Psychology. The mission of our Psy.D. program, founded in 2004, is to educate students to become informed, effective practitioner-scholars and change agents in a diverse world with a strong emphasis on social justice. Core faculty participate fully in the academic and governance functions of the program, the school, and the university. Key responsibilities include carrying the equivalent of 24 quarter-units per year; mentoring students (including dissertation, clinical supervision, and academic advisement); participating actively in program, school, and university-wide committees and functions; maintaining a program of scholarship, professional and community service. Ideal candidates would be qualified to teach personality theory, qualitative research, clinical training courses, and adult development. Preference will be given to candidates who have experience teaching at the graduate university level and have an active clinical practice. We desire a proven history of active participation in teaching, clinical practice, supervision, and research. Social justice is central to our program as demonstrated by our unique APA program competency. We seek a colleague to join our faculty who will share this goal and who can demonstrate their commitment to these ideals. Our ideal colleague will help us continue to foster diversity, excellence in teaching and training, and a departmental culture that is welcoming and affirming to community members with diverse identities. All qualified candidates are encouraged to apply.

Founded in 1852, Antioch established itself as innovative education from its inception, and in the 1920s Antioch became synonymous with sweeping transformations in higher education. Today, Antioch University Seattle, along with the other four campuses and two campus-wide programs make up Antioch University, take pride in our progressive heritage and continues to foster ground-breaking programs in higher education. The Psy.D. program continues this tradition of innovative education while holding to the highest professional standards in clinical psychology and valuing contextual theory and diversity. To learn more about our program, our unique history and student-centered educational philosophy, visit <https://www.antioch.edu/seattle/degrees-programs/psychology-degree/clinical-psychology-psyd/>

Qualifications:
Applicants must have a minimum of a doctoral degree in Clinical Psychology (Ph.D. or Psy.D.) and be licensed or licensable in Washington State as a clinical psychologist with a minimum of two years post-licensure experience. Graduates from APA-accredited doctoral programs with APA-accredited internships are preferred.

Equivalent education/experience may substitute for minimum qualifications except when there are legal requirements, such as a license/certification/registration

Application Process

Complete and submit the following documents:


- Cover Letter
- Resume or Curriculum Vita
- Names, addresses (including e-mail addresses), and telephone numbers of four references. References will not be contacted without prior approval of the candidate.

Choose one option for submitting your documents:

E-mail: hr.aus@antioch.edu OR Mail: Search for Faculty c/o Human Resources, 2400 Third Avenue, Suite 200, Seattle, WA 98121.

Antioch University provides equal opportunity for all qualified applicants and does not discriminate on the basis of race, color, gender, ancestry, religion, national origin, sexual orientation, family status, or disability in matters affecting employment or in providing access to programs.

For accommodations to complete the application process, and/or if selected for an interview, please contact the Human Resources Department at 206-268-4022. TTY: 206-728-5745.



FACULTY OPENINGS
2022-23

Applications are invited for positions in the disciplines listed below.
Faculty positions are tenure-track and begin August 1, 2022 (unless otherwise specified).
Complete position descriptions and applications can be found at the Austin Peay State University web site: <https://apsu.peopleadmin.com/>

Accounting, Finance & Economics – Assistant Professor of Economics
Accounting, Finance & Economics – Assistant Professor of Finance
Agriculture – Assistant Professor
Allied Health Sciences – Assistant Professor
Art & Design – Assistant Professor
Chemistry – Instructor
Communication – Assistant Professor
Criminal Justice – Assistant Professor
Criminal Justice – Instructor
Educational Specialties – Assistant Professor
Education Specialties – Assistant Professor – Instructional Technology
Engineering Technology (2) – Assistant Professor
Health & Human Performance – Speech Language Pathology
Health & Human Performance – Assistant Professor – Public Health
Languages and Literature – Assistant Professor – Creative Writing
Languages & Literature – Assistant Professor – Professional Writing
Management, Marketing & General Business – Assistant Professor of Business Analytics/MIS
Management, Marketing & General Business – Assistant Professor of Management
Mathematics – Assistant Professor
Military Science – Faculty Director
Psychological Science and Counseling (2) – Assistant Professor – Counseling Psychology
Psychological Science and Counseling – Assistant Professor
School of Nursing (3) – Assistant/Associate Professor
Social Work – Instructor
Social Work – Assistant Professor
Teaching & Learning – Assistant Professor – Special Education
Teaching & Learning – Assistant Professor – Assessment Instruction

Austin Peay State University is a four-year public, doctoral-level university, with six colleges and four Chairs of Excellence. The University has an enrollment of over 10,000 students and is located in Clarksville, Tennessee, a community of an estimated 150,287 people located approximately 40 miles northwest of Nashville, TN.

For more information about Austin Peay State University (APSU) located in Clarksville, TN, go to APSU Fast Facts: <https://www.apsu.edu/about-apsu/fast-facts-about-apsu.php>

Austin Peay State University is searching for candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus equity, access, and inclusion efforts in alignment with APSU's mission for diversity by meeting the educational needs and interests of its diverse population.

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, creed, ethnic or national origin, gender (including pregnancy), sexual orientation/gender identity, religion, age, disability status, genetic information, and/or veteran status in its programs and activities. Inquiries or complaints regarding the non-discrimination policies should be directed to the Office of Equity, Access, & Inclusion at Nondiscrimination@apsu.edu.



USC Marshall School of Business
Full-Time and Part-Time Faculty Positions

USC Marshall is renowned for its high-ranking undergraduate, graduate, international, online, and executive education programs, an exceptional and inclusive faculty engaged in leading-edge research, a diverse and creative student body, and a commitment to technological advancement.

The research productivity of Marshall's 230 full-time faculty ranks among the top 20 business schools in the world. Marshall faculty are a collaborative and inclusive group of scholars who value diverse pedagogical, curricular, and methodological approaches, and who foster a genuine sense of belonging for all students.

The USC Marshall School of Business is accepting applications for full-time and part-time, tenure-track, and non-tenure-track faculty positions. The Marshall School of Business is a private research and academic institution committed to educating tomorrow's diverse and global leaders. We welcome applicants who desire to be part of an inclusive community that understands the value of culture, race, ethnicity, protected veteran status, gender, gender identity and expression, sexual orientation, and socioeconomic factors in preparing future equity-minded leaders, innovators, and visionaries.

The hiring process is expected to continue throughout the academic year.

Positions may be available in the following departments and centers:

- Department of Business Communication
- Department of Data Sciences and Operations
- Department of Finance and Business Economics
- Department of Management and Organization
- Department of Marketing
- Greif Center for Entrepreneurial Studies
- Leventhal School of Accounting

Requirements for tenure-track positions include a doctoral degree or foreign equivalent in an area of study appropriate to the hiring department or center. No specific experience is required, although consideration may be given to candidates who have teaching experience at the college/university level, and/or one who can demonstrate evidence of research competence. Salary is dependent on qualifications, and employee benefits for full-time faculty are excellent.

Preferred qualifications for non-tenure-track positions include an advanced degree (masters, Ph.D., J.D., etc.), relevant experience in teaching at the college/university level, and superior communication skills.

Please click on the link to access a list of positions available:
<http://www.marshall.usc.edu/faculty/faculty-positions>

Positions may require documents to include a cover letter, curriculum vita or resume, teaching statement, research papers or publications, contact information for letters of reference writers, and a statement sharing how you would contribute to, and promote Marshall's commitment to diversity, equity, and inclusion in your teaching, curricula, research, and student engagement.

USC is an equal opportunity, affirmative action employer, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed, and background. USC is building a diverse faculty that embraces a range of disciplinary traditions. The University will consider all candidates for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, disability, or any other characteristic protected by law or USC policy. USC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. USC will consider for employment all qualified applicants with criminal histories in a manner consistent with the requirements of the Los Angeles Fair Chance Initiative for Hiring ordinance.



KEAN

Faculty Positions for Fall 2022



Kean University is recognized as one of the most diverse universities in the United States and a top performer for social mobility. Located 30 minutes outside New York City in Union, New Jersey, Kean is a growing hub for research, particularly on issues in urban communities.



Kean is building its faculty with researchers and scholars from all backgrounds. The University is hiring more than 40 new tenure-track faculty members across a range of disciplines for the 2022-2023 academic year. Opportunities include positions within Business, Computer Science, Liberal Arts, Education, Architecture, Design, and Natural and Health Sciences. Tenure-track faculty are expected to demonstrate a commitment to teaching, service and an ongoing program of research and publication or creative and performance activity.

Join a University community devoted to academic excellence and equity. Applicants from underrepresented groups are encouraged to apply. For more information, visit kean.edu/employment.

“As Kean strives to become New Jersey’s next world-class research institution, our success will be defined by our ability to cultivate the next generation of academics and to promote inclusivity and equity for all.”

Lamont O. Repollet, Ed.D.
Kean University President



Kean University celebrates its diverse community at Kean USA and Wenzhou-Kean University in China.



The School of Arts and Sciences is the liberal arts unit at Rutgers University–New Brunswick. Founded in 1766, Rutgers is the eighth oldest institution of higher learning in the United States and a leading public research university. With 750 full-time faculty combining excellence in teaching and world-class research across the humanities and behavioral, biological, mathematical, physical, and social sciences, the School offers programs of unparalleled breadth and depth to a vibrant and diverse student body of over 20,000 students.

School of Arts and Sciences Faculty Searches


The School of Arts and Sciences announces the following open positions:

ASIAN LANGUAGES AND CULTURES Assistant Professor, Global Asias / Asian American	ITALIAN Assistant Professor, Race, Diaspora, and Transnational Italian
AFRICANA STUDIES/POLITICAL SCIENCE Associate or Full Professor, Race and American Politics	KINESIOLOGY AND HEALTH Assistant Professor, Biomechanics
CELL BIOLOGY AND NEUROSCIENCE Assistant Professor, Metabolomics	MATHEMATICS Assistant Professor, Discrete Mathematics
CHEMISTRY AND CHEMICAL BIOLOGY Assistant Professor, Organic Chemistry	MOLECULAR BIOLOGY AND BIOCHEMISTRY Assistant Professor, Metabolomics
COMPUTER SCIENCE Assistant or Associate Professor, Trustworthy Computing Assistant or Associate Professor, Human Centered Computing	PHILOSOPHY Distinguished Professor, Feminist Philosophy and Political Philosophy
EARTH AND PLANETARY SCIENCES Assistant Professor, Earth Modeling and Climate Change Forecasting	SOCIOLOGY Assistant Professor, Environmental Sociology
ECONOMICS Assistant Professor, Applied Microeconomics	SOCIOLOGY/CRIMINAL JUSTICE Associate Professor, Crime and Social Control
GEOGRAPHY Assistant Professor, Black Geographies	SPANISH AND PORTUGUESE Assistant Professor, Spanish Linguistics
	STATISTICS Assistant or Associate Professor, Statistical Learning

To learn more, visit: sas.rutgers.edu/academicpositions

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, protected veteran status or any other classification protected by law.

sas.rutgers.edu



Faculty Positions beginning Fall 2022

INSTITUTE FOR PERFORMING ARTS

Collaborative Arts Program, Assistant Arts Professor, Emerging Media, Performance, and Technology

Dance Dept, Assistant Arts Professor, Non-Western Forms

Design for Stage & Film Dept, Open Rank, Department Chair

Drama Dept, Open Rank, Department Chair

Drama Dept, Assistant Arts Professor, Meisner Technique - Voice & Speech

Drama Dept, Assistant Arts Professor, Stage Management

INSTITUTE OF EMERGING MEDIA

ITP/IMA, Assistant Arts Professor, (3 Positions)

Game Design Dept, Assistant Arts Professor, Game Development

MAURICE KANBAR INSTITUTE OF FILM & TV

Graduate Film Dept, Assistant Arts Professor, Playwriting/Screenwriting/Episodic Writing

Undergraduate Film & Television Dept, Assistant Arts Professor, Directing and Scriptwriting (2 Positions)

Undergraduate Film & Television Dept, Assistant Professor, Cinematography

TISCH SCHOOL CLUSTER HIRE INITIATIVE REPRESENTATION IN THE ARTS MATTERS

Collaborative Arts Program, Assistant Arts Professor, Emerging Media/Performance/Technology

Dance Dept, Assistant Arts Professor, African Diasporic Forms


Drama Dept, Assistant Arts Professor, Specializing in African American Theatre

Photography Dept, Assistant Professor, Photo/Imaging/Related Media

Rita & Burton Goldberg Dept of Dramatic Writing, Assistant Arts Professor, Playwriting/Screenwriting/Episodic Writing

To apply: <http://tisch.nyu.edu/faculty/faculty-positions>.

EOE/AA/Minorities/Females/Veterans/Disabled/Sexual Orientation/Gender Identity



Wheaton College (IL) OPEN POSITIONS

Wheaton College (IL) openings for academic year 2022-2023; completed terminal degree desired for faculty positions. Expanded information about each opening is available at <https://www.wheaton.edu/about-wheaton/offices-and-services/human-resources/>.

CONSERVATORY OF MUSIC: Tenure-track, Assistant or Associate Professor of Music/Symphony Orchestra Conductor with successful teaching experience, earned doctorate or equivalent professional experience, and ability to teach conducting and in other areas.

EDUCATION: Two tenure-track Assistant Professor positions – one elementary, one secondary. Experience at broad range of grade levels desired and content expertise in math, SS, ELA, science, or language development.


A. DUANE LITFIN SCHOOL OF MISSION, MINISTRY, & LEADERSHIP: Jean Kvamme Distinguished Chair of Biblical Evangelism, tenure-track associate professor or professor rank; a pedagogue of special distinction who has demonstrated significant scholarly engagement with New Testament and Biblical Evangelism.

SCHOOL OF BIBLICAL & THEOLOGICAL STUDIES: Tenure-track, faculty position in World Religions to teach introductory courses in world religions, develop a certificate program, and contribute to the broader liberal arts curriculum.

SCHOOL OF PSYCHOLOGY, COUNSELING, & FAMILY THERAPY:

- Director of Research, tenure-track core faculty member to facilitate research with students and faculty of the doctoral program (Ph.D.) in clinical psychology.
- Clinical Mental Health Counseling Program/licensed or license eligible in IL, a doctoral degree in Counselor Education, tenure-track faculty with demonstrated strengths in the integration of Christian faith with counseling theory and practice.
- Clinical Psychology Doctoral Program/licensed or license eligible in IL, tenure-track faculty, rank open, expertise in one or more of the following areas: intersection of culture and clinical practice, global mental health, child/adolescent assessment within a developmental psychopathology framework, and geropsychology.

WHEATON COLLEGE is an evangelical Protestant Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations of the Wheaton College Community Covenant. Wheaton is an equal opportunity employer committed to recruiting and retaining a diverse and talented workforce and student body. We encourage the expression of multiple perspectives within a Christian worldview, inside and outside the classroom. For more information about Wheaton College visit www.wheaton.edu. Additionally, Wheaton College aspires to provide a physically safe environment for students, staff, and faculty to learn and work. In support of this objective, the College requires background checks for final candidates, after an employment offer is extended. Employment is contingent upon successful completion of a background check.



Illinois College is pleased to announce three tenure-track positions as part of a cluster hire focused on the study of race, ethnicity, and justice in the U.S.

African-American History and Studies

Intercultural Communication


Criminology and Justice Studies

Commitment to active support of a diverse student body and to the principles of equity and inclusion essential. Successful candidates will embrace student-centered pedagogies and practices.

Please see www.ic.edu/employment for details and application information.

Illinois College is an Equal Opportunity Employer and encourages applications from underrepresented minorities and women.


www.ic.edu




WORCESTER STATE UNIVERSITY WHERE TEACHING MATTERS

Apply for a tenure-track position at a public university where you make a difference, every day.

• Assistant Professor, Business Management	• Assistant Professor, Biology
• Instructor/Assistant Professor/Associate Professor, Nursing (3 Positions)	• Assistant Professor, Economics
• Assistant Professor, Music & Interdisciplinary Arts	• Assistant Professor, Urban Studies
• Assistant Professor, Communication (Media Studies, Digital Media/Multimedia Prod.)	• Assistant Professor Communication Sciences & Disorders
• Assistant Professor, Occupational Therapy (2 Positions)	• Assistant Professor of Psychology
• Assistant Professor, Chemistry	• Assistant Professor of History (2 Positions)
• Assistant or Associate Professor, Human Geography	• Assistant or Associate Professor of Health Science
• Assistant Professor, Physics	• Assistant or Associate Professor of Computer Science (2 Positions)
• Assistant Professor, Philosophy (2 Positions)	



APPLY TODAY! worcester.interviewexchange.com



Join Emory Psychology! Help Us Create a More Diverse and Inclusive Academy.

Emory University's Department of Psychology seeks to expand and diversify our faculty through an open area cluster hire to select two Assistant Professors and one Associate Professor to join our multi-disciplinary psychological sciences department. These faculty positions are part of a multi-year Emory initiative to foster equity and to promote the success of our diverse undergraduate and graduate student populations. Successful applicants will have a Ph.D., post-doctoral research experience, a record of research productivity, and a commitment to undergraduate and graduate teaching and mentoring. Applicants should have direct experience with, and a continued commitment to diversity, equity, and inclusion. We particularly encourage applications from individuals who identify as BIPOC (Black, Indigenous and People of Color), disabled, and/or LGBTQ+.

Emory is located in Atlanta, GA, one of the United States' most vibrant and diverse metropolitan areas. Psychology at Emory is a hub science, with research and training resources enhanced by our large hospital system, our APA and PCSAS accredited clinical science training program, The Marcus Autism Center, and the Yerkes National Primate Research Center. **More information and a link to apply may be found at psychology.emory.edu/home/open-positions.html. The deadline for applications is November 1, 2021.**

Emory University is an Equal Opportunity/Affirmative Action Disability/Veteran employer. Women, minorities, people with disabilities, and veterans are strongly encouraged to apply.



UC RIVERSIDE
Marlan and Rosemary Bourns
College of Engineering

MULTIPLE OPEN RANK FACULTY POSITIONS

LEARN MORE
WWW.ENGR.UCR.EDU/HIREME

The University of California, Riverside is a world-class university that prides itself in combining cutting-edge research with highest quality education for its exceptionally diverse student population.

The Marlan and Rosemary Bourns College of Engineering is a well-established, rapidly growing college at UCR. Ranked in the top 50 public engineering colleges by U.S. News & World Report, BCOE has 130 faculty members, more than 3,100 undergraduate students, 900 graduate students, and more than \$46 million in total annual research expenditures. The college is home to five departments, 10 undergraduate degree programs, eight graduate degree programs, and nine research centers.

MULTIPLE TENURED/TENURE-TRACK FACULTY POSITIONS

 Computer Science & Engineering

 Electrical & Computer Engineering

 Chemical & Environmental Engineering

 Mechanical Engineering

ADDITIONAL POSITIONS

 Director, Winston Chung Global Energy Center

More information about the College, deadlines, and required qualifications can be found at www.engr.ucr.edu/hireme.

The University of California, Riverside is an Equal Opportunity/Affirmative Action/Disability/Veterans Employer.



Be an Otter!

CSU Monterey Bay is committed to strengthening the educational experience of our students through the recruitment, retention, and professional development of a diverse university community.

We Invite You To Apply!

- Work with innovative leaders dedicated to transforming student lives via project-based learning, service learning, and multicultural and global perspectives
- Serve a vibrant student body at a Minority and Hispanic Serving Institution (MSI/HSI)
- Be part of a team that works to ensure graduates can engage practical wisdom informed by historical, multicultural, global, ecological, and equity perspectives.
- Work and live within a few miles of beautiful Monterey Bay.
- Enjoy excellent benefits, including access to below-market rate campus housing and competitive salaries.

CSUMB has openings in a variety of departments and disciplines.

To apply, visit: <https://apptrkr.com/1589815>



Macalester College announces the following openings for full-time tenure-track positions beginning Fall 2022. For complete descriptions of these positions and application procedures, please see: <http://www.macalester.edu/provost/positions/>

Biology
Assistant Professor: Neurobiology

Educational Studies
Assistant or Associate Professor: Educational Philosophy, Policy & Advocacy

English
Assistant or Associate Professor: Medieval Studies

Geology
Assistant Professor: Hard Rock/Earth Materials

International Studies
Assistant or Associate Professor: Global Media and Information

Sociology
Assistant Professor: Structural or Relational Inequality

Theater & Dance
Assistant or Associate Professor: Directing - Theater

Macalester College is a highly selective, private liberal arts college in the vibrant Minneapolis-Saint Paul metropolitan area, with a population of approximately three million people and home to numerous colleges and universities, including the University of Minnesota. Macalester's diverse student body comprises over 2000 undergraduates from all 50 states and the District of Columbia and 98 countries. The College maintains a longstanding commitment to academic excellence with a special emphasis on internationalism, multiculturalism, and service to society. As an Equal Opportunity employer supportive of affirmative efforts to achieve diversity among its faculty, Macalester College strongly encourages applications from women and members of underrepresented minority groups.



COLLEGE of DESIGN
UNIVERSITY OF MINNESOTA

University of Minnesota – College of Design is hiring for six faculty positions

Design Justice Faculty Cluster Hire Initiative


Four openings in four programs within the College of Design: Architecture, Graphic Design, Interior Design, and Product Design.

The College of Design at the University of Minnesota is hiring four assistant/associate professors (tenure rank to be determined) for the Design Justice Faculty Cluster Hire Initiative. We seek candidates who are committed to advancing a scholarly, pedagogic, and/or service agenda focused on design justice (e.g. racism, racial justice, bias, social equity, and/or power/privilege) within their given design area. Successful candidates will teach a range of undergraduate, graduate, and professional courses specific to the needs of the program area. Detailed position descriptions for the four areas of: architecture, graphic design, interior design, and product design will be forthcoming.

The School of Architecture seeks candidates for two additional positions.

In addition to the cluster hire initiative, the School of Architecture seeks two additional candidates, one tenure-track Assistant Professor and one open rank position (tenure-track or tenure review-on-hire). Filling the role of Director of Undergraduate Studies is a goal of the open rank search. We seek candidates who bring exceptional, diverse, and critical voices to design studio instruction, who can contribute to our intellectual life, and who are ready to teach graduate and undergraduate design studios. In addition to excellence in design pedagogy, we seek demonstrated expertise in bridging research and design through architectural or related interdisciplinary design practice. We seek colleagues who understand the importance of cross-disciplinary collaboration and who carry the commitment and energy to act on urgent, environment-shaping forces, both local and global. Detailed position descriptions will be forthcoming.

<https://design.umn.edu/about/employment-opportunities>



University of New Hampshire
Peter T. Paul College of Business and Economics
Associate Professor/Professor & Department Chair of Hospitality Management

The Peter T. Paul College of Business and Economics at the University of New Hampshire strives for excellence through diversity and invites applications for the position of Chair of the Hospitality Management Department preferably beginning early 2022. Applicants must have an earned doctorate in hospitality management, tourism, or in closely related business field, as well as the research and teaching record and leadership experience needed to be hired as a Chair with tenure at the rank of Associate Professor or Professor.

Competitive candidates will have a track record of excellence in teaching as well as publishing research on hospitality management or related topics in top-tier academic journals. Candidates will also demonstrate proven leadership and management skills, written and oral communication skills, and initiative in building strong academic programs. Industry experience is also valued. In addition to the general faculty expectations to contribute to the College through scholarship, teaching and service, the next Chair of the Hospitality Management Department will be expected to continue to build enrollments, strengthen ties with industry, mentor faculty, and nurture an already strong alumni network that includes two actively engaged advisory boards. The Chair also serves on the Paul College Executive Committee. It is anticipated that the initial appointment as department Chair will be for three years and is renewable based on strong performance. The University of New Hampshire is unable to sponsor applicants for employment visas for this position.

For the full position description and application instructions go to:
<https://jobs.usnh.edu/postings/42345>. For full consideration, please submit your application by *October 1, 2021*. Application review will begin immediately and continue until the position is filled.

The University of New Hampshire is an R1 Carnegie classification research institution providing comprehensive, high-quality undergraduate and graduate programs of distinction. UNH is located in Durham on a 188-acre campus, 60 miles north of Boston and 8 miles from the Atlantic coast, and is convenient to New Hampshire's lakes and mountains. There is a student enrollment of 13,000 students, with a full-time faculty of over 600, offering 90 undergraduate and more than 70 graduate programs. The University actively promotes a dynamic learning environment in which qualified individuals of differing perspectives, life experiences, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry.

The UNH Diversity Resource Guide with information and programming available in the seacoast area, New Hampshire and the region can be found here:
<https://www.unh.edu/hr/diversity-resource-guide>



FACULTY OPENINGS

The Fuqua School of Business at Duke University invites applications to apply for tenure-track faculty positions at the rank of Assistant Professor with the appointments beginning July 1, 2022, subject to university approval. Possible openings could be in any of the School's academic and program areas: accounting, decision sciences, economics, finance, health sector, marketing, and strategy.

Qualifications required include a demonstrated interest in and capacity to do very high-quality publishable research, and a high level of teaching competence in MBA classes. Candidates are expected to hold a doctoral degree, or by the appointment date. Hiring decisions will be based on the candidate's ability to contribute to the research and teaching missions of the Fuqua School of Business.

The Fuqua School of Business is a top-rated, highly innovative, global business school. Duke University is regarded as one of the nation's finest universities; and the Raleigh-Durham-Chapel Hill area has been highly rated as a living environment by many publications. The presence of several major universities and the Research Triangle Park technology hub helps to provide an outstanding combination of exceptional lifestyle, vibrant high-tech business community, and an extensive set of cultural, academic, and leisure opportunities.

The Fuqua School of Business is committed to fostering a diverse educational environment and encourages applications from members of groups under-represented in academia. For area specific job announcements and to submit your application online visit:

<http://academicjobsonline.org/ajo/Duke/Fuqua>

Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.



SCHOOL OF ARCHITECTURE, PLANNING & PRESERVATION

The University of Maryland School of Architecture Faculty Openings

The University of Maryland School of Architecture, Planning and Preservation will be hiring for two positions in the Architecture Program for Fall 2022. The first position is Professor and Director of the Architecture Program, the second is an Assistant Professor to teach in the design studio and an additional area of expertise. Position announcements with full details will be forthcoming in October at this website: <https://ejobs.umd.edu/postings/search>

The Architecture Program has a national reputation for design excellence in building craft, urban design, and sustainability as evidenced by the award-winning integrated design studio and advanced technology sequence; numerous honors in the arena of urban design; winning entries over multiple years in the U.S. Department of Energy Solar Decathlon; and many other citations.

The School of Architecture, Planning and Preservation, Maryland's Built Environment School, advances education, scholarship and professional practice in the built environment disciplines and promotes diversity, equity, inclusion and sustainability in education and the built environment.

Located just seven miles from the heart of the nation's capital, we offer undergraduate and graduate degree programs in Architecture, as well as graduate programs in Community Planning, Historic Preservation, and Real Estate Development, plus 16 dual-degree masters programs, an interdisciplinary PhD program in Urban and Regional Planning and Design, and we are home to the National Center for Smart Growth Research and Education and the Environmental Finance Center.

The University of Maryland, College Park is the state's flagship university and one of the nation's preeminent public research universities. A global leader in research, entrepreneurship and innovation, the university is home to more than 41,000 students, 14,000 faculty and staff and 250 academic programs.

The University of Maryland, College Park, an equal opportunity/affirmative action employer, complies with all applicable federal and state laws and regulations regarding nondiscrimination and affirmative action; all qualified applicants will receive consideration for employment. The University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, physical or mental disability, protected veteran status, age, gender identity or expression, sexual orientation, creed, marital status, political affiliation, personal appearance, or on the basis of rights secured by the First Amendment, in all aspects of employment, educational programs and activities, and admissions.



Assistant Professor Comparative Media Studies

The Massachusetts Institute of Technology's (MIT) Program in Comparative Media Studies in the School of Humanities, Arts and Social Science in Cambridge, MA seeks applications for a tenure-track Assistant Professor beginning July 1, 2022 or on a mutually agreed date thereafter. A PhD in Media Studies or a related field by start of employment, and a record of publication and research activity are expected. We seek applicants in one or more of the following specializations: 1) media industries 2) computational media. We are particularly interested in scholars taking an intersectional approach to issues of gender, sexuality, and/or race/ethnicity in their work. Specializations within media industries may include: production and/or circulation studies; political-economic approaches to emerging media platforms and platform economy; synthetic media/virtual production; games and responsive narrative systems; the ongoing processes of industry consolidation; and issues of labor, equity, and social justice. Specializations within computational media may include, but are not limited to: digital media art; information visualization; and algorithmic disruption of media industries.

The successful candidate will bring competence in media studies and will work in one or more of the program's dimensions of comparativity (historical, methodological, cultural), and across media forms, including but not limited to sound/music, screen-based media such as film/television/games, and other forms of social and computational media.

The position requires teaching in both our graduate and undergraduate programs (the graduate program is currently on hiatus), as well as participating in the intellectual and creative work of the department and the Institute. The ideal applicant will demonstrate a sustained commitment to issues of diversity and inclusion, in both their scholarship and pedagogy.

CMS/W offers innovative teaching and research that apply critical analysis, collaborative research, and design across a variety of media arts, forms, and practices. We maintain a full roster of research initiatives, labs, and outreach activities (see <http://cmsw.mit.edu> for more information). The program embraces comparativity and collaboration, working across MIT's various schools and between MIT and the larger media landscape.

MIT is an affirmative action/equal opportunity employer; we seek a diverse pool of applicants.

Applications consisting of a curriculum vita, a statement of teaching philosophy and experience, a statement of current and future research plans, 1–2 publications, and names of at least three suggested references should be submitted online by November 1, 2021 at the following link: <https://academicjobsonline.org/ajo/jobs/19106>. Questions should be directed to the search committee chair, Professor Heather Hendershot, at cmsjob@cmsw.mit.edu.



The College of Business at Louisiana Tech University is seeking applications for the following positions commencing Fall 2022:

- Smolinski Endowed Chair of Accountancy
- McGehee Endowed Chair in Entrepreneurship
- Assistant Professor of Computer Information Systems
- Assistant Professor of Supply Chain Management
- Assistant Professor of Management
- Assistant Professor of Accounting
- Assistant Professor of Finance

Louisiana Tech University is a Tier 1 National Research University committed to quality in teaching, research, creative endeavor, public service, and economic development.

Accredited by AACSB International, the College of Business serves approximately 1,500 students across eight undergraduate degree programs in addition to the master of business administration, master of accountancy, and doctor of business administration.

For full job descriptions, visit:

business.latech.edu/employment-opportunities

CALIFORNIA STATE UNIVERSITY LONG BEACH

WWW.CSULB.EDU

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation's premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged individuals to join our faculty team that is committed to advancing the University's broad and forward seeking mission.

2021-2022 Tenured/Tenure-Track Searches

<https://apptrkr.com/2459994>

College of Business

- Finance (Investments) - 501157
- Management (Human Resource Management) - 501154
- Marketing (Analytics, Digital Marketing) - 501156

College of Education -Coming Soon

- Advanced Studies in Education and Counseling- 501159
- Liberal Studies (Education Foundation-Urban Education)- 501160

College of Engineering

- Biomedical Engineering - 501164
- Computer Engineering and Computer Science (2 positions) - 501161, 501163
- Civil and Construction Engineering Management- 501165
- Electrical Engineering - Coming Soon
- Mechanical and Aerospace Engineering - 501162

College of Natural Sciences and Mathematics

- Biological Sciences (Bacteriology) - 501172
- Geological Sciences (Geophysics) - 501173
- Physics and Astronomy (Physics) - 501170
- Science Education (Joint Position-Physics) - 501171
- Mathematics - 2646
- Mathematics (Mathematics Education) - 2647

College of Liberal Arts

- American Indian Studies - Coming Soon
- Chicano and Latino Studies (Chicanx / Latinx Community Health) - Coming Soon
- Communication Studies (Social Science)-Coming Soon
- Geography (Bio-Physical Geography) - 2645
- Journalism (Audio Storytelling, TV News)-Coming Soon
- Political Science (International Relations)-Coming Soon
- Psychology (Clinical Science) - 2644
- Sociology (Urban Sociology and Policy)-Coming Soon

College of Health and Human Services

- Criminal Justice (Forensic Science) - 501178
- Family and Consumer Sciences - 501177
- Health Science (Global Health) - 501176
- Health Science (Environmental Health) - 501179
- Physical Therapy - 501175
- School of Nursing (Director) - 2648
- School of Social Work - 501174

College of The Arts

- School of Art (Fiber) - 501166
- Design (Department Chair) - 501168
- Film and Electronic Arts (American Cinema) - 501169
- Bob Cole Conservatory of Music - 501167

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race or ethnicity (including color or ancestry), nationality, religion or religious creed, gender (or sex), gender identity (including transgender), gender expression, sexual orientation, marital status, disability (physical or mental), medical condition, genetic information, age, veteran or military status. CSULB is an Equal Opportunity Employer.

PHYSICIAN-SCIENTIST FACULTY POSITIONS THE ROCKEFELLER UNIVERSITY

In addition to applicants pursuing fundamental biomedical research, The Rockefeller University seeks outstanding physician-scientists to conduct programs in all areas of patient-based research. The NIH CTSA-supported Center for Clinical and Translational Science at the University's research hospital provides additional resources to complement other University support available for human subject's research conducted by our faculty members. Current areas of CTSA investigation include human genetics, hematopoiesis, cancer biology, vascular biology, thrombosis and hemostasis, dermatology, metabolic disease, infectious disease, digestive disease, immunology, physiology, and pharmacology. The University is a very diverse community and we strongly encourage applications from individuals from racial and ethnic groups that are underrepresented in biomedical science.

Visit <http://www.rockefeller.edu/facultysearch> to submit your application online and view further information about the positions. Select Mechanisms of Human Disease as your field of study on the application form.

Application deadline is **October 1, 2021.**

Address questions to
facultysearch@rockefeller.edu.

The Rockefeller University is an equal opportunity employer and will consider all qualified applicants for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.



IOWA STATE UNIVERSITY College of Engineering

Iowa State University College of Engineering Faculty Employment Opportunities

The Iowa State College of Engineering is launching a major faculty recruitment and hiring process for 20+ tenured or tenure-track positions at the assistant, associate and full professor levels in multiple departments.

Faculty duties include teaching at the graduate and undergraduate levels, advising students, and conducting research. Applications will be reviewed on a rolling basis beginning Fall 2021 with interviews starting by Spring 2021.

We seek exceptional candidates in the following departments/areas:

- Aerospace Engineering
- Agricultural and Biosystems Engineering
- Chemical and Biological Engineering
- Civil, Construction and Environmental Engineering
- Electrical and Computer Engineering
- Industrial and Manufacturing Systems Engineering
- Materials Science Engineering
- Mechanical Engineering
- Biomedical Engineering

To Apply

Positions will be posted in September 2021 and will appear on the Iowa State jobs website.

Visit our college website for more information about our departments and follow us on LinkedIn to be notified when positions post.

UNIVERSITY OF OREGON

The University of Oregon School of Music and Dance

Faculty Openings

The University of Oregon School of Music and Dance (SOMD) is dedicated to building a culturally diverse faculty committed to teaching and working in a multicultural environment. We encourage applications from minorities, women, and people with disabilities to apply to our tenure-track positions in the Department of Music Performance:

- Assistant Professor of Trumpet:
<https://tinyurl.com/237wtzh3>
- Assistant Professor of Jazz and Contemporary Piano:
<https://tinyurl.com/sk24583b>

The SOMD has an enrollment of more than 800 music and dance majors and minors, a faculty and staff of 85, and approximately 70 graduate employees. A wide variety of degree programs are offered, from the baccalaureate through the doctorate, including programs in dance, music performance, collaborative piano, music education, composition, musicology, jazz studies, piano and string pedagogy, conducting, and more. The school, known for being the only comprehensive school of music and dance in the state of Oregon, offers opportunities for research and performance in specialized fields, including historically informed performance and a new BFA in dance. It is also home to the Grammy-winning Oregon Bach Festival and the nationally recognized **ChamberMusic@Beall** series.

Academic leadership positions

at Missouri University of Science and Technology (Rolla)



A bright future lies ahead for Missouri University of Science and Technology in Rolla as we prepare for our next 150 years. Fueled by a recent \$300 million donation from June and the late Fred Kummer, Missouri S&T has established several new initiatives, including new scholarship programs, four new research centers, and the Kummer College of Innovation, Entrepreneurship, and Economic Development. The university seeks exceptional collaborative and visionary academic leaders for the following endowed positions:

Founding Dean of the Kummer College of Innovation, Entrepreneurship, and Economic Development

Through the Kummer College, Missouri S&T is re-thinking the business school model for the mid-twenty-first century. The college will focus on innovation within corporations, entrepreneurial thinking for start-up and small businesses, and technology-related economic development for the state, region and nation. In addition, the Kummer College will practice what it teaches by serving as an incubator for educational innovations in higher education. S&T seeks a visionary and experienced academic leader as the founding dean of this new college.

Fred and June Kummer Endowed Department Chair of Business and Information Technology

The Fred and June Kummer Endowed Department Chair of Business and Information Technology will lead one of the founding departments in the newly established Kummer College of Entrepreneurship, Innovation, and Economic Development. The Department of Business and Information Technology plays a critical role in areas such as entrepreneurship, resource planning, and marketing; the next leader will have the opportunity to elevate the department, advance long-term strategic priorities, and initiate high-impact research and teaching collaborations.

Kummer Endowed Department Chair of Computer Science

As the first program of its kind in the state, the computer science department at S&T builds on a strong heritage of research and education in information assurance, cyber security, and cyber-physical systems, among other specialties. S&T seeks a visionary, collaborative leader for this well-established department.

Kummer Endowed Department Chair of Nuclear Engineering and Radiation Science

Home to the state's first nuclear reactor, this recently reconfigured department seeks an exceptional, visionary leader who can position this program to address the future energy and sustainability challenges of the nation.

Steinmeyer Endowed Department Chair of Economics

The Steinmeyer Endowed Department Chair of Economics will lead one of the founding departments in the newly established Kummer College of Entrepreneurship, Innovation, and Economic Development. The Steinmeyer chair will play a leading role in promoting economics research and education within a college dedicated to forward-thinking interdisciplinary approaches to society's current challenges.

Gary Havener Endowed Department Chair of Mathematics and Statistics

The Gary Havener Endowed Department Chair of Mathematics and Statistics will provide vision for advancement and growth for this department that is integral to the success of Missouri S&T's science and engineering focus. The Havener chair will help raise the national and international standing of this active and engaged department as a leader in mathematics and statistics education and research.

The University of Missouri is an equal access, equal opportunity, affirmative action employer that is fully committed to achieving a diverse faculty and staff. The University's nondiscrimination policy applies to any phase of its employment process, any phase of its admission or financial aid programs, or other aspects of its educational programs or activities. Further, this policy applies to sexual violence or sexual harassment, both forms of sex discrimination, occurring within the educational program and instances occurring outside of the educational program if the conduct negatively affects the victim's educational experience or the overall campus environment.

Missouri University of Science and Technology is the state's STEM-focused university. Founded in 1870 as the Missouri School of Mines and Metallurgy and later known as the University of Missouri-Rolla, Missouri S&T graduates command some of the highest starting salaries in the nation. Known for outstanding programs in engineering, the sciences, and mathematics, S&T also offers degree programs in business, computing, information technology, the social sciences, liberal arts, humanities, and education. S&T offers 101 degrees in 40 areas of study, and with the creation of the Kummer College of Innovation, Entrepreneurship, and Economic Development, is establishing new academic programs to position S&T for the next 150 years.



LEARN MORE

Scan this QR code to visit our website and learn more about what's happening at S&T.





Positions for Fall 2022

Communication Sciences and Disorders

Clinical Instructor/Clinical Assistant Professor in Speech-Language Pathology
(Log #23-006)

Communication Sciences and Disorders

Clinical Instructor in Audiology
(Log #23-007)

Counseling and Psychological Services

Clinical Assistant Professor in Rehabilitation Counseling (Part-Time)
(Log #23-011)

Counseling and Psychological Services

Tenure-Track Assistant/Associate Professor in School Psychology
(Log #23-013)

Early Childhood and Elementary Education

Tenure-Track Assistant Professor in Elementary Mathematics Education
(2 Positions)
(Log #23-004)

Educational Policy Studies

Tenure-Track Assistant/Associate Professor in Qualitative Research
(Log# 23-001)

Educational Policy Studies

Tenure-Track Assistant Professor in Quantitative Research
(Log# 23-002)

Educational Policy Studies

Tenure-Track Assistant Professor in Social Foundations of Education
(Log# 23-003)

Kinesiology and Health

Clinical Instructor/Clinical Assistant Professor in Health and Physical Education
(Log #23-005)

Kinesiology and Health

Tenure-Track Assistant Professor in Sport Administration
(Log #23-010)

Kinesiology and Health

Tenure-Track Assistant Professor in Health and Physical Education
(Log #23-014)

Learning Sciences

Tenure-Track Assistant Professor in Applied Behavior Analysis
(Log #23-009)

Applicants may view these positions at:
<https://education.gsu.edu/facultypositions>

About the College of Education & Human Development

Georgia State University's College of Education & Human Development is committed to high quality instruction and high impact research to a student population that reflects the diverse composition of our state and nation. The college offers undergraduate, graduate and non-degree programs for professionals in education, human development and health-related fields.

Georgia State University is an Equal Opportunity Employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.



EXPERT IN
ETHNIC STUDIES
AND YOUR FIELD?

JOIN US

cpp.edu/yourlife

CAL POLY POMONA, the most diverse polytechnic university in the nation, has **TEN TENURE-TRACK POSITIONS** in various departments for faculty with expertise in ethnic studies and their discipline. New faculty will have a mentor in their home department and support from the Ethnic Studies Affinity Group and the Center for Advancement of Academic Excellence (CAFÉ). If you are dedicated to empowering students through innovative teaching, research and community engagement, then come work for CPP where your teaching, scholarship and life can flourish.

CalPolyPomona



Selected by The Princeton Review to be included in The 387 Best Colleges: 2022 Edition, Christopher Newport University is a public school offering a private school experience – great teaching, small classes, and a safe, vibrant campus. The University is located in Newport News, Virginia, enrolls approximately 5,000 students, and is dedicated to the ideals of scholarship, leadership, and service. Academic programs at Christopher Newport University encompass more than 90 areas of study, from biology to business administration and political science to the performing arts. The University is ranked by U.S. News & World Report’s America’s Best Colleges guide as 3rd among public regional universities in the South and 6th overall, and has recently completed more than \$1 billion in capital construction on its 260-acre campus. **Christopher Newport University is committed to ensuring that all people are welcomed, honored, and fully engaged in the life of our academic community. We recruit exceptional and diverse faculty and encourage applications from individuals who are underrepresented in their profession.**

Applications are currently being accepted for the following faculty positions to begin Fall 2022:

Assistant Professor of Kinesiology

Assistant Professor of Leadership Studies

Assistant Professor of Marketing

Assistant Professor(s) of Psychology

Assistant Professor of Spanish

Lecturer/Instructor in Accounting

Lecturer/Instructor in Computer Science

Please visit <https://jobs.cnu.edu/> for a full list of job openings, and to apply.

Christopher Newport University, an EO Employer, is fully committed to Access and Opportunity.

ANATOMY

Assistant Professor
The State University
Assistant Professor in The Ohio State University, Marion Campus, Department of Evolution, Ecology, and Organismal Biology, in Marion, Ohio. Duties: teach undergraduate and upper level courses in comparative vertebrate anatomy, human anatomy, physiology, and related areas; research and publication in mammalian paleontology and other topics related to ecology and evolution of fossil mammals; provide laboratory supervision and serve as advisor and research mentor to biology undergraduates at Marion Campus; service to the campus, university, and discipline. (Work may also involve research, teaching, and advising on The Ohio State University Columbus campus.) Requirements: Ph.D. in Biology, Vertebrate Evolution, Ecology, Organismal Biology, or related field; requires successful completion of a background check. Send cover letter and CV to: M. Munday, Human Resources Business Partner, The Ohio State University at Marion, 1461 Mt. Vernon Avenue, Marion, Ohio 43302. EOE/AA/M/F/Vet/Disability Employer.

ASTRONOMY

Tenure Track Position in Astronomy
Vassar College
Tenure Track Position in Astronomy The Department of Physics and Astronomy at Vassar College invites applications for a tenure-track Assistant Professor position in Astronomy, beginning fall semester 2022. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. The candidate should have a Ph.D. in astronomy, planetary science, astrophysics, physics or related field, a commitment to undergraduate education, and a significant research program. The position is open to observational, theoretical, or computational astronomers in all fields that will add breadth to our major. Preference will be given to galactic or extragalactic astronomers, since some of the courses to be taught include stellar astrophysics, galaxies and cosmology, and the interstellar medium. Previous teaching experience is a plus. The teaching load in the first year is four courses. In ensuing years, it will be five courses per year, or four plus an “Intensive” (collaborative or research experience with small groups of students). The successful candidate will teach courses spanning all levels of the curriculum, and will be encouraged to develop new courses. The candidate will be expected to develop and maintain a robust research program that can engage undergraduate student research assistants. Vassar has an Undergraduate Research Summer Institute (URSI) and is a member of the Keck Northeast Astronomy Consortium. The department currently consists of five physicists and two astronomers in tenure track positions; see the department homepage <https://physicsand-astronomy.vassar.edu>. To apply, please visit <https://apptkr.com/2473501> to link to the posting for this position. Candidates should upload (1) a letter of application, (2) Curriculum Vitae, (3) a statement of teaching philosophy and teaching experience, (4) a statement of research and experience and proposed student engagement, and (5) a statement highlighting contributions to or future plans for promoting diversity and inclusion through teaching, research and other involvements, and should arrange for three letters of recommendation to be uploaded to the site. For inquiries, email Prof. Jenny Magnes, Chair, Department of Physics & Astronomy, jemagnes@vassar.edu. For full consideration, complete applications should be received by October 10, 2021; there is no guarantee that applications received after that date will be considered.

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BIOETHICS

Lecturer
The Ohio State University
Lecturer in The Ohio State University, Department of Biomedical Education and Anatomy, Division of Bioethics. Duties: teach undergraduate and graduate courses in bioethics and biomedical sciences; participate in professional education; form and implement onsite and web-based courses in bioethics; assist

Developing and sustaining a diverse faculty and staff advances WCU’s educational mission and strategic Plan for Excellence. West Chester University is an Affirmative Action – Equal Opportunity Employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. The filling of these positions is contingent upon available funding.
All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background checks.

in development and growth of programs of service supporting research ethics and comparative bioethics and policy initiatives. Requirements: Master’s degree in Bioethics or closely related field. 12 months of experience teaching bioethics or related subject matter (experience may have been part-time and concurrent and/or concurrent with education). Requires successful completion of a background check. Send CV and cover letter to: Carla Granger@osumc.edu. EOE/AA/M/F/Vet/Disability Employer.

BIOLOGY

Tenure-Track Faculty Position in Biology
Truman State University
Biology: Truman State University seeks applications for a tenure track position in Biology. Requires Ph.D. in biology or closely related field. Full-time position teaching and conducting research

with undergraduate Biology students. For further information see <http://employment.truman.edu>. AA/EOE/ADA

BUSINESS ADMINISTRATION

Assistant Professor
Southeastern Louisiana University
Teach management and related courses, advise students, maintain an active research agenda, and perform faculty service. PhD Entrepreneurship and Innovation, Business Administration, Management or related field by start date. Interested persons should send a cover letter and CV to: Dr. Russell McKenzie, Department of Management and Business Administration, Southeastern Louisiana University, Hammond, LA 70402.



TENURE-TRACK POSITIONS
Fall 2022

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates including people of color, women, and individuals with disabilities to apply for positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. **We are a community of educators dedicated to developing graduates who succeed personally and professionally and contribute to the common good.**

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching may be demonstrated by presenting a seminar or lecture during an on-campus interview. To be considered a finalist, candidates must successfully complete the interview process. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Teaching assignments may include distance education/online courses. Rank and salary are commensurate with experience. For full job descriptions, including position requirements, as well as application instructions, visit our Web Page at <http://agency.governmentjobs.com/wcupa/default.cfm>

West Chester University is recruiting for the following Assistant/Associate Professor positions:

COLLEGE OF ARTS & HUMANITIES

Art History
Business and Technical Writing
Philosophy of Race

COLLEGE OF BUSINESS & PUBLIC MANAGEMENT

Accounting
Economics & Finance
Geography and Planning

COLLEGE OF EDUCATION & SOCIAL WORK

Counselor Education
Educational Foundations and Policy Studies

COLLEGE OF HEALTH SCIENCES

Health
Nursing

COLLEGE OF THE SCIENCES & MATHEMATICS

Biology
Biomedical Engineering
Chemistry
Computer Science
Earth & Space Sciences
Psychology

WELLS SCHOOL OF MUSIC

Music Theory, History and Composition

Assistant Professor (Tenure-track) in Physical Chemistry
University of Wisconsin-Milwaukee
The Department of Chemistry at the University of Wisconsin Milwaukee is seeking applicants for a tenure-track faculty position in computational/theoretical Physical Chemistry. The Department seeks an individual with a strong commitment to research and teaching. Preference will be given to applicants with interests in molecular scale theoretical methods, such as first-principles computation, molecular dynamics simulations, or machine learning. Applicants must have a Ph.D. in Chemistry or a closely related field by the date of hire, and post-Ph.D. research experience. A successful candidate will demonstrate research productivity and have strong potential for extramural funding. The ability to strengthen or expand the existing areas of research at UWM with experience in teaching is preferred. Position responsibilities will include developing an independent extramurally funded research program, establishing collaborations both within the Department and across campus, and teaching graduate and undergraduate courses in all areas of physical chemistry. Review of applications will begin on October 1, 2021 and continue until the position is filled. A complete application will consist of a cover letter, curriculum vita, concise statements of research interests and teaching philosophy, an estimate of start-up costs and three letters of recommendation. All application materials should be submitted electronically via the on-line system <http://jobs.uwm.edu/postings/31259>, but reference letters can be sent by e-mail to Prof. Jorg Woehl, Search Committee Chair at chem-jobs@uwm.edu.

COMPUTER SCIENCE

Assistant Professor
The Ohio State University
Assistant Professor in The Ohio State University Department of Computer Science and Engineering in Columbus, Ohio. Duties: teach graduate and upper-level undergraduate courses in Computer Science; conduct and lead research program; serve on departmental committees; advise and direct graduate students and counsel undergraduate students. Requirements: Ph.D. in Computer Science, Electrical and Computer Engineering, Electrical Engineering, or related field; specialization in at least one of the following areas as demonstrated by Ph.D. dissertation research or published articles in journals or conferences: Artificial Intelligence, Cybersecurity, Data Management and Data Mining, Graphics, Machine Learning, Networking or Internet of Things, Software Engineering and Programming Languages, Systems, Theory and Algorithms, Visualization. Requires successful completion of background check. Send cover letter and CV to Attn: C. Collins, Human Resources Consultant, College of Engineering, The Ohio State University, 395 Dreese Lab, 2015 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

Tenure-Track Faculty Position in Computer Science
Truman State University
Computer Science: Truman State University seeks applications for a tenure track position in Computer Science. Requires Ph.D. in computer science or closely related field. Full-time position teaching and conducting research with undergraduate Computer Science students. For further information see <http://employment.truman.edu> . AA/EOE/ADA

=Tenure Track Assistant Professor of Computer Science
Vassar College
Tenure Track Assistant Professor of Computer Science The Department of Computer Science at Vassar College invites applications for a tenure-track position at the rank of Assistant Professor starting in the 2022-23 academic year. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. We seek creative individuals who are able to teach undergraduate courses in the department, maintain an active research program, and engage undergraduates in their research. The ideal candidate would be able to develop our core courses in theory and algorithms, while also offering higher-level courses in their area of expertise. Candidates with expertise in Data Science are especially encouraged to apply. A PhD in Computer Science or related field is expected by the start of the Fall 2022 semester. A typical teaching load is one lab course and one non-lab course each semester. Vassar College has built a strong undergraduate program in Computer Science, with a rich history stretching back to the 1960s. The department maintains Linux laboratories for introductory and advanced instruction. For more information see computerscience.vassar.edu/. To apply, please visit the posting for this position at <https://apptkr.com/2473502>. Candidates should submit a letter of application, C.V., a statement highlighting contributions to or future plans for promoting diversity and inclusion through teaching, research and other involvements (for information about writing a diversity statement, please go to <https://offices.vassar.edu/dean-of-the-faculty/positions/candidate-diversity-statement/>), graduate school transcript (unofficial copies accepted for initial application), statement of teaching experience and

ECONOMICS

Assistant Professor of Economics
California Institute of Technology
The Division of the Humanities and Social Sciences at the California Institute of Technology (Caltech) invites applications for a tenure-track position in economics at the assistant professor level. Exceptionally well-qualified applicants at higher levels may also be considered. Our search is focused in the areas of economic theory and economic history, although applicants in other areas will also be considered. We are seeking highly qualified candidates who are committed to a career in research and teaching. The term of an initial untenured appointment is four years, and the appointment is contingent upon completion of the Ph.D. Reappointment beyond the initial term is contingent upon successful review conducted prior to the commencement of the fourth year. Interested candidates should apply electronically at <https://applications.caltech.edu/jobs/econ> Candidates unable to apply electronically may send a letter of application describing their current research, a teaching statement, three letters of recommendation, a current CV, and a sample of original written work to: Chair, Economics Search, HSS 228-77 Caltech, Pasadena, CA 91125. Applicants should submit a diversity and inclusion statement that discusses

past and/or anticipated contributions to improving diversity, equity, and inclusion in the areas of research, teaching, and/or outreach. Application review will begin November 15, 2021, and applications will be accepted until the position is filled. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity, or national origin, disability status, protected veteran status, or any other characteristic protected by law.

ENGINEERING

Mechanical Engineering Collegiate Faculty
Virginia Polytechnic Institute & State University
The Department of Mechanical Engineering at Virginia Tech invites applications for a Collegiate Faculty position. This is a renewable, non-tenure track contract position at Assistant, Associate, or Full Professor level depending on the qualifications. The Department of Mechanical Engineering (<http://www.me.vt.edu/>), which includes a Nuclear Engineering Program, has 68 faculty, 33 affiliate faculty, annual research expenditures of over \$18M, and a current enrollment of 300 graduate students with about 150 students at doctoral level, and nearly 1200 undergraduate students. The Department is ranked 17th (10th in public schools) and 17th (9th in public schools) out of all mechanical engineering departments in the nation in undergraduate and graduate education, respectively, by the 2021 U.S. News and World Report. Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world. Building on its motto of Ut Prosim (that I may serve), Virginia Tech is dedicated to InclusiveVT—serving in the spirit of community, diversity, and excellence. Virginia Tech actively seeks a broad spectrum of candidates to join our community in preparing leaders for the world. The Mission of the College of Engineering is to educate and inspire our students to be critical thinkers, innovators and leaders. Our core values are inclusiveness, excellence, integrity, perseverance and stewardship. Virginia Tech's main campus is located in Blacksburg, VA, in an area consistently ranked among the country's best places to live. In addition, our facilities in the Washington, D.C., area offer unique proximity to government and industry partners and is also expanding rapidly, with Virginia Tech's exciting new Innovation Campus in Alexandria, VA, slated to open in 2024. The mechanical engineering faculty also benefit from a number of university-wide institutes such as the Institute for Critical Technology and Applied Science (ICTAS), the Biocomplexity Institute, Virginia Tech Transportation Institute (VTTI); College-level centers such as the Rolls-Royce University Technology Center (UTC) and the state-level Commonwealth of Virginia Center for Aerospace Propulsion Systems (CCAPS), the Virginia Center for Autonomous Systems (VaCAS) and the Commonwealth Center for Advanced Manufacturing (CCAM). Applicants must hold at least a Master's degree in engineering or a closely related discipline by the start time of their appointment. We are seeking candidates committed to a career in teaching with significant engineering experience in industry. The successful candidate will be responsible for primarily teaching undergraduate courses in both regular classrooms and distance-learning settings, and for mentoring and advising students. We are seeking candidates who have a broad teaching interest in all mechanical engineering sub-areas, including all traditional areas of solid and fluid mechanics,

materials, heat transfer, thermodynamics, vibrations, controls, design, technical electives, capstone senior design, leadership/entrepreneurship and instrumentation/experimental-methods courses. Candidates must have industry experience. Preference will be given to candidates based on credentials and experience, not based on the subarea; although the ability to teach a wide range of courses at the undergraduate level is preferred. Applicants must apply online at www.jobs.vt.edu (job number 517291: application materials will include a cover letter, curriculum vitae including professional experience, a list of published journal articles and pedagogical achievements, a one-page teaching statement with an indication of teaching preferences, a statement on contributions to advancing diversity, equity, and inclusion, and contact information for at least three references). Review of applications will commence on October 7 2021 and continue until the position is filled. Questions regarding the position should be directed to Dr. Clint Dancey at cld@vt.edu. For assistance submitting the application please contact Ms. Diana Israel, disrael@vt.edu, (540) 231-6424. The department fully embraces Virginia Tech's commitment to increase faculty, staff, and student diversity; to ensure a welcoming, affirming, safe, and accessible campus climate; to advance our research, teaching, and service mission through inclusive excellence; and to promote sustainable transformation through institutionalized structures. If you are a person with a disability and desire an accommodation, please contact Ms. Diana Israel at disrael@vt.edu.

GRADUATE EDUCATION

Division Director, Division of Graduate Education
National Science Foundation
Division Director, Division Of Graduate Education National Science Foundation, Alexandria, VA NSF's Directorate for Education and Human Resources (EHR) is seeking a candidate for Division Director, Division of Graduate Education (DGE). The Directorate provides research-based national leadership in Science, Technology, Engineering, and Mathematics (STEM) learning and education. Within EHR, DGE leads NSF's efforts to attract and retain talented and diverse U.S. students into graduate studies and to support them in their quest to become the leading scientists and engineers of the future. Information about EHR and DGE may be found at: <https://nsf.gov/div/index.jsp?div=DGE> The successful candidate will possess an established record of achievement and leadership in academe, government or not-for-profit research and education endeavors directed at the enhancement of graduate STEM education. He/she should have experience at the national level and at the university level in shaping innovations for improvement of graduate education. In addition to having a strong record of research and education accomplishments, the Division Director must be experienced and competent in technical, financial, and administrative management. He/she must work well with people, be an effective communicator, and act as a mentor to continuously develop the diversity of talents and skills of his or her colleagues at all levels. Appointment to this Senior Executive Service position may be on a career basis, or on a one-to-three-year limited-term basis, with a salary range of \$174,225 to \$194,516. Alternatively, the incumbent may be assigned under the Intergovernmental Personnel Act (IPA) provisions. The job opportunity announcement, EHR-EXEC-2021-0003, with position requirements and application procedures is located at <https://www.usajobs.gov/GetJob/ViewDetails/612319200> Applicants may also obtain the

announcement by contacting the Executive Personnel Staff, 703-292-4541. Hearing impaired individuals may call TDD 703-292-8044. Applications must be received by the closing date. NSF is an equal opportunity employer committed to employing a highly qualified staff that reflects the diversity of our nation.

INFORMATION SYSTEMS

Assistant Professor, Information Systems
Portland State University
Teach Information Systems and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Information Systems, Management Information Systems and Innovation, or related field. Interested persons should send a cover letter and CV to Pamela Tierney, School of Business, Portland State University, POB 751, Portland, OR 97207

LAW

Associate Professor
The Ohio State University
Associate Professor in The Ohio State University, College of Law. Duties: teach courses in law curriculum; pursue program of research and scholarship in law. Requirements: JD, PhD, LL.M. or SJD in law; outstanding potential for research and teaching as demonstrated by publication of scholarly research in law journals. Requires successful completion of background check. Send CV and cover letter to Attn: G. Azcarraga-Carter, Human Resources Consultant, Office of Human Resources, The Ohio State University, College of Law, Drinko Hall, 55 W. 12th Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

LIBRARY

Librarian III (Instructional Design Librarian)
University of Hawaii
Librarian III (Instructional Design Librarian). Develop and teach course learning materials to support library instruction and research services; Evaluate and implement new instructional technologies; Provide reference support; Engage in professional and/or scholarly activities. Requirements: ALA accredited MLS or equivalent; 24 post-BA credits of academic study; three years of experience in teaching information literacy.

MANAGEMENT

Assistant Professor in Operations Management
MIT Sloan School of Management
The Massachusetts Institute of Technology (MIT) Sloan School of Management at 77 Massachusetts Ave, Cambridge, MA 02142 invites applications for tenure-track faculty positions in the area of Operations Management (OM) beginning July 1, 2022, or as soon thereafter as possible. Strong applicants will demonstrate the potential for research and teaching excellence in Operations Management. Duties will include teaching undergraduate and graduate level courses in this field. We are especially interested in candidates who can strengthen and expand the capabilities of the OM group in terms of its research interests, methods and applications in areas of high impact, as well as successfully teach undergraduate, MBA, Masters of Business Analytics, Ph.D. and other affiliated programs. Applicants should possess or be close to the completion of a Ph.D. in Operations Management or a relevant field by the start of employment. Applications must include an up-to-date curriculum vitae, three letters of recommendation, a personal statement describing research and teaching experience (if any),

as well as aspirations in research and education. Research papers should be included if available. Please submit your application by 10/31/2021 at: <http://apply.interfolio.com/91451> MIT is an equal opportunity employer committed to building a culturally diverse intellectual community, and strongly encourages applications from women and underrepresented minorities.

MATHEMATICS

Senior Lecturer
The Ohio State University
Senior Lecturer in The Ohio State University, Marion Campus, in Marion, Ohio. Duties: teach undergraduate and graduate Mathematics courses and engage students in undergraduate research; teach 4 courses (3 credit hours or equivalent) per semester; hold office hours in order to assist students. Requirements: Ph.D. in Mathematics or related field; requires successful completion of a background check. Send cover letter and CV to: M. Munday, Human Resources Business Partner, The Ohio State University at Marion, 1461 Mt. Vernon Avenue, Marion, Ohio 43302. EOE/AA/M/F/Vet/Disability Employer.

Mathematics faculty and postdoctoral positions at the University of Michigan
University of Michigan-Ann Arbor
Minimum requirement of Ph.D., will teach 1 to 3 courses per term on the Ann Arbor, Michigan campus.

Assistant Professor in Applied Mathematics
Vassar College
Tenure Track Position in Applied Mathematics The Department of Mathematics and Statistics invites applications for a tenure-track position in applied mathematics, broadly defined, beginning Fall 2022. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. Candidates must be committed to excellence in teaching and scholarship. A PhD or equivalent degree in applied mathematics, mathematics, or a related field is required by the end of the 2022/23 academic year. The successful candidate will possess a strong commitment to the teaching mission of a residential liberal arts college. The teaching load in the first year is four courses, and in subsequent years is four classroom courses plus one "intensive," a small enrollment, closely mentored experience for undergraduates. In addition to teaching existing courses in mathematics and applied mathematics, the candidate is expected to participate in growing student body interest in applied mathematics at the college, including developing and expanding applied mathematics course offerings and the applied mathematics pathway in the major. The successful candidate will develop and maintain a robust research program. Undergraduate participation in research during the academic year or over the summer through Vassar's Undergraduate Research Summer Institute (URSI) is supported by the College. Candidates should submit the following to <https://apptkr.com/2473504> to apply: a letter of application curriculum vitae a statement of teaching experience and philosophy a statement of research experience a statement highlighting contributions to or future plans for pro-

moting diversity and inclusion through teaching, research, and other involvements (additional information can be found at <https://offices.vassar.edu/dean-of-the-faculty/positions/candidate-diversity-statement/>) graduate school transcript (an unofficial copy is acceptable for initial application), and three letters of recommendation Please address any questions to mathsearch21@vassar.edu. Review of applications will begin on November 15, 2021, and continue until the position has been filled. There is no guarantee that applications received after this date will be considered.

MEDIA STUDIES

Assistant Professor in Race and Media Studies
University of Illinois at Urbana-Champaign
The Department of Media and Cinema Studies (MACS) in the College of Media at the University of Illinois at UC invites applications for a full-time tenure-track Assistant Professor in Race and Media Studies. Qualified applicants should have a Ph.D. (or advanced ABD) in media studies, communications, ethnic studies, or a related field. MACS is committed to creating a more intellectually diverse, inclusive, and equitable institution, and encourages Black, Latina/o/x, and Native American and other historically under-represented candidates to apply. The expected start date is August 2022. Salary will be commensurate with experience. Candidates should create a candidate profile at <https://jobs.illinois.edu>. All requested information must be submitted for an application to be considered complete. Full consideration will be given to applications received by October 8, 2021. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after that date. The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO> that participates in the federal e-Verify program and participates in a background check program focused on prior criminal or sexual misconduct history.

MEDICINE

Physician
Louisiana State University Health Sci Center-Shreveport
Teach medical students and interns, treat patients in the Section of Pulmonary and Critical Care, maintain an active research agenda, and perform faculty service. MD or equivalent, BC Internal Medicine and Pulmonary Disease. Interested persons should send a cover letter and CV to Dr. Robert Walter, Louisiana State Health Sciences Center, Shreveport, 1501 Kings Hwy, Shreveport, LA 71103.

Assistant Professor
The Ohio State University
Assistant Professor in The Ohio State University (OSU), Department of Internal Medicine, Division of Medical Oncology, Columbus, Ohio. Duties: teach medical students, residents, fellows, graduate and undergraduate students in immunology, microbiology, and related subjects; conduct research in immunology and microbiology; participate in academic commitments of the division and department. Requirements: Ph.D. in Immunology and Microbiology or related field (foreign equivalent acceptable); 60 months of research experience; publications in academic journals or conferences; requires successful completion of a background check. (All experience may have been part-time and gained concurrently and-or concurrently with education.) E-mail CV and cover letter to Kristina. Ambrosio@osumc.edu. EOE/AA/M/F/Vet/Disability Employer.

Assistant Professor Clinical
The Ohio State University
Serve as Assistant Professor Clinical in The Ohio State University, Department of Neurology, Columbus, Ohio. Duties: lectures and clinical teaching of medical students and residents in neurology; patient care in neurology with focus on multiple sclerosis; research in neurology with focus on multiple sclerosis; service to Department and University, including participation in medical meetings, Grand Rounds, and journal clubs. Job duties may require travel between various Ohio State University Medical Center facilities in Franklin County, Ohio. (All are Ohio State University facilities, not third party sites, in Franklin County, Ohio.) Requirements: M.D. (foreign equivalent acceptable); 36 months of residency training in Neurology; Board certification in Neurology or eligible for certification; Ohio Medical License or eligible for licensure in Ohio. Requires successful completion of a background check. Send cover letter and CV to Attn: C. McMillen, Department Administrator, Department of Neurology, The Ohio State University, Wexner Medical Center, 395 W. 12th Avenue, 7th Floor, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

Assistant Professor Clinical
The Ohio State University
Serve as Assistant Professor Clinical, with the title of Assistant Professor of Practice, in The Ohio State University Department of Computer Science and Engineering in Columbus, Ohio. Duties: teach, develop, and enhance undergraduate and graduate computer science courses and curriculum; teach project, capstone, and independent study courses; collaborate on or lead research and development projects; assist with accreditation activities; participate in computer science committees and organizations related to curricula and standards; contribute to mission of department. Requirements: Ph.D. in Computer Science, Engineering Education, or related field. Requires successful completion of background check. Send cover letter and CV to Attn: C. Collins, Human Resources Consultant, College of Engineering, The Ohio State University, 395 Dreesse Lab, 2015 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

Assistant Professor Clinical
The Ohio State University
Assistant Professor Clinical in The Ohio State University, Department of Internal Medicine, Division of Hospital Medicine, Columbus, Ohio. Duties: clinical teaching for medical students and residents in hospital medicine; clinical inpatient care for patients in The Ohio State University hospital system; research focusing on hospital medicine; participate in department, division, college, medical center, and university committees and service activities. Work may be performed at various Ohio State University Medical Center facilities located in Columbus, Ohio. Recruiting for multiple positions. Requirements: M.D. or D.O. (foreign equivalent acceptable); 36 months of residency training in internal medicine; board-certified or board-eligible in internal medicine; Ohio Medical License or eligible for licensure in Ohio; requires successful completion of a background check. Send cover letter and CV to Attn: M. Goldsmith, Division Administrator, Division of Hospital Medicine, Department of Internal Medicine, The Ohio State University, Wexner Medical Center, M112 Starling-Loving Hall, 320 West 10th Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

MEDIEVAL ISLAMIC

Assistant Professor in Medieval Islamic
Harvard University, Faculty of Arts & Sciences
The departments of History and of Near Eastern Languages and Civilizations (NELC) seek to make a joint, full-time, tenure-track appointment with the rank of assistant professor in Medieval Islamic History. We welcome applicants who specialize in the medieval period (600-1500) and in various sub-fields, including (but not limited to) cultural history, digital humanities, economic history, gender history, intellectual history, legal history, political history, and social history. The successful candidate will be expected to teach and advise at both the undergraduate and graduate levels, including teaching general surveys of Islamic history in the medieval period (600-1500), and will have an excellent reading knowledge of Arabic, Persian or Turkish and the ability to guide graduate students in the reading of primary sources in at least one of these languages.The appointment is expected to begin on July 1st, 2022.

PHYSICS

Tenure-Track Position in Experimental Physics
Reed College
The Reed College Physics Department invites applications for a tenure-track position in experimental physics, with Assistant Professor level preferred, to begin August, 2022. A PhD is required, with postdoctoral and/or teaching experience valued, but not required. We seek an experimentalist with the promise of outstanding teaching in classroom and laboratory settings who would be comfortable with any of the required courses in the Reed physics major curriculum. We prefer applications from candidates whose research would broaden the coverage within the department. We are most interested in applicants whose primary research program could be housed on campus with projects suitable for undergraduate participation in their lab. Reed College is a small, distinguished undergraduate institution with a strong liberal arts curriculum and long tradition of academic excellence. The Physics Department consists of six regular faculty members in a range of fields. For further information about the Reed Physics Department, please see our web page (<http://academic.reed.edu/physics/>). Reed College is a community that believes that cultural diversity is essential to the excellence of our academic program. In your cover letter, please describe the ways in which your past and current teaching, scholarship, mentorship and/or community service have supported values of diversity and inclusion as articulated in Reed College's diversity statement (<http://www.reed.edu/diversity>). Applicants should submit a cover letter, a curriculum vitae, a two-page description of research plans and two examples of senior thesis projects that the applicant could mentor (for examples see <https://www.reed.edu/physics/student-theses.html>) to Associate Prof. Alison Crocker, Chair, Physics Search Committee at <http://apply.interfolio.com/92323>. The cover letter should address how the applicant's teaching and scholarship are suited to Reed's small, selective undergraduate environment. Letters of recommendation may be requested at a later date. Applications will be accepted until the position is filled, but they should be received by October 15, 2021 to guarantee full consideration. An Equal Opportunity Employer, Reed values diversity and encourages applications from underrepresented groups.

PUBLIC ADMINISTRATION

Assistant Professor
Boise State University
Teach courses in Public Administration and related areas, advise students, maintain an active research agenda, and perform faculty service. ABD or Ph.D Public Affairs or related area. Interested persons should email a cover letter and CV to Dr. Lori Hausegger, Boise State University, schoolofpublicservice@boisestate.edu.

RADIO

Assistant Professor, Department of Radio
Louisiana State University Health Sciences Center-Shreveport
Teach medical students and residents, treat patients, maintain an active research agenda, and perform faculty service. MD or equivalent, LA license by start date. Interested persons should send a cover letter and CV to: Dr. Hugo Cuellar-Saenz, Louisiana State University Health Sciences Center, Shreveport, 1501 Kings Hwy, Shreveport, LA 71103.

SOCIAL WORK

Assistant Professor and Senior Lecturer
University of Wisconsin-Milwaukee
The Department of Social Work at the University of Wisconsin-Milwaukee seeks to fill two positions: 1) Assistant Professor Tenure-track, 2) Instructional Academic Staff Adjunct Faculty Coordinator (Senior Lecturer). The Department confers BSSW, MSW, and PhD degrees. The MSW program emphasizes both direct and macro practice methods, offering a certificate program in school social work and interdisciplinary certificates in applied gerontology, trauma-informed care, and nonprofit management. The University of Wisconsin-Milwaukee (UWM), Wisconsin's major public urban research university, designated an R-1 Doctoral University - Highest Research Activity, and listed as a Community Engagement Classification in 2015 by the Carnegie Classification of Institutions of Higher Education. Position Title: Tenure-track faculty at the rank of Assistant Professor Position Start Date: August 2022. Minimum Qualifications: PhD in social work or a related field by position start date. Preferred Qualifications: Preference will be given to applicants who demonstrate the ability to (1) produce significant research and scholarship, (2) teach successfully across levels of the curriculum, and (3) collaborate across disciplines and with community partners. Candidates with research and teaching focus in gerontology, health, or mental health practice are of specific interest. Applications Must Include: letter of interest, curriculum vitae, and writing sample. Apply online at: <https://jobs.uwm.edu/postings/31337> For more information, please contact Dr. Melinda S. Kavanaugh (kavanaugh@uwm.edu), search and screen committee chair. We will be holding informational sessions for the Assistant professor position during the CSWE APM. Contact Dr. Kavanaugh (kavanaugh@uwm.edu) to schedule an appointment. Finalists for the Tenure-track position will be required to submit letters of reference which may also be submitted online at the time of application or may be mailed to: Dean Tina Freiburger, Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee, PO Box 786, Milwaukee, Wisconsin 53201. Position Title: Senior Lecturer Position Start Date: January 2022 Minimum Qualifications: Must have an MSW from a CSWE-accredited social work program, and have 2-years post Master's experience And Meets at least one of

the following three criteria: 1) Minimum of three years of experience in teaching social work college-level courses; 2) Minimum of three years working in the social work profession post Masters; or 3) Holds a PhD (or is ABD) in a social work-related field. 1) Social Work Licensure; 2) Professional experience with a variety of client groups and social service settings; 3) Current or prior role in helping to build a culture of diversity and in the promotion of social justice issues. Applications Must Be Submitted Online At: <https://jobs.uwm.edu/postings/31339> A completed application will include a cover letter addressing all required and preferred qualifications, CV or resume, and three professional reference letters. Review of applications for both positions will begin on October 31, 2021 and will continue until the positions are filled. UWM is an AA/EO employer: All applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status. For UWM's Campus Security Report, which includes statistics about reported crimes and information about campus security policies, see www.cleryact.uwm.edu, or call the Office of Student Life at (414) 229-4632 to request a paper copy. For more information about UWM, please visit <http://www.uwm.edu>. Employment will require a criminal background check.

TEACHER EDUCATION

Assistant or Associate Professor of Teacher Education
California State University-Dominguez Hills
Teacher Education Assistant or Associate Professor of Teacher Education California State University-Dominguez Hills Assistant or Associate Professor of Teacher Education starting Spring 2022. Earned doctorate and undergraduate/ MA major in education or closely related field and experience teaching in urban K-12 classrooms required. For full consideration apply by Oct. 2, 2021: <https://www.csudh.edu/hr/career-opportunities/>

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 (ISU) 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. The successful candidate will join a department with over 50 food animal focused faculty and 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. This position will have responsibilities for providing professional medical and surgical services to patients referred to the Food Animal and Camelid Hospital of the ISU Lloyd Veterinary Medical Center (LVMC). Additional responsibilities include providing clinical instruction and advancing best practices in food animal medicine and surgery. For more information and to apply, please visit <https://www.jobs.iastate.edu/>, and search for job R6044. 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.

JOB SEARCH TIPS

Admin 101: Being aware of how you, your words, and your actions will be perceived is not vanity — it's common sense.

The ability to read people is fundamental to good administration. And you can hone that skill. Stay in touch with faculty members. Be accessible when you can. The chairs, deans, and presidents with the highest approval ratings tend to be people who share the credit and convey a personal touch.

Get more career tips on jobs.chronicle.com

David D. Perlmutter is a professor in and dean of the College of Media & Communication at Texas Tech University. He writes the Career Confidential advice column for The Chronicle.



GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives



Kathleen A. Getz, dean of the Sellinger School of Business and Management at Loyola University Maryland, has been named president of Mercyhurst University. She succeeds Michael T. Victor.



Dan Scholz, interim president of Cardinal Stritch University since August 2020, has been named to the post permanently.



Laurie Shanderson, founding dean of the School of Health Sciences at Northcentral University, has been named chancellor of Methodist College. She succeeds the college's interim chancellor, Tracy Poelvoorde.

Chief executives (continued)

APPOINTMENTS

Andrea Backman, acting president of Strayer University since November 2020, has been named president.

Lawrence Brandyburg, executive vice president at Bishop State Community College, has been named interim president. He will succeed Reginald Sykes, who stepped down.

Mary Gutierrez, vice president for instruction at Diablo Valley College, has been named chancellor of the University of New Mexico at Taos.

Rhea Law, former chief executive officer and chair of the board of the law firm Fowler White Boggs and former chair of the board at the University of South Florida, has been named interim president of the university. She succeeds Steven Currall, who stepped down.

Rick Massengale, vice president for academic and student affairs at North Arkansas College, has been named president. He succeeds Randy Esters, who stepped down.

Alan R. Miciak, executive vice president and former dean of the Boler

College of Business at John Carroll University, has been named president of the university. He succeeds Michael D. Johnson.

Kindred Murillo, former superintendent/president of the Southwestern Community College District, has been named interim superintendent of Santa Barbara City College.

Amy C. Novak, former president of Dakota Wesleyan University, became president of St. Ambrose University on August 7. She succeeded Sister Joan Lescinski.

Paul J. O'Reilly, vice president for advancement at Thomas Aquinas College, has been named president. He succeeds Michael F. McLean.

RESIGNATIONS

W. Joseph King, president of Lyon College, has resigned. Melissa Taverner, the provost, will serve as interim president.

Jo Ann Rooney, president of Loyola University Chicago since 2016, plans to step down next year.

Steve Scott, president of Pittsburg State University, plans to step down in June 2022.

RETIREMENTS

Freeman A. Hrabowski III, president of the University of Maryland-Baltimore County since 1992, plans to retire at the end of the 2021-22 academic year.

Chief academic officers

APPOINTMENTS

Daniel Erb, senior vice president for academic affairs at High Point University, has been named provost.

RESIGNATIONS

JoAnne Epps, executive vice president and provost at Temple University, has stepped down. Gregory Mandel, dean of the university's Beasley School of Law, has been named interim provost.

Ben Leslie, provost and executive vice president at Gardner-Webb University, plans to step down and return to the faculty in 2022.

Submit items to
people@chronicle.com

Other top administrators

APPOINTMENTS

Errol Arkilic, co-founder of M34 Capital, a private investment company, and an instructor at the University of California at Berkeley, will become chief innovation officer at the University of California at Irvine and executive director of UCI Beall Applied Innovation on October 1.

Catherine Z. Brennan, deputy treasurer

AMERICAN INSTITUTE OF INDIAN STUDIES FELLOWSHIP COMPETITION

The American Institute of Indian Studies invites applications from scholars from all disciplines who wish to conduct their research in India. Junior fellowships are given to doctoral candidates to conduct research for their dissertations in India for up to eleven months. Senior long-term (six to nine months) and short-term (four months or less) fellowships are available for scholars who hold the Ph.D. degree. Some senior fellows in the humanities will receive funding from the National Endowment for the Humanities. Performing and Creative Arts fellowships are available for accomplished practitioners of the performing arts of India and reative artists. Professional development fellowships are available to scholars and professionals who have not previously worked in India. Non-U.S. citizens are welcome to apply as long as they are students or faculty members at U.S. colleges and universities.

Applications can be accessed from the web site: www.indiastudies.org
For information please write or call our office: (773) 702-8638. Email: aiis@uchicago.edu

Application deadline: November 15, 2021

er for the State of New Jersey, has been named senior vice president and chief financial officer at the New Jersey Institute of Technology.



PHILLIP (FLAPP) COCKRELL

Phillip (Flapp) Cockrell, vice president for student affairs and vice provost at the University of Toledo, has been named vice president for campus engagement, diversity, equity and inclusion at Cleveland State University.

Libby Eckhardt, vice president for university communications and marketing at Tulane University, has been named vice president of the Office of University Communications at Denison University.

Michele Hancock, a professor of education at Carthage College, has been named vice president for college culture of inclusion.

Kendall Isaac, vice president, general counsel, and assistant to the president for special initiatives at Dickinson College, has been named the first general counsel at Clark University.

Matthew Mendelsohn, a director in the Yale Investments Office overseeing venture-capital assets at Yale University, has been named chief investment officer.

Greg Oler, vice president for finance and deputy treasurer at the University of Delaware, has been named vice president and chief financial officer at the University of Maryland at College Park.

Harold Paz, executive vice president and chancellor for health affairs at Ohio State University and chief executive officer of the Ohio State Wexner Medical Center, has been named executive vice president for health sciences at Stony Brook University of the State University of New York.



DWAIN C. PRUITT

Dwain C. Pruitt, assistant dean for curriculum and governance in the College of Arts and Sciences at the University of Louisville, has been named the first chief equity officer at Wofford College.

Jamie Simpson, dean of the College of Health Professions and associate vice president for institutional effectiveness at Midland University, has been named vice president for student affairs and institutional effectiveness.

Valoree Vargo, interim vice president for philanthropy and alumni engagement at Kent State University since June 2020, has been named to the post permanently.

RETIREMENTS

William Welburn, vice president for inclusive excellence in the Office of Institutional Diversity and Inclusion at Marquette University, retired on August 31.

Deans

APPOINTMENTS

Dana Goldman, a professor of public-policy, pharmacy, and economics at the University of Southern California, has been named dean of the Price School of Public Policy.

Jon Gould, a professor and director of the School of Criminology and Criminal Justice at Arizona State University, will become dean of the School of Social Ecology at the University of California at Irvine on January 1.

Oren R. Griffin, associate dean of strategic initiatives at Mercer University's School of Law, will become dean of the College of Law at the University of Tulsa on January 1.

Beth Kubitskey, associate dean of students and curriculum in the College of Education at Eastern Michigan University, has been named dean of the School of Education and Human Services at the University of Michigan at Flint.

Mira Lowe, assistant dean of student experiences and director of the Innovation News Center in the College of Journalism and Communications at the University of Florida, will become dean of the School of Journalism and Graphic Communication at Florida A&M University on October 22.

Jacqueline Reich, a professor and chair of the department of communication and media studies at Fordham University, has been named dean of the School of Communications and the Arts at Marist College.

Sue Rieg, who retired in June as assistant chair of the department of professional studies in education in the College of Education and Communi-

cations at Indiana University of Pennsylvania, has been named interim dean of the college after Lara Luetkehans was named interim provost and vice president for academic affairs.

Julia Wilson, founder and chief executive of Wilson Global Communications, has been named interim dean of the Scripps Howard School of Journalism and Communication at Hampton University.

RESIGNATIONS

Susan King, dean of the Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill, plans to step down and return to the faculty.

Kate VandenBosch, dean of the College of Agricultural and Life Sciences at the University of Wisconsin at Madison, plans to step down at the end of this academic year.

RETIREMENTS

Terry Rhodes, dean of the College of Arts and Sciences at the University of North Carolina at Chapel Hill, will retire in June.

Other administrators

APPOINTMENTS

Wendy M. Nicholson, an adviser for the CUNY Leads program in the Center for Career and Professional Development at the City University of New York's La Guardia Community College, has been named the college's first executive director of diversity, equity, and inclusion.

G.P. (Bud) Peterson, president emeritus of the Georgia Institute of Technology, has been named chair of the Kummer Institute Foundation Board of Directors at the Missouri

University of Science and Technology.



AMANDA STENT

Amanda Stent, leader of the People and Language AI Team and a natural-language-processing architect at Bloomberg LP, has been named the inaugural director of the Davis Institute for Artificial Intelligence at Colby College.

Erica Studer-Byrnes, associate director of the Heavener School of Business in the Warrington College of Business at the University of Florida, has been named assistant dean and director of the school.

Deaths

Edmond H. Fischer, a biochemist and professor at the University of Washington, died on August 27. He was 101. Fischer shared the Nobel Prize in Physiology or Medicine in 1992 with Edwin G. Krebs. His work contributed to the discovery of a fundamental regulatory mechanism in cells, how cells communicate with one another.

Lester Milton Salamon, a professor of political science and director of the Center for Civil Society Studies at the Johns Hopkins University, died of pancreatic cancer on August 20. He was 78.

Ray Wallace, former chancellor of Indiana University Southeast, died on August 26. Wallace became chancellor in 2014 and stepped down this year due to health problems.

Robert L. Wolke, a food-science writer and professor emeritus of chemistry at the University of Pittsburgh, died on August 29. He was 93.

- COMPILED BY JULIA PIPER

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