THE CHRONICLE
OF HIGHER EDUCATION

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A County Turns Against Its College

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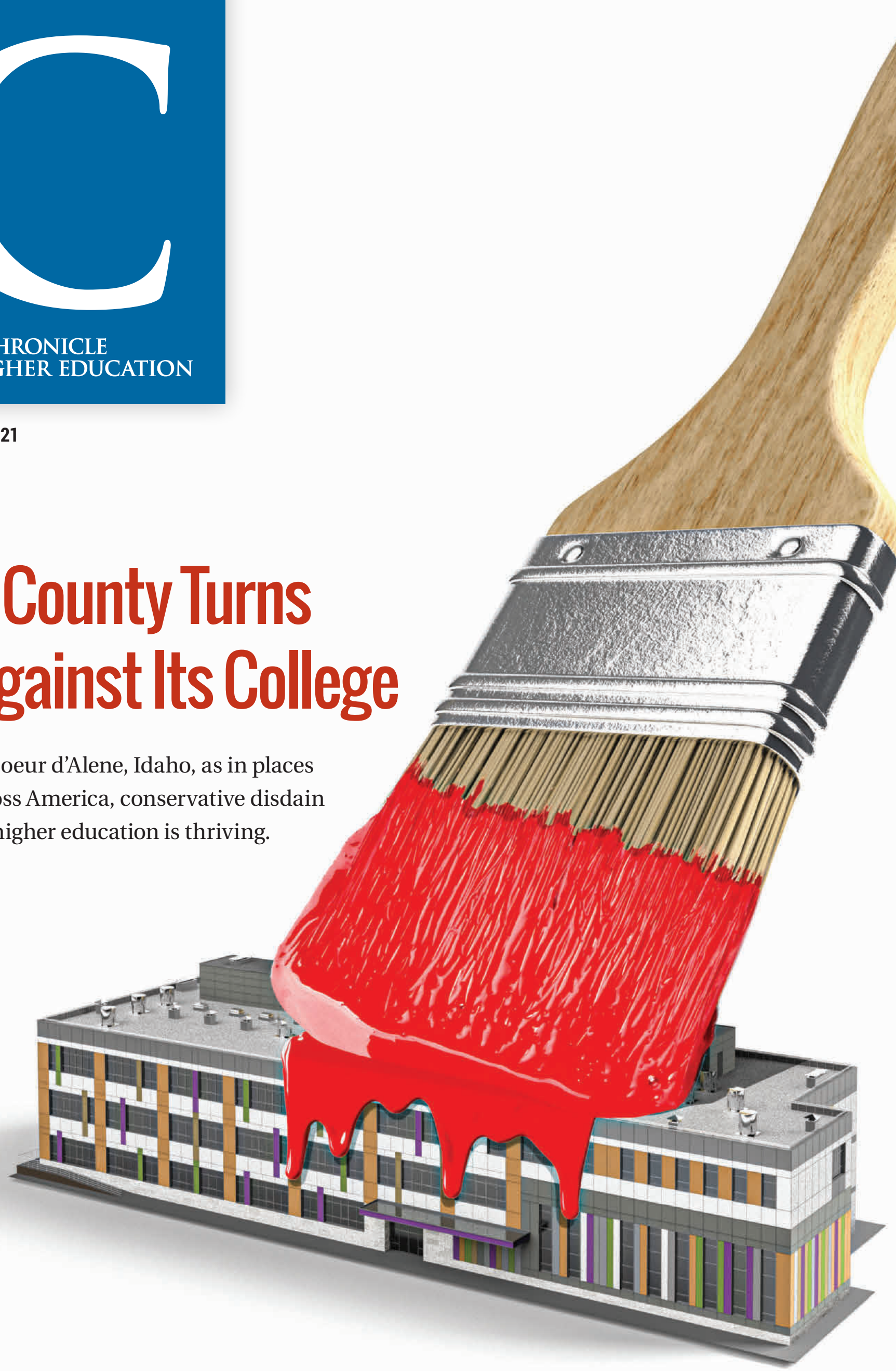

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RAJAH BOSE FOR THE CHRONICLE

FEATURES

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INSIGHT

CAREERS

Cover illustration by Pablo Delcan for *The Chronicle*

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‘Teaching Young People to Hate America’

COLLEGES FACE VEHEMENT DEMANDS to create an environment that’s diverse, equitable, and inclusive. If leaders’ promises are not backed up with actions, they will be called to account. Increasingly they face equally vehement demands to abandon such efforts, from conservative lawmakers who fear that colleges are turning students into far-left extremists.

For years we’ve reported on legislation to ban campus speech codes, and on threats to withhold public funds unless a course on race was canceled. Public mistrust of higher ed is now a familiar theme. But today, with the nation’s political divide wider than ever, that mistrust has turned into outright disdain. Threats have given way to actions.

CHRONICLE PHOTO

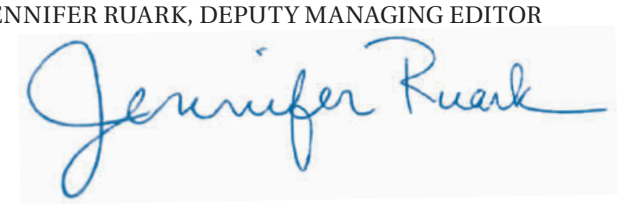
At the beginning of the year, Republican legislators in Arkansas, Iowa, New Hampshire, and Oklahoma introduced bills that would regulate campus discussions of “divisive” topics, including race, gender, and class. In March, Idaho’s State Senate cut $409,000 from Boise State University’s appropriation, tying the cut explicitly to voters’ supposed dislike of the university’s inclusion programs. The bill would require all of Idaho’s public colleges to certify by January that they were spending no money from the general fund or student fees and tuition on “social justice ideology student activities, clubs, events and organizations on campus.”

Even community colleges — which, studies have shown, usually enjoy support from higher-education skeptics — are now targets. As Emma Pettit writes in this issue, a new conservative majority on the nominally nonpartisan board of North Idaho College has set out to keep the college in line, propelled by community opposition to Black Lives Matter, Covid-era mask mandates, and rumors of leftist indoctrination. The board chair has warned the college’s president, among other things, to ensure that students leading the Pledge of Allegiance at graduation ceremonies not skip the words “under God.”

A robocall sponsored by the Idaho Freedom Foundation, which describes itself as a libertarian think tank, is making the rounds in the state. Idahoans should join the fight to stop colleges from “teaching young people to hate America,” the recording says. And “when Idaho leads, other states will follow.”

Will they? The foundation may be too optimistic. What’s certain is that colleges will continue to be political piñatas for the foreseeable future.

— JENNIFER RUARK, DEPUTY MANAGING EDITOR



FIRST READS

Presidential downfall | Diversity dilemma | Stifle thyself | Executive compensation

Presidential downfall

King Without a Campus

OREGON STATE UNIVERSITY'S Board of Trustees, under pressure to fire F. King Alexander as president for his handling of sexual-misconduct allegations in his previous position at Louisiana State University, accepted his resignation last month.

The resignation came less than a week after a tense meeting that ended with the president's being put on probation until June. That step did little to quiet calls to cut Alexander loose. Within days, the state's governor, a Democrat, said publicly that Alexander should be fired if trustees confirmed that he had acted negligently at LSU. And Oregon State's Faculty Senate voted no confidence in the president. Those pressures proved too intense a storm for Alexander to weather, after less than a year in the job.

OREGON STATE UNIVERSITY

The challenge to his position came on suddenly. Early last month, an investigative report at LSU found, among other things, that Alexander, as president, had known of allegations of sexual misconduct against Les Miles, the high-powered football coach, but had decided not to act even as the athletic director recommended that Miles be fired. (The coach has denied he acted inappropriately.) Alexander did fire Miles three years later, after he began the football season with a disappointing 2-2 record.

Alexander defended himself at Oregon State's earlier board meeting by arguing that LSU's board members had made the decision not to fire Miles before Alexander even arrived on campus, and that making a unilateral decision to terminate the coach would very likely have cost Alexander his job. He also painted a harsh portrait of his former employer as a financially starved and dysfunctional campus with a football-obsessed board.

Accepting Alexander's resignation, several board members were visibly emotional, taking stock of an unforced error that caused unexpected reputational harm and cross-campus trauma. The crisis spurred an outpouring of public testimony from survivors of sexual assault, who volunteered their painful experiences in statements to the board, adding urgency to the calls for Alexander's dismissal.

Lamar Hurd, a trustee and former Beavers basketball player, fought back tears in a halting statement of regret, apologizing for how the controversy had inflicted pain. He offered the assurance that, despite a national culture of cover-ups in athletics, Oregon State was different.

"Somebody can dunk a basketball, or score a touchdown, or hit a home run, or they have power within a certain situation, or they get paid the most money — a lot of times things are kind of swept under the rug," Hurd said. "And I just want to make sure you guys know that we don't do that here."

Alexander's resignation brings to a screeching halt what has been until now a steadily ascendant administrative career. Alexander, 57, has been a public-university president of four institutions across 20 years. His first presidency was at Murray State University, in Kentucky, where he succeeded his father, Kern Alexander. After that, he led California State at Long Beach before taking the helm at LSU, and finally serving for less than a year at Oregon State.

With his future in higher-education leadership in doubt, Alexander offered only a brief statement after the Oregon State board accepted his resignation.

"I'm sorry to any of the survivors of sexual assault and misconduct that this has brought back any pain," he said. "I offer my resignation to Oregon State University to allow us to move on. Students have and always will be my top priority."

Alexander's resignation brings to a close an unusually contentious leadership crisis that hinged on a president's past shortcomings. Over the course of an increasingly tense string of days, during which Alexander saw his support at Oregon State rapidly erode, he defended himself in part by suggesting that, during his years at LSU, he had been battling a dysfunctional governance culture in which the board controlled key athletics decisions.

With his downfall complete, at least for now, Alexander joins a list of college presidents whose reputations were marred by the wicked nexus of sexual misconduct and big-time college sports. No two of the cases are alike, but the controversy that has swirled around Alexander calls to mind the scandals that undid the careers of Graham B. Spanier and Lou Anna K. Simon, who led Pennsylvania State University and Michigan State University, respectively.

"When you lead an institution, anything that happens on your watch is going to be a reflection of you and your leadership, fairly or unfairly," says Eddie R. Cole, an associate professor of higher education and organizational change at the University of California at Los Angeles. "A lot of other university presidents are looking at this Oregon State situation, making personal notes and taking stock of their own campuses."

— JACK STRIPLING AND ANDY THOMASON

Diversity dilemma

A Suspicious Suspension

BOISE STATE UNIVERSITY last month abruptly suspended 52 sections of a diversity and ethics course, citing concerns that "a student or students" were made to feel "humiliated and degraded" in class "for their beliefs and values." No official report had been filed at the time of the suspension, and officials said they had heard about the incidents only second- and third-hand. A week later, officials said they had resumed the classes, but they would be taught online while a law firm investigated the alleged incident.

The suspension of UF 200: "Foundations of Ethics and Diversity," which Boise State leaders acknowledged was an extreme step, affected 36 faculty members and 1,300 students.

Republican legislators in Idaho have in recent years been ratcheting up pressure on colleges, saying they are indoctrinating students with a leftist agenda. The lawmakers take issue with the institutions' efforts to be more inclusive. The course suspensions at Boise State came the same week that the Idaho State Senate passed a higher-education budget that cut $409,000 from Boise State's appropriation — the amount the university said it spent on social-justice programs — and shifted the money to Lewis-Clark State College, the *Idaho Statesman* reported. Some Republican lawmakers had wanted to cut much more in order to send a clear signal to the university that they were against its efforts to educate students about racism and social justice.

University officials said the class suspensions had nothing to do with the state budget vote. Tony Roark, the interim provost, told *The Chronicle* that the allegations were serious enough to suspend all the UF 200 classes, a mandatory course for Boise State students, and conduct an investigation.

"What we heard was a student in a class, one believed to be UF 200, was made to speak to issues that they apparently weren't comfortable speaking to," Roark said. He would not elaborate on the details, but said he "didn't receive information about the identity of the student or the time or location of the class."

Roark said he'd heard several concerns about the UF 200 courses and, as a result, was conducting a review of those that began in December; he was nearly complete.

"We're experiencing what the entire country is right now regarding tensions over diversity," Roark said. "There's no doubt that that tension has contributed to the concerns we were hearing about."

The Faculty Senate president, Amy Vecchione, head of emerging technologies at the university library, said she learned about an incident in a UF 200 class on Monday and was involved in the decision to suspend the classes — a decision she supports. She also declined to give further detail about what she'd heard regarding the incident.

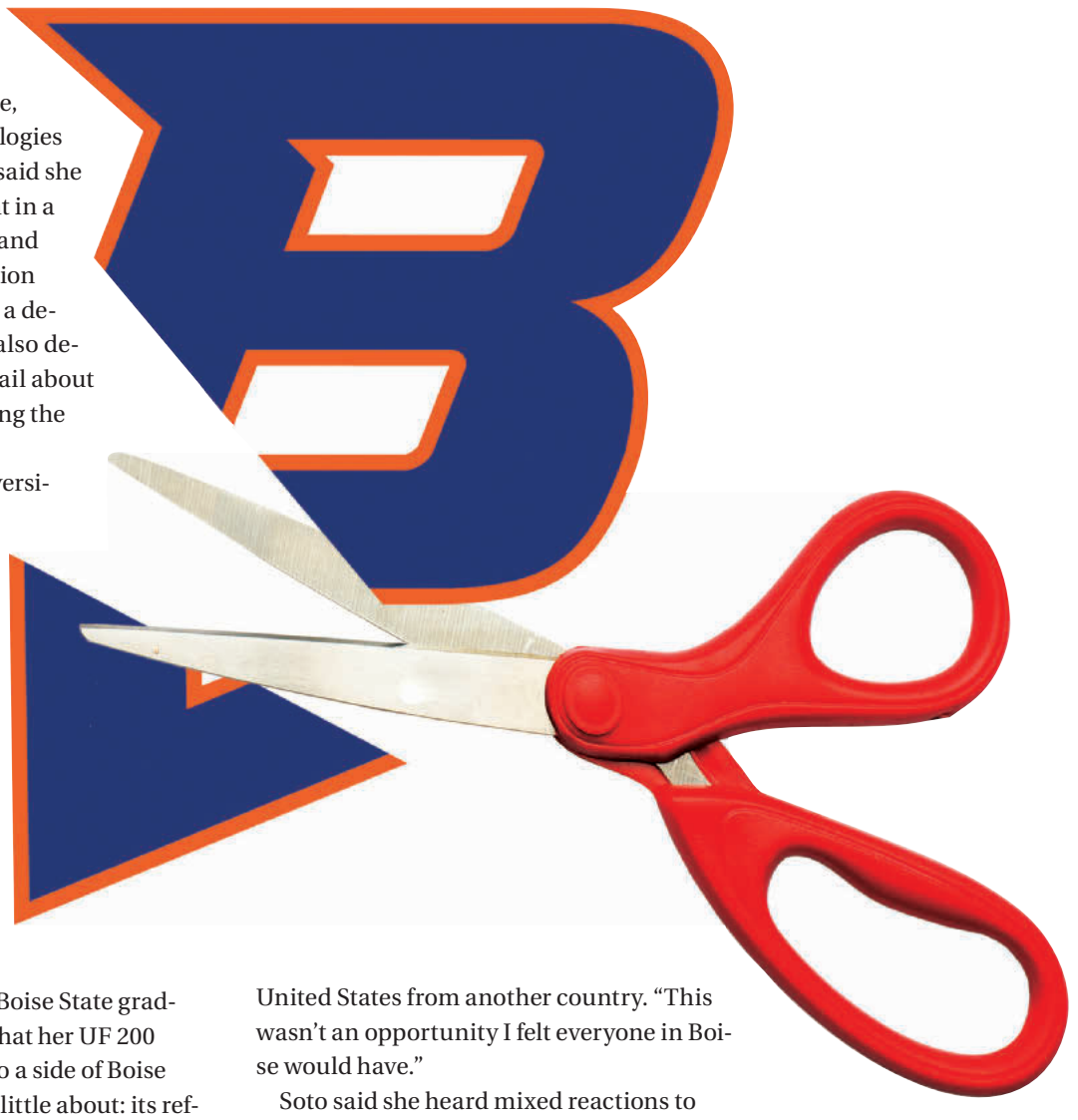
Boise State says the diversity course is meant to "help students investigate how we practice our ethics together as engaged citizens creating an inclusive community." All the classes were about ethics, but different sections covered different themes, such as food, censorship, sustainability, and the American Dream.

Harmony Soto, a 2020 Boise State graduate, told *The Chronicle* that her UF 200 course opened her eyes to a side of Boise that she had known very little about: its refugee population.

Soto had attended high school in Boise with students who were refugees, but she said she knew little about their community — until her UF 200 class, when she worked with a local nonprofit that supports refugees, several of whom came to speak to her class.

During one class, Soto recognized one of the speakers as a classmate of hers from high school who had moved to Boise from Uganda, she said. They'd never spoken before, but that day she heard her former classmate's story.

"We got up close and personal about what these people were facing back home and how truly horrific it was," she said. She learned how hard it was to move to the United States from another country. "This wasn't an opportunity I felt everyone in Boise would have."



CHRONICLE ILLUSTRATION

Soto said she heard mixed reactions to the classes among her friends. Most appreciated it, but others found it difficult to engage with the material.

"The class involves some self-work that makes some people uncomfortable," she said. "Not everyone is willing to confront the idea that maybe they have some notions they didn't know about or some hidden prejudices they weren't aware of."

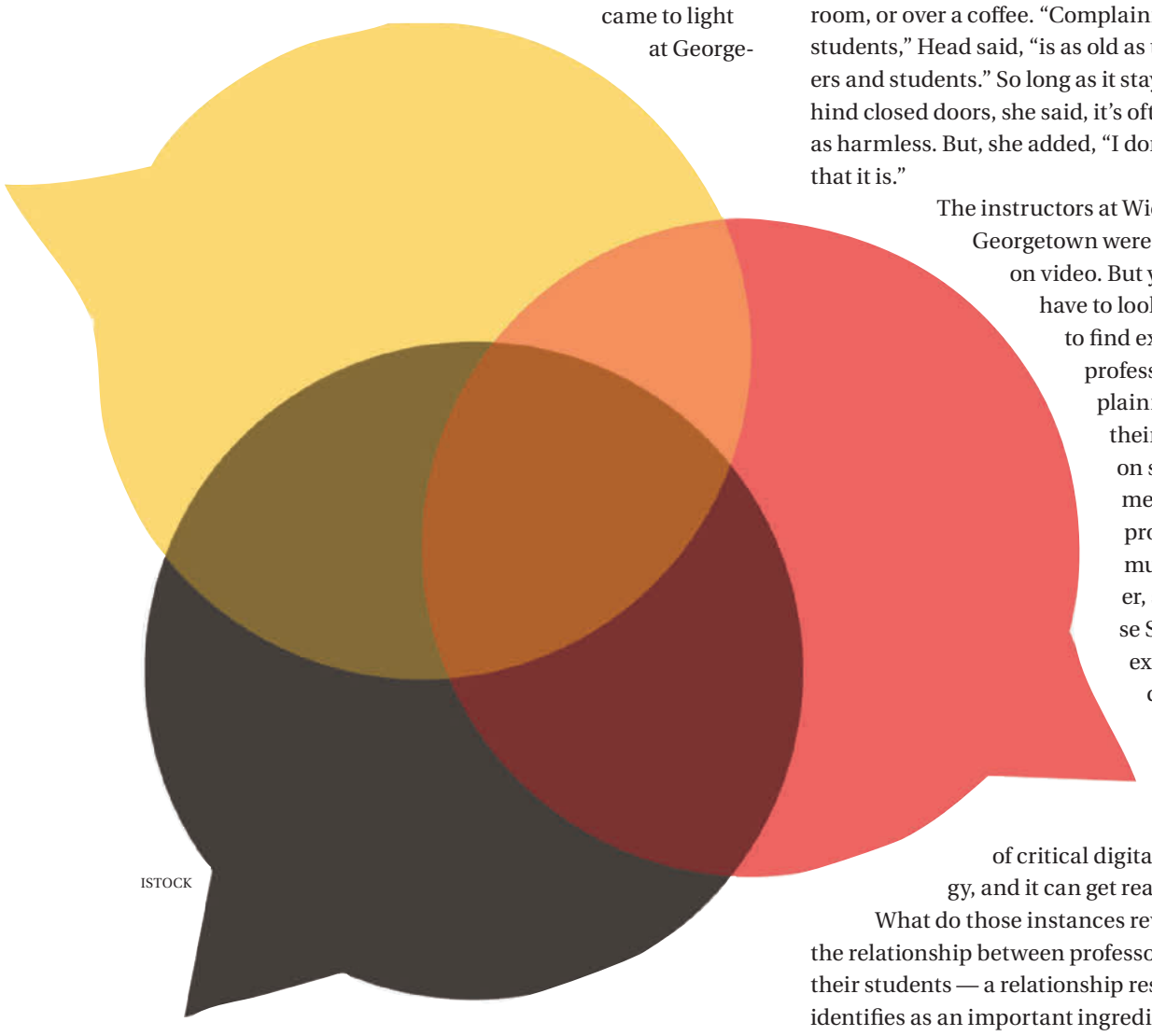
—NELL GLUCKMAN

Stifle thyself

The Problem With Venting

THE PROFESSORS thought that they were having a private conversation. Instead, *The Philadelphia Inquirer* reported, their harsh assessment of their students — they were going to "bomb" the next test, the instructors agreed; "I don't care though. Let 'em fail," one said — was shared with the entire class, on video.

The incident, which involved two co-teachers of a nursing course at Widener University and led to outrage and apologies there, echoed another case of professors caught on video that came to light at Georgetown University's law school just days before. In both instances, instructors complained about their students' poor performance. But in the Georgetown case, an adjunct professor — who has since been terminated — linked students' performance to their race. "I hate to say this," the professor said. "I end up having this angst every semester that a lot of my lower ones are Blacks."



ISTOCK

Characterizing students' abilities based on their race crosses a bright line for many professors. "We know that implicit bias is a problem," said Karen Head, associate chair of the School of Literature, Media, and Communication at the Georgia Institute of Technology. What the Georgetown instructor said, though, was "pretty explicit," said Head, who is also executive director of the Naugle CommLab.

The Widener comments, Head said, sound more like the run-of-the-mill venting session professors might have in the mailroom, or over a coffee. "Complaining about students," Head said, "is as old as teachers and students." So long as it stays behind closed doors, she said, it's often seen as harmless. But, she added, "I don't think that it is."

The instructors at Widener and Georgetown were caught on video. But you don't have to look too far to find examples of professors complaining about their students on social media. The problem is much broader, said Jesse Stommel, executive director of *Hybrid Pedagogy*, the journal of critical digital pedagogy, and it can get really ugly.

What do those instances reveal about the relationship between professors and their students — a relationship research identifies as an important ingredient in learning?

People vent to blow off steam. And faculty members have plenty of reasons for feeling frustrated right now. Many have been teaching under the most challenging conditions of their careers without a real break for more than a year now.

The pandemic's pressures are very real, said Lindsay Masland, assistant director for faculty professional development at the Center for Academic Excellence at Appalachian State University. "One knee-jerk reaction professors might have is, well, none of this would have been a problem if we weren't in the pandemic, and if things weren't being recorded," said Masland, who is also an associate professor of psychology. "And I just think that's a really dangerous perspective to take, because the reality is that you still say those things and you still hold those beliefs about your students. It's just that you weren't caught yet."

Feelings of frustration have to go somewhere, and somewhere is often the internet. Candice Lanius sees plenty of professors commiserating in a large Facebook group called Pandemic Pedagogy. But there, said Lanius, an assistant professor of communication arts at the University of Alabama at Huntsville, complaints usually concern the circumstances professors are teaching under, technology challenges, and choices made by college leaders. Complaining about students is always more troubling, she said, because "in the faculty/student relationship, the faculty member holds all the cards."

How professors handle that authority often sets the tone for the relationship they have with their students. Some instructors feel pressure to come off as an "unassailable authority figure," said Cate Denial, a professor of American history at Knox College who is writing a book about the "pedagogy of kindness," teaching in a way that demonstrates one believes people, and believes in them, too. Even in healthy classrooms, Denial said, instructors sometimes need to vent. But it's important to ensure those comments never come back to students. That means the right audience is a few trusted friends, she said — not Facebook.

Here's another problem with venting: It doesn't work. Research shows venting is one of those behaviors that *feels like* it makes us feel better, said Masland, the App State psychology professor, but actually doesn't. The good news, she said, is that professors can change this habit — and lean on their academic training to do so. Early in her own career she posted some negative comments about her students. Now, when they do something that bothers her, she makes an effort instead to hypothesis-test their behavior. "Sure," she said, "hypothesis one could be the student is a horrible person, fine. But what are the other hypotheses?"

— BECKIE SUPIANO

Executive compensation

What Private-College Presidents Make

THE FORMER PRESIDENT of the University of Southern California was the highest-paid leader of a private college in 2018, according to *The Chronicle*'s annual analysis of private nonprofit institutions.

C.L. (Max) Nikias — who stepped down in August of that year after revelations about a sexual-abuse scandal involving a campus gynecologist — was paid more than $7 million in his final year as president. The payout was more than three times his previous annual compensation.

Nikias, who remains a professor at Southern California, was one of 62 chief executives who earned a million or more in the 2018 calendar year.

The average pay of private-college leaders in *The Chronicle*'s analysis, including those who served partial years, was about $581,606. But for the Top 20 highest-paid chief executives, the average pay was five times that, at $2,950,547.

Of the Top 20, all are sitting presidents or chancellors except for Nikias; Drew Gilpin Faust, former president of Harvard University; Joel Seligman, former president of the University of Rochester; and Nicholas S. Zeppos, former chancellor of Vanderbilt University.

To learn more about the pay that presidents in the Top 20 earned, see below. To see all the presidents in our analysis go to chronicle.com/compensation/

— AUDREY WILLIAMS JUNE

1

C.L. (Max) Nikias
U. of Southern California
$7,061,188

2

Robert J. Zimmer
U. of Chicago
$5,976,635

3

Stephen K. Klasko
Thomas Jefferson U.
$5,386,357

4

Lee C. Bollinger
Columbia U.
$4,518,999

5

Drew Gilpin Faust
Harvard U.
$3,577,432

6

Amy Gutmann
U. of Pennsylvania
$3,069,251

7

Michael S. Roth
Wesleyan U.
$2,954,947

8

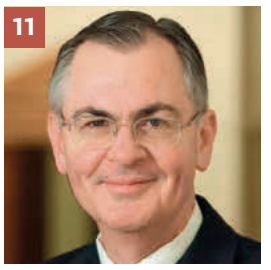
Joel Seligman
U. of Rochester
$2,784,572

9

Victor J. Boschini Jr.
Texas Christian U.
$2,572,066

10

Paula S. Wallace
Savannah College of Art and Design
$2,382,304

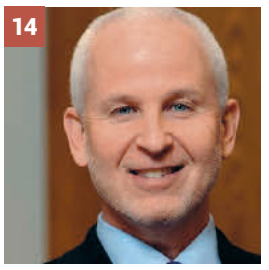
11

Nathan O. Hatch
Wake Forest U.
$2,062,504

12

John A. Fry
Drexel U.
$2,039,761

13

Nicholas S. Zeppos
Vanderbilt U.
$1,922,039

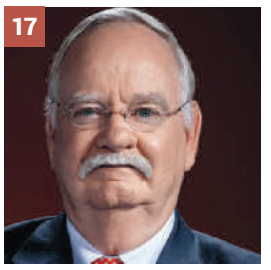
14

Morton O. Schapiro
Northwestern U.
$1,919,834

15

David Leebron
Rice U.
$1,886,963

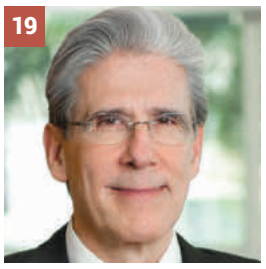
16

Kimberly R. Cline
Long Island U.
$1,861,026

17

Robert A. Brown
Boston U.
$1,815,478

18

Ronald J. Daniels
Johns Hopkins U.
$1,787,891

19

Julio Frenk
U. of Miami
$1,718,423

20

Andrew Hamilton
New York U.
$1,713,272

METHODOLOGY

Compensation data were compiled from the Internal Revenue Service's Form 990, which is filed by most nonprofit entities and is from the fiscal-year 2019 report of calendar-year 2018 compensation. Only organizations with $100-million of expenditures or greater were included in the analysis. Total compensation is the sum of base, bonus, and other pay, and excludes retirement or other deferred compensation. Some private nonprofit universities cite a religious exemption from filing the Form 990 and were therefore excluded from our analysis. The following universities' 2018 calendar-year compensation data were not available to us at the time of publication: Chapman University, Davenport University, Hampton University, Loyola University New Orleans, National University (Calif.), Norwich University, Stetson University, Tuskegee University, and the University of the South.

PABLO DELCAN
FOR THE CHRONICLE

A County Turns Against Its College

In Coeur d'Alene, Idaho, as in places across America, conservative disdain for higher education is thriving.

BY EMMA PETTIT

ON A FRIDAY MORNING IN JANUARY, the new board chair unloaded his requests of the college president rapid fire.

"Per your contract," Todd Banducci wrote in an 8:44 a.m. email to Rick MacLennan of North Idaho College, "I believe you are to provide an accounting of leave days on an annual basis." Banducci said he'd like to get MacLennan's most recent report within seven business days.

Five minutes later, Banducci told MacLennan he wanted meeting notifications as far in advance as possible. He had a very busy schedule, he wrote, and did not like being told of a recent meeting on such short notice. Two minutes after that, he requested that MacLennan start sending regular summaries of his activities. Banducci's motto, he explained, is the "more communication the better." In the next two minutes, he requested "an accounting of your submitted expenses for the last 1.5 years."

Finally, four minutes later, amid other requests, Banducci noted that a student had not uttered the words "under God" when she recited the Pledge of Allegiance at the previous year's graduation ceremony.

"I expect," Banducci wrote, "that this institution will work hard to see that should never happen again."

RAJAH BOSE FOR THE CHRONICLE

North Idaho College has about 4,300 students enrolled for credit this semester.

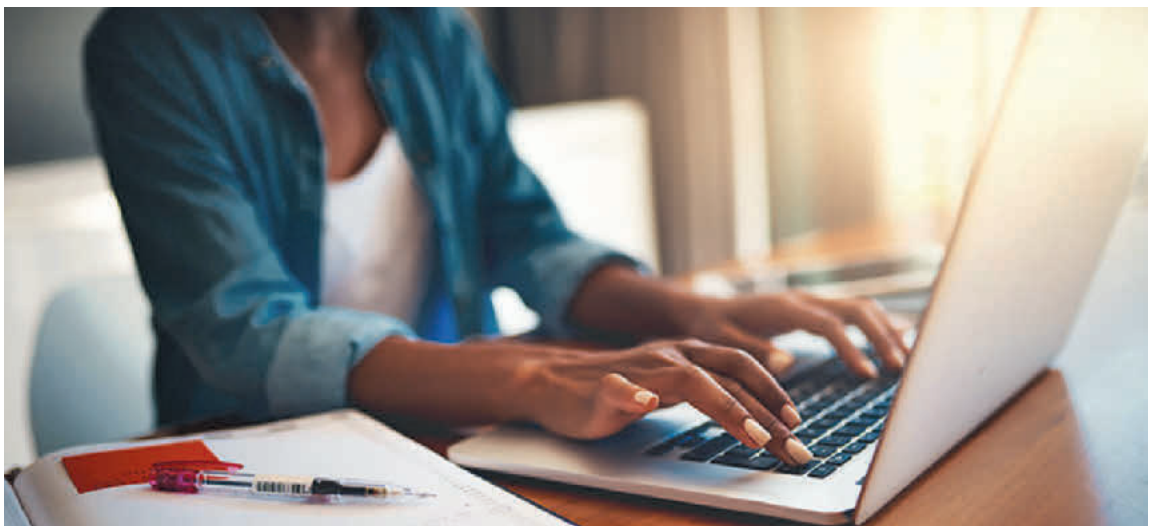
MacLennan, who leads North Idaho College, a community college in Coeur d'Alene, about 13 miles from the state's western border, had had enough. His concerns weren't solely about Banducci's emails and the trustee's instruction to constrain students' speech, he wrote in an email to the full board, first reported by the *Coeur d'Alene/Post Falls Press* and obtained by *The Chronicle* through a public-records request. Rather, the president pointed to what he called a pattern of "aggressive and intimidating" behavior by Banducci, including, he wrote, disparaging MacLennan's wife for supposedly being a Hillary Clinton supporter, and telling the president that they'd be meeting more frequently so that Banducci could give him his "marching orders." That, plus Banducci's latest messages, indicated to MacLennan that the trustee intended to "inappropriately direct me without full board involvement and knowledge."

The board, MacLennan wrote, needed to do something.

MacLennan's appeal for help was just the latest in a saga that has enveloped North Idaho for months, a story of partisanship and distrust of higher education. In Kootenai County, as in counties across America, disdain for colleges is thriving among people on the right and far right. For years, locals have made bogeymen out of the faculty, characterizing them as radicals with leftist agendas, committed to indoctrinating students.

But recently, that sentiment has reached a fever pitch and flipped control of North Idaho's board. During a contentious election, two candidates rode that wave of disgruntlement to victory. With their support, Banducci, a longtime trustee, took over as chair. And, records show, he has circumvented normal board procedure in an attempt to keep the president in line.

Now, the college is in turmoil. Faculty and staff governance groups have called on Banducci to resign as chair. The five-member board is divided between those who fear his actions have or will



Leveling the Paying Field

Institutions choosing McGraw Hill's ALEKS platform find that the results far outweigh any savings that might be possible with OER alternatives.

Professors Sandra Clarkson and Bill Williams have been running an introductory undergraduate statistics course at Hunter College of The City University of New York (CUNY) since 1995. This year, Clarkson says she's less stressed than she's ever been at this point in a semester. After an attempt to work with Open Educational Resources (OER) to save money, she adopted McGraw Hill's ALEKS online learning platform and found that it was not only affordable, it serves her students and instructors better than any teaching materials Hunter has used in the past.

The road to Clarkson's contentment took some detours. The OER experiment seemed promising at first. She found solid materials from a reputable provider, but soon found that they did not meet the varying needs of faculty and students. "I have about 800 students a semester and 20-some instructors, some of whom have experience, some don't" she explains "so we really struggled for a year."

"I don't get the complaints I used to get," Clarkson says. "My instructors are happy with it. And my ALEKS students are finishing with better grades. I'm very pleased."

Other OER options just didn't meet Hunter's standards. The statistics program that Clarkson oversees is required for students going on to majors like nursing, psychology and human biology. An algebra background is required, but of course first-year students arrive with varying levels of experience, and OER solutions proved difficult to adapt to that reality.

After deciding OER wasn't working for her students, she chose ALEKS and a platform by another publisher, to see which yielded the best results. "After each semester," she recalls, "all of my instructors who had used ALEKS wanted to stay with it, and the instructors who had used the other program were willing to change."

Last semester, 78 percent of the students using ALEKS finished with a C or better, compared to 68 percent of those using the other program — which Clarkson is now phasing out. (Incidentally, both pass rates are higher than they were when CUNY was using OER materials.)

"Students liked it, too. ALEKS moves them forward. They don't have to choose what they're going to do next, they're sort of funneled into what they're ready to learn. And over the past two semesters, with the sudden required movement to totally online courses, the difference in the two programs and the approach has become clearer."

Professor Sandra Clarkson, Department of Mathematics and Statistics, Hunter College of CUNY

Clarkson attributes the higher success rates in part to what she and the instructors can see through actionable insights and reporting on the instructor side of ALEKS, making it easy to see which students need attention.

"We can look at an individual student and see exactly how much time they've spent on something," she explains. "We can see how they're studying, whether they're watching the videos, reading instructions, going to the text. We can see in real time which ones are lagging behind and which ones are not doing the work at all. It makes keeping up with student progress a lot easier. We can send them an email to say 'come see me' and go over it with them one on one."

PROVEN COURSEWARE PLATFORMS BACKED WITH YEARS OF RESEARCH & USAGE

All of this is possible in a platform like ALEKS because ALEKS has benefitted from years of investment and years of learning science behind it. A rigorous development process, based on faculty and student use and feedback, has allowed for refinement of the content and enhancement of the platform foundation while also allowing it to evolve with growing faculty and student needs that are difficult for OER to meet.

"In demanding STEM areas like math and chemistry, there are high failure rates that become significant barriers for students pursuing STEM careers. In this age of tight funding and growing pressure to raise student performance and success, faculty have to judiciously choose their tools for their students. It is great to have a wide range of OER offerings given the low cost or free price; however, what true costs are faculty and students alike paying by using materials or platforms without a proven track record? A platform like ALEKS does have some cost up front, but considering the costs of paying tuition again for retaking required courses, I want to give my students the best proven chance of success." Jason Overby, College of Charleston, Associate Professor of Chemistry.

CLOSING GAPS AND IMPROVING RETENTION

Hunter is not the only institution to see outcomes improve dramatically with the ALEKS platform.

In the early 2010s, the three-year graduation rate for first-time, full-time students at Columbus State Community College in Ohio was just 8 percent. Lower-income students and students of color were disproportionately left behind. Columbus State President Dr. David Harrison worked with administrators and faculty on a complete overhaul of the school's approach to teaching math, which included implementing ALEKS and adjusting the developmental math sequence from five courses to three.

By 2018, Columbus State's overall course completion was nearly 74 percent, up from 67 percent in 2012. In the same period, the course-completion gap between White and Black students fell from 22 percentage points to 13.7 points. The retention gap plummeted, from 15 points to 3. In 2019, Columbus State received the Leah Meyer Austin Award, the Achieving the Dream Network's highest honor for institutional success in reducing inequity.

ALEKS's personalized, "just-in-time" delivery of the materials each student needs has been a part of the Columbus State success story.

In 2013, Arizona State University faced similar challenges. Even with support, students who'd placed into the lower-level math course were struggling when they moved on to algebra. Pass rates had stalled at around 60 percent. In 2016, ASU did away with the lower-level math course and moved students directly into algebra, with ALEKS to remediate those who lacked prerequisite skills. Algebra pass rates then increased from 62 percent in 2015 to 67 percent in 2016; to 74 percent in 2017; and to 79 percent in 2018.

"The ALEKS interface is very intuitive, and the appropriate metrics needed to identify student progress are readily available," says Professor Doug Williams, ASU's Adaptive Learning Coordinator. "These metrics make it very easy for instructors to identify students that are falling behind and then offer them the appropriate level of support to help them be successful."

And by completing in one semester what used to take two, ASU students have saved millions in tuition and course fees.

jeopardize the college's future, and those who've dismissed their concerns as overblown.

What's happening at North Idaho, while it reflects an increasingly common antipathy toward higher education, is also unusual. Even harsh critics of the sector, research has shown, tend to feel positive about their local campuses. But in Kootenai County, once dubbed the most Republican county in the most Republican state, many on the right have focused their ire not on the state flagship hours away but on the community college down the street.

KOOTENAI COUNTY, where North Idaho College has operated since 1933, is a place of blue lakes and pine forests, of neighborliness and outdoorsmanship. Once a mining hub with a strong union presence, the county's politics have changed as it has grown. Since the early 1990s, the population has more than doubled. Many of the transplants were "ex-LAPD officers, doomsday preppers, 'traditionalist' Catholics, and far-right evangelicals," according to a 2017 *BuzzFeed News* feature. Some wanted to live next to the politically like-minded. Some were looking for "cultural homogeneity." The county is overwhelmingly white. (For decades, the Aryan Nations was headquartered in Kootenai County until a civil lawsuit, mounted by local lawyers and the Southern Poverty Law Center, drove the neo-Nazi group into bankruptcy.)

Those newcomers, in alliance with longtime residents, remade local politics by harnessing the power of the county's Republican Central Committee. Made up of 70 elected representatives, the committee has traditionally met regularly to discuss party business and controls who goes to the state's GOP convention. Now it also assesses candidates for office. Over time, the committee has shifted further right, alienating more moderate Republicans.

It's become an "echo chamber," said Dan Gookin, a Coeur d'Alene city councilman and a member of the central committee, who frequently finds himself at odds with others in the group. In 2019, for example, it welcomed a well-known promoter of the baseless "Pizzagate" conspiracy theory to a meeting, where she talked about the "political persecution" of her fiancé, Martin Sellner, a far-right anti-immigration activist from Austria who at the time was being investigated for his ties to the Christchurch, New Zealand, mosque shootings, the *Inlander* reported. The committee passed a resolution, calling on the federal government to allow Sellner into the country.

In Kootenai County, many on the right have focused their ire not on the state flagship hours away but on the community college down the street.

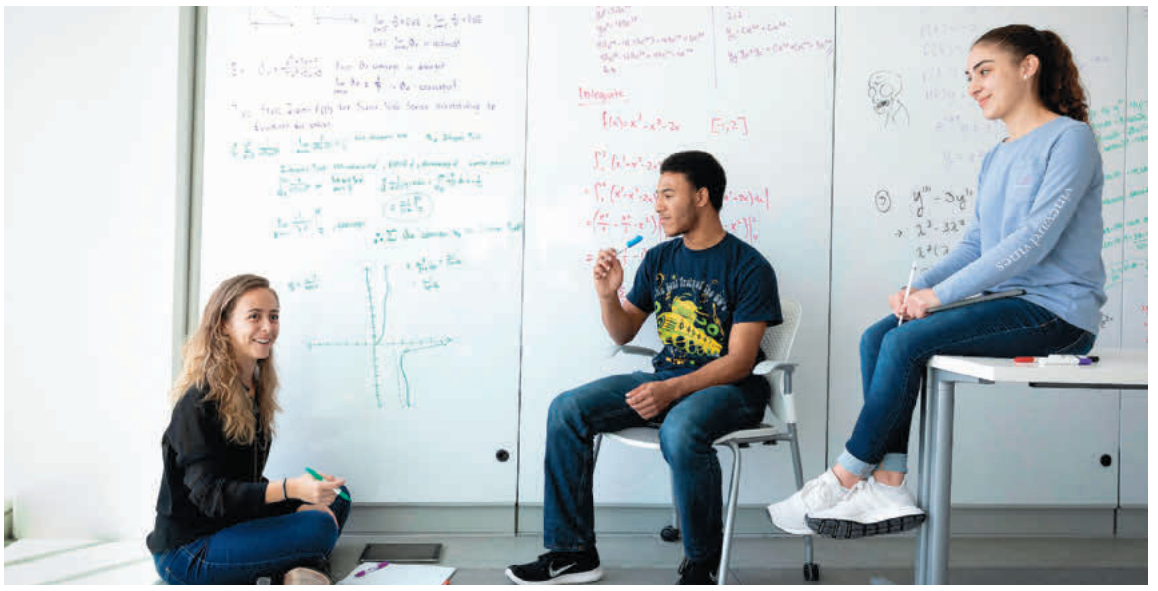
For years, central-committee leadership has tried to make nonpartisan local elections partisan, the *Coeur d'Alene/Post Falls Press* wrote in an editorial. The committee wanted to make inroads on the school board, the hospital board, and city council, *BuzzFeed*

BILL BULEY, COEUR D'ALENE, POST FALLS PRESS

Black Lives Matter advocates rallying last summer in Coeur d'Alene, Idaho, were met by counterprotesters, some of whom were armed.

A Powerhouse of STEM Education

Educating tomorrow's STEM leaders today



In the six short years since Florida Polytechnic University first opened its doors to high-achieving students for the 2014-2015 academic year, the University has quickly established itself as a leader in STEM education across the nation.

The feat is no coincidence – state leaders created Florida Poly as a University dedicated entirely to science, technology, engineering, and math (STEM) to meet the high-tech needs of Florida industry. Everything about Florida Poly showcases its commitment to STEM. With state-of-the-art academic and research spaces and an environment that prioritizes hands-on discovery, it is transforming the supply of highly skilled graduates ready to succeed in industry's most in-demand jobs.

HELPING STUDENTS REACH THEIR FULL POTENTIAL

Students who choose nationally ranked Florida Poly for their higher education are standout scholars whose grades and achievements position them to choose from among the nation's best schools. Incoming freshmen had an average GPA of 4.25 in fall 2020 with an average ACT score of 30 and average SAT score of 1327.

"We only select students we know are prepared to learn and excel in Florida Poly's rigorous STEM environment," said Dr. Ben Matthew Corpus, vice provost overseeing admissions and financial aid.

These excellent students continue to succeed while pursuing their degrees. Florida Poly students thrive on a statewide and national scale in robotics tournaments, pitch competitions, and innovation challenges.

The University's alumni also thrive in their professional careers after graduation. Of the University's 2018-2019 graduates, 74% were employed or continued their education with a median salary of $56,300 – 41% higher than the State University System of Florida average.

Students also have access to an internationally recognized entrepreneurship program at the University that prepares them to develop and launch their own businesses. Alum Andre Ripley '19, for example, has already launched three growing companies and secured a $1 million annual partnership with Facebook to run virtual reality gaming tournaments.

LEADING THE WAY WITH EXPERT FACULTY

The University's focus on hands-on, project-based learning and innovative teaching styles has attracted some of the nation's leading educators. Professors work closely with students in small classes, building relationships and fostering their academic excellence.

Notable faculty members include:

- Dr. Muhammad Rashid, chair of Florida Poly's Department of Electrical and Computer Engineering, recently was listed among the world's top 2% of scientists and in the top 1% of the 87,611 scientists in his field. Rashid has published more than 160 technical papers and 22 books, which have been translated into dozens of languages and are used by more than 50 universities, including Purdue University and University of California, Berkeley.
- Dr. Ajeet Kaushik, assistant professor of chemistry, has had his research featured in the World Health Organization's database of global literature on coronavirus disease. His work explores the use of nanomedicine, biosensors, and artificial intelligence to diagnose and combat COVID-19.
- Dr. Selim Habib, assistant professor of electrical engineering, is part of the Optical Society of America Foundation public policy program, working with leading academics and members of Congress to advance knowledge of the significance of the optics and photonics field.

Florida Poly faculty conduct nationally recognized research into the most in-demand areas of STEM. The University's Advanced Mobility Institute is advancing the development and testing of autonomous vehicle technology through research into areas such as autonomous vehicle design and testing connected autonomous vehicles in contested environments under cyberattack.

Elsewhere on campus, researchers are working on pioneering technology to remediate contaminants from landfill leachate.

BUILDING INDUSTRY LEADERS THROUGH HANDS-ON LEARNING

Students participate in a rigorous, flexible curriculum that nimbly responds to emerging industry needs. With a focus on project-based learning, students internalize their education by going beyond the textbook to learn by doing.

The University prioritizes industry partnerships, developing the high-skill workforce needed now to grow into the jobs of the future. Every student completes an internship, gaining relevant experience that guides their career development.

The Capstone Design Program pairs teams of seniors across disciplines with corporate sponsors seeking a solution to real-world problems. One team, partnering with the Florida Space Institute, is working to develop a planetary rover that could one day traverse the terrain of Mars. Another is working with Lakeland Regional Health Medical Center to develop an app to allow patients unable to speak or write to communicate with their gaze instead.

The Health Systems Engineering program prepares students to take on the healthcare system's most urgent and complex challenges while Florida Poly's Nuclear Propulsion Pipeline Program, the first of its kind in the nation, prepares students for the Navy's prestigious Nuclear Propulsion Office Candidate Program.

RECOGNIZING THE FLORIDA POLY DIFFERENCE

As Florida Poly continues to grow, attracting standout students and leading faculty to its iconic Lakeland, Florida, campus, its position in academia continues advancing. The University has been ranked among the best for out-of-state tuition, most affordable mechanical engineering degree programs, and best universities in Florida for top performance at a low cost. Florida Poly also entered U.S. News and World Report's national rankings of the top 75 engineering colleges without a doctorate degree in 2020, and in the top 40 of those institutions that are public.

Students learn and excel inside the world-renowned Innovation, Science, and Technology Building, designed by famed architect Santiago Calatrava. A second cutting-edge building, the Applied Research Center, is currently under construction.

Tomorrow's STEM leaders are gaining the knowledge, real-world experience, and faculty connections at Florida Poly to take on emerging challenges and succeed for Florida and the nation.

reported in 2017. In 2020, the committee even endorsed three candidates for the local soil-and-water conservation district as "good conservative men."

North Idaho College's Board of Trustees presented another opportunity. In November, three of its five seats were up for grabs. Over the past decade the college, which sits on the shore of Lake Coeur d'Alene, has enrolled about 6,000 credit-earning students a year, though that number has fluctuated and trended downward. Its workforce training center, which offers courses in trades such as welding, mine safety, and wood-products manufacturing, has earned it high marks for community engagement.

It's not clear when or exactly to what extent the Republican Central Committee got involved in the trustee election. Brent Regan, the committee's chair, did not respond to requests for comment. But some locals, like B. Evan Koch, who chairs the county Democrats' central committee, noted that area Republicans' interest in the trustees' races seemed to reach a new intensity in 2020, compared with previous years. By September, two Republican Central Committee members — Greg McKenzie and Michael H. Barnes — had declared their intent to run. (Banducci, also a member of the central committee, ran unopposed.)

In Kootenai County, it was never unusual to hear comments like, "Put the 'community' back in community colleges."

McKenzie, a research engineer who moved to the area in 2013, described himself as someone who could bring fiscal discipline to the college. The board has been "rubber-stamping budgets for too long," he wrote on his campaign's Facebook page. McKenzie was also concerned by the "lack of tolerance" displayed on college campuses nationwide, he wrote on Facebook.

Barnes, a U.S. Navy veteran and an IT-security auditor, told voters he was running because higher education has "failed our country." It has slipped into "ever more radical-left progressive ideology" and is dangerously promoting "socialist objectives," he posted on Facebook. During a speech about his candidacy, Barnes noted that he was troubled by the college's "Cardinal Pledge" — the promise North Idaho encouraged students and employees to sign, saying they would wear a cloth face covering, maintain physical distance, and follow other health-and-safety protocols. "I visited the campus and I saw kids, adults too, of all ages, walking in the clear open with a mask on with nobody around them, just blind submission to what they say." (Barnes did not respond to an interview request.)

Barnes was also fired up by an incident at the college over the summer. After the death of George Floyd, the college's Diversity Council, a group of mostly faculty and staff members, said in a statement that it supports "gatherings that give voice to the systemic and structural issues embedded in societal inequities, from #BlackLivesMatter to #WaterForLife."

The council later clarified that the college itself has not taken a stance on Black Lives Matter, the movement that protests violence against Black people, and that the council has never supported it with actual resources. But the misconception that taxpayer dollars were going to Black Lives Matter caught fire, tapping into existing distaste for the movement. In June, when residents peacefully rallied at a Coeur d'Alene park to support Black Lives Matter, they were met by counterprotesters, some of whom were armed, the *Press* reported.

To improve North Idaho College, Barnes said on his candidacy-Facebook page, the board should remove "politically charged advocacy" for Black Lives Matter and other "'social justice' indoctrination efforts."

State lawmakers also flexed their anti-social justice bona fides by criticizing North Idaho. At a town hall hosted by the GOP's central committee, legislators were asked what they were going to do about "our NIC tax monies" going to support Black Lives Matter. One Republican representative, Tony Wisniewski, claimed that Black Lives Matter "does not support, necessarily, two loving parents in a home" and that "they give the option" that "single-parent families are OK."

"Now what is that going to do to our Black communities?" Wisniewski asked the crowd. "It's going to destroy them."

He also energized the audience by saying that their taxpayer dollars go to a highly paid Boise State University employee who sits "in their stinking office all day long to come up with diversity programs." That's "disgusting, in my opinion," he said, to applause.

Rep. Ron Mendive, another Republican, described how the House education committee had been fighting diversity efforts at Boise State for months. In 2019, a letter to the university's president was co-signed by 28 House Republicans, who urged her to scrap campus initiatives that promote diversity and inclusion. In March 2020, House Republicans killed the higher-education budget, with some citing money directed to such programs as a reason. This year, lawmakers again are trying to punish Boise State for pursuing a "social-justice agenda" by carving money from its bottom line, *Idaho Ed News* reported.

"We've given a lot of ground to the enemy," said Representative Mendive at the town hall. But "we need to take our country back." That happens at the local level, he said, at the school boards.

Steve Vick, another GOP lawmaker, urged the audience to vote for McKenzie and Barnes. It was an opportunity to "take back control" of the board.

Because public education has wandered away from its core mission, he said.

"Every poll says that college graduates vote more liberal than non-college graduates. As a college graduate, I'll say this: It's not 'cause they're smarter. It's just 'cause they spent more years being indoctrinated."

VICK is partially right. College graduates do tend to be more liberal than their non-collegegoing peers. But evidence suggests the type of people who go to college are predisposed to lean left. While research also shows that the professoriate is flush with liberals, that doesn't mean they're brainwashing students. Study after study has found that attending college actually has "little-to-no influence on a student's partisan or political identity," writes Jeffrey A. Sachs, a lecturer in the department of politics at Acadia University, in Nova Scotia, in an essay for *Arc*.

Still, the narrative of liberal indoctrination has gained traction among Republicans nationwide. Between 2010 and 2019, the share of Republicans or those who lean Republican who thought that colleges had a positive effect on the country dropped to 33 percent from 58 percent, according to the Pew Research Center. In a 2018 survey, roughly eight in 10 Republicans said professors bringing their political and social views into the classroom were "a major reason why the higher education system is going in the wrong direction."

State legislatures are acting in kind. Republican lawmakers have introduced several bills to target what they deem as divisive topics on college campuses and in public schools. In Idaho, an arm of the think tank Idaho Freedom Foundation has circulated a robocall, claiming that Idaho colleges are "teaching young people to hate America." The group has started a campaign to pressure lawmakers

RAJAH BOSE FOR THE CHRONICLE

North Idaho College requires people to wear masks in all campus buildings.

to defund the "leftist indoctrination" in Idaho higher ed.

In Kootenai County, it was never unusual to hear comments like, "Put the 'community' back in community colleges," Ken Howard, a North Idaho trustee who was not up for re-election this past November, told *The Chronicle*. Recently, that sentiment has become "much more prominent," he said.

In their campaigns, Barnes and McKenzie both said they'd bring conservative values to the board. Both were running against longtime educators. Barnes's opponent was Paul Sturm, who had spent 10 years as superintendent of the Pullman School District, in Washington. McKenzie was running against Joe Dunlap, an incumbent trustee and former president of North Idaho College who has also been president of Spokane Community College.

Both Sturm and Dunlap balked when the Republican committee sent candidates a questionnaire asking, in part, how closely they adhered to Republican ideals. "Please tell us about your activity as a Republican. Have you previously voted for those of other parties? If so explain," the document said. Sturm and Dunlap refused to fill it out. The board was supposed to be nonpartisan. Any mainstream Republican, Democrat, or independent "should be outraged," Dunlap told the *Press* at the time.

Some locals didn't buy it. "We have far too many progressive liberals in nonpolitical positions of power that affect our daily lives," argued one Coeur d'Alene resident in the local press. If Sturm and Dunlap are offended by the questions, "I wonder what they have to hide."

In the end, the two men's pedigrees may have worked against them. They have been "enmeshed in and lived the educational industrial complex their entire careers," wrote another citizen. But "doesn't all that experience and education seem more fitting for staff positions within the college," the local wrote, "rather than on its board overseeing it?"

The GOP's central committee endorsed McKenzie, Barnes, and Banducci, who ran unopposed. On Election Day, the committee sent people to polling sites to hand out sample ballots with the preferred candidates identified, including those for nonpartisan races.

The victory was resounding.

IN HIS EIGHT YEARS on the board, Todd Banducci has gained a reputation for brashness. The president of Falcon Investments & Insurance Inc., and an alum of the U.S. Air Force Academy, he once reportedly bragged to other Republicans at a committee meeting that he was the college's worst nightmare. A few years back, he was said to be part of a group that handed out Bibles on campus. He can be a real fun guy, said Gookin, though with an ego "the size of Nebraska."

Banducci has always seen everything through an intensely political lens, said Christie Wood, a fellow North Idaho trustee. He recently told a student that he was battling the "NIC 'deep state'" on an "almost daily basis." Liberals "are quite deeply entrenched" but "we are registering victories," Banducci wrote in a January email to the student, obtained by *The Chronicle* through a public-records request.

At a 2014 board meeting, the student-body president spoke up about what he considered Banducci's harsh questions and disrespectful comments at two previous meetings. You, Banducci told the student, have "become a pawn," and your "indoctrination is clearly complete."

Dunlap, who was president of North Idaho for four years, during which time Banducci was on the board, says the trustee constantly tried to overstep his role. Once, Dunlap recounted, Banducci called

him up to advocate putting someone on a committee who was "very controversial." When Dunlap objected, Banducci said, "Joe, don't make me use my trustee card."

"And I said, 'You don't have a trustee card. I work at the behest of all five board members, not just you,'" Dunlap recalled.

Banducci has also been aggressive toward fellow trustees, according to Wood and to Judy Meyer, a trustee emeritus. Wood recounted in a letter to the board that during a 2012 board meeting, Banducci pointed at her and said, "I ought to take you outside right now and kick your ass." Dunlap and Howard also said they'd witnessed Banducci act aggressively. "He would, in essence, stand over these women and just start screaming at them," Dunlap said.

In April of 2020, the board privately censured Banducci for his behavior after a female college employee lodged a complaint. It was determined that the trustee's conduct was not a Title IX violation, but the staff member "felt threatened and intimidated" by Banducci's actions, reads the censure, obtained by *The Chronicle* through a public-records request. North Idaho would not release investigative records about the incident but confirmed that the complaint had reached an "informal resolution."

Through the investigation, the board also learned of "past situations" in which Banducci's actions were perceived to be "threatening, intimidating, and/or rude," the censure says. "We remain concerned that you do not appreciate how your interactions can sometimes create distress and anxiety for NIC staff." In the aftermath, the board created and adopted a conduct policy for trustees, meant to insulate the college from lawsuits if a board member acts out of bounds. Banducci opposed it, arguing it would stifle communication between trustees and people at the college and was unnecessary.

Banducci declined to give a phone interview or to answer emailed questions from *The Chronicle*. Instead, he sent a statement saying that he had thrice been elected by voters to "increase transparency and community oversight."

> Too often people forget NIC works for the community and students, which I represent. It appears this is a concerted effort to discredit me because some don't appreciate the questions I ask as I attempt to fulfill my role as Board Chair. I choose to focus on solving the problems we face and not dwell on perceived current or past slights. I serve with the approval and at the pleasure of the voters.

During his tenure, Banducci clearly felt he was serving in the minority. There were times, he said at a recent board meeting, that he had "no voice." As Wood sees it, Banducci convinced citizens that the rest of the board would not work with him because of his politics.

Then came the election. Gookin described chatting with an energized Banducci after a central-committee meeting. "He was just out for blood," saying "they've been messing with him for eight years. They've been disrespecting him and kicking him to the curb," Gookin said. "And he was going to get his pound of flesh." Wood recalled a similar conversation, in which Banducci told her that if his two guys won, she was "not going to be very happy." The dynamic was about to change, drastically.

With McKenzie and Barnes on the board, he had the votes to become chair. And the dynamic did start to change. In December, Banducci argued for rescinding the board's recently adopted conduct policy. "We're basically setting ourselves up to try to slap each others' wrists," he said. It passed, with McKenzie and Barnes voting in favor, though trustees left the door open to adopting a revised conduct policy in the future.

As MacLennan, the president, would later recount in his email to the board, in Banducci's first communication with him after the election, the trustee said he intended to challenge operational decisions that he considered "unconstitutional," like the college's response to Covid-19 and the subsequent limitations that the college placed on athletics.

When MacLennan objected, saying those decisions fell within the president's domain, Banducci responded: "That's right, the board only has one employee — I guess we can go down that road." MacLennan took that as a threat that he would be fired if he didn't fall in line.

In November, Banducci emailed MacLennan, saying he thought "we could find a way" for the college's wrestling team to start up

CHRONICLE PHOTO ILLUSTRATION

Opposing views: North Idaho College's newly composed board of trustees finds Ken Howard and Christie Wood (left) in frequent conflict with Todd Banducci, Michael H. Barnes, and Greg McKenzie.

again. And "what about basketball?" Banducci asked. "Gonzaga is playing," he noted. MacLennan forwarded the email to the full board with responses to Banducci's questions. Wood chimed in, saying she was "respectfully asking my fellow trustees to understand the implications of one board member having direct conversations about college operations with the president and staff." She didn't mean to discourage communication, she wrote, just to be mindful.

"As we know," she wrote, "the board operates as a unit."

But in January, when Banducci sent MacLennan the stream of morning emails, only in one message of five did he copy the full board. MacLennan — who declined an interview request from *The Chronicle* — decided to speak up. He documented Banducci's affronts to proper college procedures and etiquette — the Hillary Clinton dig at his wife; the "marching orders" comment; that Banducci had, according to MacLennan, called up a college employee to inquire why that employee had donated to Dunlap, whom Banducci considered a rival.

MacLennan knew that by sending his email, which he did on January 18, he was opening a door that "cannot easily be closed," he wrote. But the present situation, he believed, was "untenable."

WITH MACLENNAN'S EMAIL, the dam broke.

Wood, who was a career police officer and now serves on the Coeur d'Alene city council, was appalled. For years, she told *The Chronicle*, she's just "worked through" Banducci's threatening remarks because "we're elected officials, and elected officials tend to disagree." Now, more was at stake. Banducci's actions, she believed, flew in the face of good governance, set the institution up for possible litigation, and possibly threatened the college's accreditation.

This time, she wouldn't agree to a private resolution. She wrote the full board a letter describing her own experiences with Banducci. If this is not addressed, she wrote, every board member is complicit. She gave Banducci 24 hours to resign from the board.

He didn't. So Wood sent her letter to the *Press*.

When the story broke, a group of women rallied behind Wood, publicly calling Banducci's behavior "disturbing and unacceptable." But many others in Kootenai County vehemently disagreed. Wood "is the one who needs to resign, she's a leftist tyrant!" one person commented on the *Press*'s Facebook page. "Todd is the only one keeping the place sane," said another. "If he's gone, the college will go the way of San Francisco and Seattle. Welcome communism."

Through public-records requests, Banducci's emails, like the one in which he told a student that he was battling the "deep state" at NIC, began to circulate, painting a more detailed picture of his actions. The student had complained to the American Center for Law and Justice, a Christian legal-advocacy organization founded by the televangelist Pat Robertson, about being censored in a class over a project that the student had wanted to do on the "similarities of early American slavery and abortion." The student then forwarded the complaint to Banducci, who responded that he hoped to, at some point, help the student "extract some amount of justice" and perhaps adjust the grade.

At the college, the Faculty Assembly passed a resolution saying, in part, that faculty members have the responsibility to evaluate student performance "without board influence." The assembly voted "no confidence" in Banducci, called on him to step down as chair, and called on the board to reinstate its conduct policy. Eventually, the staff assembly would do the same, and would call for an independent investigation of Banducci.

Action on those demands quickly stalled on the divided board. Banducci said in a statement that Wood had been "antagonistic" toward him since he'd joined. Greg McKenzie said that Wood owed Banducci and her fellow trustees an apology for going to the press, according to emails obtained through a public-records request.

There's no "dirty-laundry clause" in board discussions and meetings, Wood responded. "It will never be my duty to cover up, or make excuses for bad or illegal behavior."

At a February 10 board meeting, Ken Howard made a motion for Banducci to be removed — not from the board but as chair. "Quite frankly, it gives me no pleasure to make a motion like this," but it was a necessity, at least for now, said Howard, solemnly. "We are facing a severe public image issue," he said. "The community has to have confidence in us."

But his argument was dead in the water. In a long statement, McKenzie scolded Wood for her actions. That he and Banducci are members of the Republican party "was used against us from the beginning." He criticized Wood for circumventing due process, dredging up old issues, and mounting what he called a "public smear campaign."

Banducci's emails, like the one in which he told a student that he was battling the "deep state" at NIC, began to circulate.

"It's not a smear campaign," Wood responded, "if it's the truth."

(McKenzie invited *The Chronicle* to send questions over email but added that his prepared statement "covered my logic quite well." He did not answer the further questions sent via email.)

The motion failed, with Banducci, McKenzie, and Barnes voting against it. Again, MacLennan implored trustees to act. He reminded them of Banducci's actions, of what he called an "egregious interference" with college operations. In an effort to move swiftly past conflict, he wrote in a letter, obtained through public-records laws, "the board is failing in its duty."

What the president wants will not happen, at least for now. At the most recent board meeting, on February 24, which was open to the public and attended virtually by a *Chronicle* reporter, staff and faculty representatives explained their votes of no confidence in Banducci. "In the wake of a worldwide pandemic and declining enrollment, and in a country crippled by partisan interests, we need a unified, nonpartisan board," said Jeff Davis, chair of the staff assembly executive committee.

"We need a board that instills confidence in itself," he continued.

But Banducci expressed a desire to move on. "The more we foment this, the more we divide. I just don't see how that's helpful," he said. It seemed to him that "vocal minorities" among the faculty and staff were pushing for those resolutions against him. It's unfortunate, he said, that everyone felt the need to weigh in instead of letting the board try to work through its disagreements "in a positive way."

He reminded those who were tuning in that, back in November, there were two candidates on the ballot with Ph.D.s, one a former president of the institution. And they were both soundly beaten. "What," Banducci asked, "is the message being sent by the community?"

The answer isn't hard to parse. A new majority is afoot. ■

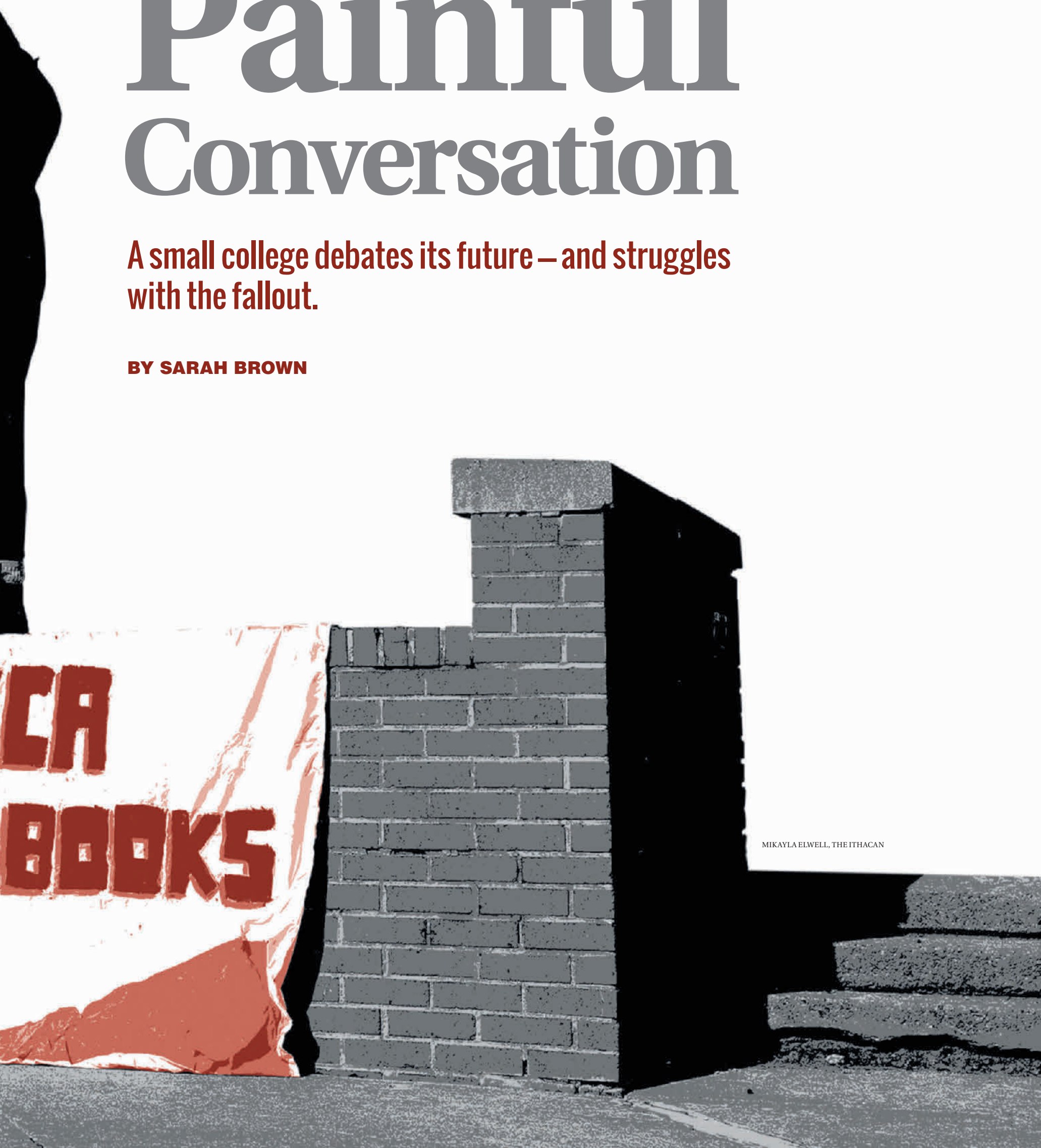
Emma Pettit is a senior reporter at The Chronicle *who covers all things faculty. She writes mostly about professors and the strange, funny, sometimes harmful and sometimes hopeful ways they work and live.*


OWN THE BOOKS
ITHA
OPEN THE

The Painful Conversation

A small college debates its future — and struggles with the fallout.

BY SARAH BROWN



MIKAYLA ELWELL, THE ITHACAN

KRISTEN HARRISON

La Jerne Terry Cornish, provost of Ithaca College

IN OCTOBER the provost of Ithaca College logged into a virtual faculty meeting and dropped what felt like a bomb: The college would have to cut as many as 130 of its 547 full-time faculty positions to help close a $30-million budget gap.

Enrollment was down — way down. The 15-percent drop last fall was even more staggering than the pandemic-induced decline at many peer institutions. Far more students than usual had deferred enrollment or taken leaves of absence due to Covid-19, according to The Ithacan, the campus newspaper. And based on enrollment projections for the next few years, officials said, the New York college just wouldn't need all of its professors.

In the five months since then, the campus has become mired in a complicated, painful debate about what its future should look like.

Shirley M. Collado and La Jerne Terry Cornish, the president and provost, say Ithaca must shrink its faculty and academic programs to match a smaller student body. In late February they approved the elimination of 116 full-time-equivalent faculty positions, three departments, and more than 20 majors and programs.

Meanwhile, many professors, students, and alumni don't buy that logic and are sounding alarms about what they see as unnecessary austerity measures. Professors are organizing to protest the decisions, founding an American Association of University Professors chapter, and, at one point, considering a vote of no confidence in the administration.

Collado and Cornish say the cuts were years in the making, and are part of a long-term plan that will set up the college for a successful future. Both are women of color, a rare leadership team in higher ed, and they say some of the criticism leveled by Ithaca's predominantly white community has racial, gendered undertones. Some professors agree.

With virtually all of the campus meetings about the cuts happening in impersonal formats on Zoom, many say it has felt impossible to hold productive, human conversations about what's already an emotionally charged situation.

The fallout at Ithaca College might be a sign of what's to come across higher ed as more financially strapped institutions grapple with how to survive the pandemic era.

FIVE YEARS AGO, Ithaca had 6,700 students. But based on enrollment projections, Ithaca's leadership has landed on 5,000 students — 4,500 undergraduates and 500 graduate students — as a realistic target for the future. The college needs to be smaller and more focused, Collado told *The Chronicle* during an hour-long interview with the provost, expanding programs only in response to student demand while preserving a student-faculty ratio of between 11.5 and 12 to 1. Currently, the ratio is 9 to 1.

It's an anxiety-inducing idea, Collado said. But it's the reality.

"What you're seeing is an activation of what is very natural in our strategic-planning process," said Collado, who became president in 2017. While Covid-19 accelerated academic-program cuts by a year, "it was not the genesis of this story," she said. "We planned for this. This was proactive. This was not about a global pandemic."

A key tenet of Ithaca's five-year strategic plan — spearheaded by Collado and approved by the college's Board of Trustees in March 2019 — was reshaping its financial model, Collado said.

Close to 90 percent of Ithaca's budget comes from tuition revenue. Meanwhile, the number of high-school graduates in the Northeast and Midwest has been declining, and will continue to fall over the next several years — a phenomenon known as the demographic cliff. It's not sustainable, said Laurie Koehler, vice president for marketing and enrollment strategy, to chase a few additional students every year with high tuition-discount rates to make ends meet.

"When you look at the data, it's clear that, from 2013 on, the size of the faculty continued to increase and the size of the student body continued to decrease," said Cornish, the provost, who took office in 2018. "Had we been paying attention" — "the collective we," she clarified, reluctant to blame her predecessors — "we would not have been in this position."

Faculty and staff cuts are always painful, Cornish said, but she stressed that the reductions aren't as dramatic as they've been portrayed. Thirty-one full-time faculty members will lose their jobs. Thirty-eight full-time-equivalent positions will be eliminated by not renewing part-time instructors' contracts and by curbing overload payments to faculty members who are teaching extra courses. The rest, she said, will come mostly from retirements and attrition over the next two to three years.

The approach will also protect tenured faculty members from being laid off, she said. But in a recent op-ed, she and Collado pointed out that "the college will lose some wonderful academics due solely to their status as non-tenure-eligible faculty." They suggested that faculty leaders discuss changing the faculty-handbook policies that privilege tenured positions, a proposal that angered some professors who said the president and provost don't value tenure. "We are not suggesting in any way, shape, or form that tenure be dismantled," Cornish said in the interview. "What we are saying is that tenure is a power structure, OK? It is a caste system."

"I think people struggle with the fact that La Jerne and I are naming something that has produced outcomes in the academy that are not always great for everyone and for students," Collado added.

CONNOR LANGE

Shirley M. Collado, president of Ithaca College

ASH BAILOT, THE ITHACAN

Signs at the entrance to Ithaca College in February protest faculty and program cuts proposed by the president, provost, and other leaders that would shrink the size of the college. Some faculty members worry that a smaller college will have a harder time attracting new students.

Collado and Cornish believe they were hired as change agents, with a mandate to make things a little uncomfortable. Collado, who is Latina, and Cornish, who is Black, took the helm after impassioned students of color protested racism on campus and attracted national attention. Those protests led to the resignation of the previous president.

Collado has declared that she wants to make Ithaca a national model for diversity, equity, and inclusion, even amid budget cuts. One-third of the college's 24 tenure-track hires in 2020 were professors of color. Some critics have alleged that the cuts disproportionately harm faculty of color. Data provided by a college spokesman show that 12.2 percent of Ithaca's professoriate are faculty of color and 2.8 percent are international faculty, while 8.9 percent of those affected by the cuts are people of color and 3.7 percent are international faculty.

AS COLLADO AND CORNISH SEE IT, Ithaca's 116 faculty cuts were determined through shared governance. But it didn't feel that way to many on campus.

In an "academic-program prioritization" process that ran from late September to mid-February, a committee made up of senior administrators and one dean took the lead in recommending what to cut. Another group, which included the college's four other deans and one professor, gathered faculty input. Both committees followed the principles established by an "action group" of mostly faculty members in the spring of 2020.

The president and provost said they had followed the procedures outlined in the faculty handbook. But the deliberations happened way too fast, many faculty members said, and without meaningful involvement by professors. And the outcome was a gut punch: Beloved faculty members, who'd been at the college for 10 to 20 years, found out they were losing their jobs. They'd founded programs and centers. They'd been department chairs. They'd mentored countless students.

Dan Breen, an associate professor of English, doesn't understand why this had to be Plan A. And when he's asked senior administrators why the cuts were necessary, he said, he hasn't been satisfied with the explanation.

Instead, Collado and Cornish tell the campus that they know what they're talking about, Breen said, and seem tired of answering questions.

"Any plan that's designed to reduce the faculty so significantly over the course of what basically amounts to two years — of course people are going to want to hear about it as much as possible," he said. "I've been here for 16 years. Nothing like this has ever happened before."

He said his department is losing five of its 18 faculty members — two full-time and three part-time professors — even though its classes have been almost entirely full this academic year.

Yes, retooling Ithaca's finances was in the strategic plan, said Thomas Pfaff, a professor of mathematics. People on campus knew a few programs might be eliminated. But no one expected the outcome to be a college roughly 20 percent smaller. There also wasn't any discussion of what exactly Ithaca's size should be, he said.

Pfaff believes the rationale for a 5,000-student Ithaca College comes from "misinterpretations of data." Many experts have predicted that there will be significantly fewer college-going students in the Northeast, where most of Ithaca's students are from, in the second half of the 2020s. But why, Pfaff asked, is there so much urgency to lay off people in 2021? "To me, what they've done just doesn't add up," he said.

Cutting professors and programs, Pfaff said, brings the kind of negative attention that could make it even less likely that students choose Ithaca, hurting its already-low yield rate.

A standoff between the college and its contingent-faculty union has added to the tension. In the spring of 2020, a part-time faculty member wrote an open letter to full-time professors, describing his fear of potential layoffs and asking for their support, and posted it on an online message board at Ithaca. The college threatened the part-time faculty member with disciplinary action, alleging he had violated a no-strike clause. An arbitrator recently sided with the union.

Last month, in response to what many professors see as a complete breakdown in shared governance, Ithaca's faculty founded an American Association of University Professors chapter — what Breen calls one step away from a union.

The chapter sent a petition to Collado and Cornish in late February, asked them to hold off on the faculty cuts, reconvene the committee that recommended the cuts with seats for professors, extend the timeline, and provide detailed financial information about the college. The petition, Breen said, garnered 315 signatures, including 219 Ithaca faculty members — about one-third of the college's professoriate.

The college-wide Faculty Council discussed taking a vote of no confidence in the administration at its meeting last week, according to several professors, but decided this week not to move forward at this point. The vote would be a symbolic but serious showing of disapproval in the college's leadership; Ithaca's faculty voted no confidence in the previous president. The Faculty Council recently asked faculty members whether they approved of the academic-program prioritization. Of the 319 professors who responded to the survey, 78 percent voted no.

Many students and alumni have organized to back the faculty.

The "Open the Books" coalition has held socially distanced protests and drummed up support through an Instagram account. A private alumni Facebook group, "IC Alumni Against Austerity," now has 1,700 members.

Meabh Cadigan, a sophomore and member of the coalition, said cutting certain programs is "disconnected from what Ithaca College is and what opportunities we offer." Axing several master's programs in music, Cadigan said, seemed like a misguided choice for a college that was founded as a music school 130 years ago.

Ithaca is distinct from other colleges, Cadigan said, because it blends an intimate feeling with a more comprehensive education, including several professional schools. "Are we trying to become this generic East Coast liberal-arts college?" Cadigan asked.

Faculty members, students, and alumni also expressed concern over the administration's lack of transparency in general, and with Collado's plea of no contest to a sex-abuse charge in 2001. Collado has maintained her innocence, saying that she had made the no-contest plea because she couldn't afford to fight the claim, and that she was upfront with Ithaca's search committee and board when she was hired.

TO SOME ON CAMPUS, it feels as if Collado and Cornish are two strangers who are trying to tell them what their college should look like.

"I don't think there was an awareness on the part of the upper administration about how integral the contingent and [non-tenured] faculty were to the running of this school," said James Miranda, a lecturer in the writing department who leads the contingent-faculty union and who will lose his job after this summer. Once the cuts go through, he said, the union's membership would drop to a handful of people.

Sandra Steingraber, a nationally known expert on climate change who has been a distinguished scholar in residence in the department of environmental studies and science at Ithaca for nearly two decades, announced in an op-ed in the campus newspaper last week that she would be leaving the college. Steingraber's own position wasn't being eliminated. She had just secured grant funding for a Center for Climate Justice.

But, she wrote, at least nine Ithaca faculty members with expertise in the climate crisis — professors she was counting on to help shape the new center — were losing their jobs. "I can't launch an intersectional Center for Climate Justice by myself," she wrote.

Collado and Cornish don't appear to have considered what their decisions will mean for the faculty members who remain, said Naeem Inayatullah, a professor of politics. "It's easy for them to dismantle these things because they are abstractions to these administrators," he said.

Inayatullah has been at Ithaca since 1996. While his job is safe, "I feel this as part of a community that's dying right now," he said. "I'm losing colleagues. I'm losing friends. I'm losing programs that I put my work into."

Before the crisis over faculty cuts began, Inayatullah mostly kept his head down and focused on his teaching and research. But two things drove him to speak out. One was his frustration with administrative decision-making.

Cornish has shown that she doesn't value research or tenure, Inayatullah said. He asserted that she hadn't risen up through the traditional faculty ranks. But in fact, she was on Goucher College's faculty for 16 years before joining the Goucher administration. An Ithaca spokesman said she had been Goucher's first African American alumna to earn tenure.

But Inayatullah still sees the president and the provost as outsiders. "Fundamentally, they do not understand academic life," he said. "They don't love what we love about it." In an interview, Cornish countered: "I am a dues-paying member of the AAUP. Let's be clear about where I stand."

The other thing that drove Inayatullah to speak out was that some white faculty members have told him they are afraid to criticize Collado and Cornish for fear of being called racist. Inayatullah, who is from Pakistan, said that, in his view, the language that senior leaders and some faculty of color use when they talk about race has had the effect of silencing white professors. As a person of color, he believes he has some cover that his white peers don't.

"Criticism doesn't necessarily mean racism," he said. At an academic institution, he said, people are supposed to criticize one another.

But Belisa González, an associate professor of sociology and director of the Center for the Study of Culture, Race, and Ethnicity at Ithaca, said she clearly sees how race and gender are influencing the debate.

Some of her colleagues, she said, have repeatedly undermined Collado and Cornish by suggesting that they don't know what they're talking about in their analyses of admissions and

financial data — even though higher-education management isn't the faculty critics' area of expertise. "As a woman of color myself, I have been in the position where people questioned my competence," she said.

González believes senior leaders when they say the college has too many faculty members. She also believes that they've been upfront about the strategic plan. "It's not a pretty reality. I hate it," she said. "But I do believe it."

Rose Howard, a part-time lecturer in the theater-arts department and an Ithaca alumna, will lose her job at the end of this semester. Of course, Howard isn't happy about how the process has played out. And yet, after last week's faculty meeting, she wrote to the chair of the Faculty Council to advocate against a no-confidence vote in the administration.

"There's so much 'glass cliff' written all over this," Howard said, a reference to the research-backed phenomenon that women are more likely to assume leadership roles during periods of crisis, when the possibility of failure is high. Based on comments made in recent faculty meetings, she said, "some of the assumptions that are going into people's criticisms are really racist and sexist."

For instance, almost no one is talking about whether the college's Board of Trustees might be directing Collado and Cornish to take such drastic actions, Howard said. "There is a push to focus any kind of blame or recriminations on the president or the provost, regardless of who's really driving these things," said Howard, who is white. "It's really easy to pick a scapegoat when they don't look the same as you."

Howard believes Collado and Cornish have moved the college forward on antiracist work, and she worries that demonizing them will demoralize students of color.

Collado, for her part, put it this way: "I do not think that every criticism that's come at us or every disagreement is because I am a first-generation Afro-Latina leading a predominantly white institution." But there are elements of the criticism, she said, "that absolutely are affected by the fact that I happen to be a woman of color at this institution."

THE PANDEMIC ERA, with all meetings happening virtually and few spontaneous interactions with colleagues in the hallways, has hardened people's beliefs about the faculty cuts, González said. In a time of heightened emotions, it's "easy to throw around" a number like 116 cuts, she said. But what "full-time equivalent" actually means is nuanced. It's hard to explain in an email.

"That lack of human connection has really given it a life of its own," said González, who has led workshops on how to hold difficult conversations in the workplace. Campus discourse has become a matter of "you're with us or against us," she said, a dangerous place to be.

Faculty members also need a place to grieve the coming departure of their colleagues, she said, and "in this space that we're in, where do we process that?" Without such opportunities, angry professors aren't seeing the humanity of the president and the provost — who, González is certain, didn't want to make these decisions either.

Instead, it seems as if many people are stuck in a bitter cycle of talking past one another. Administrators say they've answered people's questions; faculty members say the answers have only come in controlled, chat-turned-off Zoom webinars. Administrators say the cuts are happening humanely; faculty members say the loss of their peers is far more vast than numbers can convey.

Koehler, the Ithaca vice president, felt that pain as she co-chaired the committee that recommended which positions to eliminate. The meetings often became emotional. "I've never had to be a part of anything so difficult," she said.

Sometimes, she said, she'll wake up in the middle of the night, wishing for a silver-bullet solution that would avert layoffs, even though she knows that doesn't exist. "You just so desperately don't want it to be this way," she said.

Koehler tries to hold onto the idea that, a few years down the road, Ithaca should be in a better place because of these decisions.

The Board of Trustees continues to support Collado, an Ithaca spokesman said. Collado said the college was having the tough conversations it needed to have. "We will be thriving and soaring into the future, and not be an institution that becomes irrelevant," she said.

Breen isn't ready to give up yet. The AAUP chapter will continue to push back against the cuts, the English professor said. "From our point of view, it can't be over." ■

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

Good Grades, Stressed Students

They struggled with online learning last fall, but not always in the ways you might expect.

AS THE FIRST full academic year under Covid-19 restrictions grinds on, fall grades are in for colleges around the country. So how are students doing?

The picture is mixed. First, the good news. Undergraduate grades held steady, or even improved, at a number of universities that offered most courses remotely. And that held true even for students in higher-risk groups. That steadiness in grades heartened academic leaders who had tried to lessen the strains of living under a pandemic and the challenges of online learning by investing in faculty-training and technology.

BY BETH MCMURTRIE

But grades tell only part of the story. A solid GPA can paper over a semester of isolation. Students aren't just missing the parties and late-night talk sessions that make up college life. They've also put on pause the co-curricular experiences that can deepen learning, like working alongside a professor in a lab, studying abroad, or engaging in service work.

And averages can hide a lot. Some campuses saw a rise in the number of students on probation or dropping out after a semester, even if average GPAs did not decline. Some campuses reported a significant amount of cheating, which may skew grades and suggest deeper struggles for students.

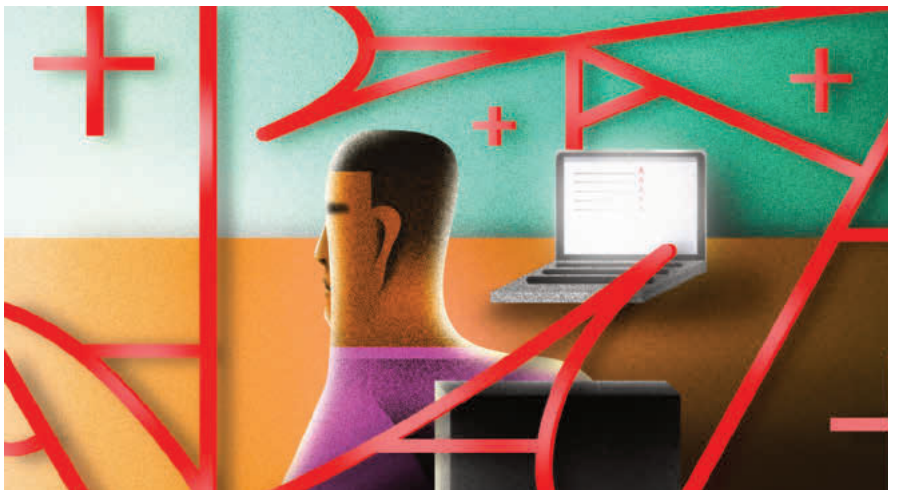
While the longer-term effects of learning under this pandemic remain to be seen, colleges are diving into their learning-management systems and digging through student surveys to figure out what worked and what didn't this past fall.

DEREK ABELLA FOR THE CHRONICLE

If there's a thread that ties many of these findings together, it's this: To thrive at a time when we're spending our days behind doors and in front of screens, students need connections more than ever, connections that recognize their lives beyond the classroom.

BY CONVENTIONAL MEASURES of student success, undergraduates at the University of California at Irvine are doing as well, if not slightly better, than last year. The percentage of students earning a 2.0 GPA or lower has dropped compared with fall 2019, while average undergraduate GPA rose, from 3.1 to 3.3.

Even in those large introductory classes where undergrads often struggle the most, students performed better than the previous fall, according to grades in 15 gateway courses. Those upward trends in grades held true even among first-generation and low-income students, as well as for students from under-represented minority groups. (Half of Irvine's students are first-generation collegegoers, and about a third are low-income. Only 15 percent identify as white and non-Hispanic.)



But what accounts for their solid performance? After all, few undergraduates or their professors would argue that taking all of your courses online is a recipe for academic success.

Did faculty members change their grading standards, perhaps going easier on students? Were instructors being more responsive and accommodating, adjusting deadlines when students hit a roadblock? Or were students simply working harder than ever because they have fewer distractions?

As it happens, a team of researchers at the university has been studying how students learn and grow in college. And they have some answers.

Led by Richard Arum, dean of the School of Education, they have been tracking more than 2,000 students through surveys, academic performance and other data. Arum began the project before the pandemic hit, but has adjusted his research to evaluate its impact.

Arum's team looked at a variety of data, including how much time students logged into their coursework through the learning-management system. It's not surprising that the number of hours students spent in the LMS went up in the past year, he said, given that virtually all classes are now online. But his team also found that time increased in classes that had been online in fall 2019 as well. That's one indication that students are studying harder.

Students' accounts of their behavior back that up: They reported that they were spending about nine hours per week studying for each of their two toughest courses. That's notable, Arum said, considering that previous research has shown that the average college student spends a total of 15 hours per week on their coursework outside of class.

How is it possible that students are studying more, when we know they may have increased responsibilities such as helping parents with child care or holding down part-time jobs? Arum theorizes that they are also spending far less time socializing, commuting, or, in fact, doing any sort of extracurricular activities. In short, he said, "it's not that the faculty have grown soft, it's that the students are working."

THAT TREND echoes what academic leaders on other campuses have found: Students say they are working harder than ever. In a Michigan State survey of more than 7,500 undergraduates about their fall-2020 experiences, about half of the students reported spending more time than in previous semesters writing papers, reading class material, attending or watching lectures, and working on assignments.

But what students are doing is just one side of the equation. What about their professors? Have their efforts contributed to stronger student performance?

Many colleges invested in professional development over the spring and summer to help faculty members create online versions of their courses. Instructors learned how to make short, engaging videos, use more formative assessments and fewer high-stakes exams, encourage group discussion and collaboration, and add flexibility to accommodate students challenged by online learning and the pandemic.

"When you move to more engaging, participatory, interactive instructional strategies, student academic engagement goes up."

At Irvine, that training made a noticeable difference. In the fall of 2019, students in Arum's study reported that nearly 80 percent of course time was spent in lecture. In the fall of 2020, that figure dropped below 60 percent. Meanwhile, time spent in discussion and group work more than doubled, to 43 percent.

There's a lesson in here, said Arum. "When you move to more engaging, participatory, interactive instructional strategies, student academic engagement goes up."

National survey data backs that up. A study by Tyton Partners and Every Learner Everywhere that tracked faculty members from the spring through the fall found that instructors in large introductory courses who felt prepared to teach in an online or hybrid setting were less likely to report an increase in anticipated failure rates than their peers who did not feel that way.

Many faculty members in the Tyton survey, and elsewhere, said they reached out to students more regularly, created clearer expectations for their courses, and otherwise made more use of teaching practices that research has shown correlate with student success.

Instructors who redesigned their courses for online learning say it has made an impact on their teaching and on their students. Eduardo J. Gonzalez-Niño co-taught an introduction to biology course at the University of California at Santa Barbara in the fall and saw students earning more A's and fewer F's compared with previous terms.

Before the pandemic hit, Gonzalez-Niño and his co-instructor, Mike Wilton, who each teach half of the course, were already using active-learning strategies in their classrooms, such as putting students in groups to solve problems together. The challenge, Gonza-

lez-Niño said, was translating that type of interactive teaching to an online course, knowing that many students might have personal and technological problems. Santa Barbara has a high percentage of first-generation and Pell-eligible students. It's also designated as a minority-serving and Hispanic-serving institution.

Last summer the two participated in university-run workshops built on principles of inclusive and equitable course design. They decided to create a flexible course with asynchronous components after surveying students anonymously and finding that 30 percent would be unable to attend synchronous classes either because they were living overseas or working, and more than 15 percent did not have broadband access, depending instead on cellphones or weak internet. Many students also said they were feeling isolated, so the instructors added in plenty of opportunities for virtual meetups.

Gonzalez-Niño filmed a welcome video, explaining that, like many of his students, he is the first in his family to attend college. He created after-hours virtual office hours, in which he invited former students to talk about their careers. He designed more low-stakes assessments such as quizzes and discussion posts. And he modified his grading system so that students earned a small number of points if they kept up with watching his taped video lectures every week.

Throughout the term he also tried to remain flexible. One student told him that her parents were struggling with Covid so she had to take care of her little brother and sister. He gave her more time to turn in her assignments. When she couldn't take an exam at an allotted time because of her child-care responsibilities, he held another slot open for her. The student ended up passing the course. At the end of the term, he said, he received some of the most positive evaluations he's ever gotten.

The experience also changed him.

"To be honest, even though I'm a first-generation student and Hispanic, it is hard to keep all that in mind when you are trying to reach your learning objectives," Gonzalez-Niño said. "You lose sight of that. This made me realize and go back to that, that students are human beings and dealing with a lot of things. That's the silver lining of Covid."

GEORGIA STATE UNIVERSITY is nationally known for the way it works to help students cope with the challenges they face. Its high-tech, high-touch approach tracks hundreds of risk factors daily so that advisers can reach out to students as soon as they see signs of struggle, such as a couple missed classes or a poor grade on a quiz. Yet Georgia State found that even that high-tech approach wasn't enough for its first-year students when learning during the pandemic.

That's because, in the fall, the university chose to offer about half of its courses asynchronously, figuring students would need and value the flexibility of doing coursework at their own pace. It found, instead, that first-year students struggled without the guardrails of regular, real-time connections with professors and peers.

Even as juniors and seniors performed well in their online classes, the average GPA fell for first-year students, compared with fall 2019, and the number of them earning F's or withdrawing from courses rose significantly.

"First-year students just didn't know how to do college. They

didn't have a sense of where they could get support, how all this works, how to organize yourself well enough to know the deadlines," said Allison Calhoun-Brown, senior vice president for student success and chief enrollment officer. "A lot of the best research said that these classes should be taught asynchronously, but we found that students performed much better if the class was synchronous. There was probably a stronger connection to classmates and students."

Georgia State also found that it was more constrained in using those high-tech advising tools in the fall. Its early-alert system identified students who were performing poorly, but advisers found it harder to get those students to respond to their outreach from a distance. Similarly, fewer students took advantage of peer tutoring when it was virtual, instead of in person, when it often came right after class.

"Those kinds of innovations were out the window when it came to the online environment," said Tim Renick, executive director of the university's National Institute for Student Success.

Georgia State took those findings to heart and is making sure students will have more regular, direct interactions this spring, from academic support to advising.

It has asked faculty members teaching asynchronous courses to add synchronous drop-in sessions, which proved popular in the fall with both professors and students. Advisers are more aggressively reaching out to students on academic probation, who risk losing their financial aid if their grades don't improve. And the university started what is unofficially being called a "comeback camp" for the remainder of the spring semester, providing about 2,000 at-risk students with more academic coaching and other support services, said Carol Cohen, assistant vice president for university advising. It is also planning to offer a select group of summer courses for students who performed poorly in them in the fall.

"I don't truly feel like I'm learning all the stuff in the way that I should or could be."

The experiences of Georgia State's students aren't unusual. Asynchronous courses seem to have been challenging for many undergraduates, first-year students in particular, as they weren't yet used to the pace of academic life. Even when students did well, many colleges this past fall found that first-year students struggled with time management and engagement in online courses.

At the University of California at Santa Cruz, a student survey in the fall found that seven in 10 students had trouble maintaining motivation to perform well in class and to study. In asynchronous classes, 81 percent said difficulty staying motivated was the main obstacle to keeping up with their work. Slightly more than half reported difficulty staying engaged with their courses.

Some colleges sought to alleviate the strain of pandemic learning by giving students more flexibility in grading. Wayne State University allowed students to convert F's and D's to a "pass/no credit" option instead. Indiana University at Bloomington allowed students to withdraw from classes right up until final exams. The University of Michigan at Ann Arbor allowed students to "cover" grades they did not want reflected in their GPAs. (About 30 percent of grades were covered.)

What's interesting about that is that grades and grade distributions weren't much different even when counted, says Tim McKay, associate dean for undergraduate education. He suspects that students simply "took it in the spirit it was intended," which was to reduce worry and stress.

FOR MANY lower-income and first-generation students, online learning was hardly the only challenge last fall. They also faced increased family and work pressures.

The Tyton survey found that at institutions with high numbers of Pell-eligible students, instructors of large gateway courses were more likely to see increases in D's, F's, and withdrawals. In the Santa Cruz survey, first-generation students were more likely to report worrying about doing well on tests and about the impact of the pandemic on their families.

Michigan State saw a jump in the number of lower-income and first-generation students on probation, even though the average GPA for first-year students was higher this past fall compared with a year earlier. The percentage of Pell-eligible students on academic probation jumped from 7.5 to 11.3; that of first-generation students rose from 8 to 10.5.

"Difficulty paying bills, not having access to reliable technology or the internet, having to provide care for a loved one, finding a quiet and safe place to study" were more prevalent among Pell-eligible students, said Renata Opoczynski, assistant dean for student success assessment and strategic initiatives. "All of those things that they are dealing with take away time to study."

Eve Shapiro is chief knowledge officer for Beyond 12, a nonprofit that provides coaching for about 2,300 college students who are lower-income, first-generation, or from a historically underrepresented group. The organization has been monitoring its students' progress throughout the pandemic, and while many are doing OK in their classes, they are struggling in other ways, Shapiro said.

Many have had a difficult time navigating their college's academic support network of advisers and tutors online. "Especially for students early in their academic careers," she noted, "they just don't have those on-campus relationships to draw on."

Shapiro worries about the long-term impact of this problem. While students are proving to be resilient in their coursework, they may take longer to earn their degree because they're not getting needed advice on course progression. STEM students in particular may have trouble staying on track, given how prescriptive many of those majors are.

Jackie Bell, a sophomore at San Francisco State University and the first in her family to attend college, has faced some of those challenges. A microbiology major with a concentration in clinical sciences, Bell has seen her grades drop since her university moved online, in part, she said, because she has found it hard to stay motivated.

She is taking organic chemistry, physics, communications, and philosophy this semester. All but one of her courses are asynchronous, meaning that she can spend hours in her bedroom each day without talking to anyone. Other than a 9 a.m. live class three times a week, she watches taped lectures, takes notes, and works on her assignments until 6 p.m.

"It's like: you, your computer, and a ton of work. Have fun," said Bell, who plans to become a medical technician. "I don't truly feel like I'm learning all the stuff in the way that I should or could be."

She has also had difficulty figuring out her path through college. She met virtually with someone in advising, but later found out they had given her the wrong information about courses she needed for her major. She also tried without success to make an appointment with a counselor. They were either swamped or had technical problems.

Being first generation has made this year harder. "I already don't know anything about the system," she said. "Online I have to dig even more. There's nobody telling me, maybe you should check this out."

She is grateful for her Beyond 12 coach, she said, who has sat on the phone with her as she worked her way through the university's website to find the right people to email for advice.

Technology also continues to be a hurdle for many lower-income students. While many campuses purchased laptops and hot spots over the spring and summer to send to students in need, colleges still found gaps this past fall. In some cases students were not taking advantage of the technology offered to them.

Southwest Tennessee Community College, where more than half of the students are Pell eligible, for example, purchased 3,500 laptops for students, but only 1,200 were taken. Kendricks Hooker, vice president for academic affairs, thinks that's just one of several reasons students struggled in the fall, with the average GPA of first-time students dropping to 0.79, compared with 1.38 in 2019.

"Many of our students were still using their cellphones," Hooker said. The university is working on creating a better remote experience for students in the spring, including letting students know they can borrow laptops and hot spots, and more training for students in effective online-learning strategies.

Michigan State also saw challenges with technology uptake. According to the student survey, about 12 percent of students sometimes had limited or no access to a computer this past fall, 36 percent sometimes had limited or no access to the internet, and 83 percent sometimes experienced slow or not working internet.

As at Southwest Tennessee, not all the Michigan State students who needed better technology had asked for it. That's why checking in regularly with students "is a continuous process," said Opoczynski. Of those students who did seek technology help in the summer, she noted, not a single one was on academic probation, and the lowest GPA was a 3.3.

The arrival of Covid-19 vaccines this spring makes it more likely that in-person activities will resume this fall. But even if that happens, few people expect a complete return to normal. After a year of isolation and turmoil, professors will need to help students catch up on all that they missed. Readjusting to college life will also take time, especially for students who have not set foot on a campus for more than a year — or ever. The lessons learned about the importance of human connection, in and around the classroom, will remain as relevant as ever. ■

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Can Higher Ed Save

Itself?

Business as usual won't solve the existential challenges we face. Will anything?

BRANCHE COVERDALE FOR THE CHRONICLE

THE REVIEW

BY GABRIEL PAQUETTE

FOR DECADES, predictions of traditional higher education's imminent demise have gone unfulfilled. The disruption of MOOCs, for example, proved more whimper than bang. Given the dire forecasts, the pandemic should have triggered the abrupt collapse of a sector long alleged to teeter on the brink of disaster. But few institutions have closed permanently, even if many are contracting and most face retrenchment. The resilience is attributable in part to the enduring attraction of a college education and to the absence of viable alternatives. Yet the survival of universities is chiefly due to their capacity to reform themselves. The question is whether this demonstrated capacity to adapt is sufficiently elastic to overcome the current range, intensity, magnitude, and complexity of the threats.

Only an obtuse observer could deny the ailing state of America's universities. Our maladies are legion, and are easily diagnosed: exploding student debt, decreased state investment, the decline of the college graduate income premium, and disruptive demographic shifts. Consider, for example, student debt. The amount owed by American households tripled between 2001 and 2016. Today, 43-million borrowers owe $1.6 trillion. Student loans have eclipsed credit card debt and auto loans, and are now second only to mortgage debt. Less than half of borrowers who started college in 1995-96 had paid off their balance within 20 years of their first semester.

As popular support for colleges wanes, tuitions and indebtedness are rising just as the perceived value of a diploma falls. The college graduate income premium has eroded steadily since 2000, thwarting upward mobility. Damningly, a degree from most institutions offers scant insurance against a slide down the socioeconomic ladder. The middle-class future students and their parents sanguinely envisaged now appears aspirational — if not illusory. Unsurprisingly, students are gravitating toward vocational training or, at least, majors with an apparent (though often superficial) connection to the futures they covet. Even those equipped with bona fide credentials, however, discover that the number of graduates outstrips the high-skill, managerial, or otherwise well-remunerated jobs available in the American economy.

Things only stand to get worse. As Nathan Grawe has shown, the college-age population will decrease in the coming years, foreshadowing fierce competition for students at tuition-dependent institutions. Some regions, like the Midwest and Northeast, will be struck with staggering ferocity. Tuition revenue will decline along with enrollment, threatening the survival of many institutions. Robert Zemsky, Susan Shaman, and Susan Campbell Baldridge project that 60 percent of colleges face "little or no risk," but 30 percent will "struggle" and another 10 percent face "substantial market risk." These unfortunate latter groups, they contend, "need to rethink

curriculum, prices, and modes of instruction." If Zemsky and his colleagues prove prescient, higher education's contraction could become a gruesome spectacle.

And yet colleges have repeatedly metamorphosed to meet the moment. A cottage industry of diagnosis, prognostication, and "reinvention" flourishes. Contingent faculty claim to have the answer, as do a growing chorus of consultants, EdTech executives, and even college presidents. Some in academe read about the industry's challenges in the pages of *The Chronicle* or experience them firsthand and become resigned and passive. Others double down on current strategies, engage in utopian thinking, or occasionally hit on pragmatic-yet-sweeping ideas. The question on their minds: Can higher ed save itself?

Most commentators believe that higher ed can save itself — some grudgingly, as they assail its corporatization and bemoan its concomitant ills. But for all of the angst and alienation, there are fewer Cassandras than one might expect.

Micro-level reforms, however worthy and well-intentioned, are insufficient.

Pundits diverge, however, on the strategies and tactics needed. They fall into three broad categories. First, there are defenders of the status quo, who assert the fundamental solidity of the existing order and the wisdom of keeping calm and carrying on. Second, there are utopians — self-appointed guardians of long-cherished values — who gaze nostalgically back to a lost golden age or await some exogenous panacea. Third, there are reformers: proponents of pragmatic yet sometimes sweeping change. This final group is subdivided between those who focus on the microdynamics of curricula and program design and those who seek to recast higher education's role in society writ large.

This typology is, of course, merely a heuristic. Reformers draw liberally from utopian ideas. Sometimes utopians offer incisive criticism of the status quo or presciently point out the folly of grand visions of change. Defenders of the status quo, by and large, observe these debates with amusement, wondering when they can get on with their work.

THE ONCE FAMILIAR ADVICE to stay the course and recommit to existing strategies is gradually vanishing. Why? Defense of the status quo is less tenable than it once was. Today, student dissatisfaction — whether with existing degree programs, the academic calendar, or residential education — cannot be casually dismissed but must instead be treated as firm customer demands. The inflow of out-of-state and international students cannot be taken for granted. In the same way, time-tested managerial practices like those annual belt-tightening and do-more-with-less austerity exercises no longer yield their intended outcomes.

It is unlikely, for example, that further privatization will produce significant transformation. As Christopher Newfield argued in *The Great Mistake* (Johns Hopkins University Press, 2016), privatization promised more efficient educational delivery — a promise that went unfulfilled. Instead, such strategies "increased their costs and shifted resources from the educational core."

Labor costs, too, have already been trimmed. An ever-shrinking number of faculty enjoy the protections of tenure and the benefits of long-term employment. About three-quarters of faculty are off the tenure track, the preponderance in contingent positions, in part due to the overproduction of Ph.D.s. The abolition of tenure — the full monty — remains an option, but the irreversible damage to higher ed's brand would far exceed the savings realized. (Still, some like the Kansas Board of Regents are tempted.) As the futurist and higher-ed guru Bryan Alexander points out, employing a chess analogy, austerity often culminates in the "queen sacrifice": Universities dismember fundamental parts of themselves in pursuit of the chimera of efficiency, but such masochism is cruelly counterproductive.

Philanthropy, while indispensable, is also an unlikely savior. Costs simply outstrip the laudable generosity our sector receives, and the largess is too unevenly distributed to make a discernible difference for most institutions. Sixty-five percent of colleges raised less in 2020 than in 2019, in spite of 2020's bull market in which the S&P 500 gained about 16 percent. More importantly, the wealthiest, most prestigious institutions enjoy the lion's share of the giving. Even there, raiding the endowments or changing the tax-advantaged status of universities to force them to spend down their endowments would represent short-term solutions with enormous risks for long-term sustainability.

International students were long the cash cow of American academe, and many institutions were highly leveraged. Then international student enrollment dropped during the Trump administration before nosediving by 43 percent last fall. It may bounce back somewhat, but a return to the halcyon era is unlikely. Why? The countries supplying the majority of students have developed their own academic infrastructure. In China, for example, enrollment has grown a stunning 500 percent since 2000. The country now has 40-million students spread across 2,600 campuses. Thanks to import substitution, an undergraduate degree from most American universities may soon be regarded abroad as an exotic superfluity, an unattractively expensive luxury good.

FOR THOSE WHO REJECT the status quo, whether on practical or philosophical grounds, there is the almost irresistible lure of utopian thinking, a bucket into which many faculty tomes fall, often gazing toward the past for solutions to the problems of the present. "Public funding will return if the public actually grasped and appreciated what universities do," these restorationists can be heard arguing, citing historical connections between higher levels of education and labor productivity in the 20th century.

Other utopians lament the institutional rigidity toward which universities are drifting. Accreditation and regulation are homogenizing forces. The hegemony of market-oriented approaches results in an intellectual monoculture and the shrinking of horizons. In *Alternative Universities* (Johns Hopkins University Press, 2019), David Staley urges academic leaders to liberate themselves from the corporate, entrepreneurial, marketized, and bureaucratic mentalities that currently dominate long-term planning. Stefan Collini, in his persuasive *Speaking of Universities* (Verso, 2017), captures the prevailing sentiment when he argues that, for universities, "making it obligatory to pursue certain narrow forms of economic and social impact in the short term ends up damaging the quality of research and reducing its benefit to society."

What conditions would permit a recovery of the university's putative purpose and promise? Some utopians argue that any re-imagining of the university hinges on solving the riddle of college affordability. John Warner's well-argued *Sustainable. Resilient. Free.: The Future of Public Higher Education* (Belt Publishing, 2020) is a prime example. An expert on writing pedagogy and a prolific author who has served as a contingent faculty member at several institutions, Warner asserts that tuition-free public higher education is the only way to reorient around the twin missions of teaching and learning. Without significant debt relief and tuition-free college, little progress toward larger goals can be made.

Undoubtedly, the public's confidence in higher education must be restored. Between 2013 and 2019, the percentage of adults who agreed that college was "very important" declined to 51 percent from 70 percent. Such impressions can be counteracted through concert-

ed effort, but that may take decades.

While utopianism is appealing, these proposed panaceas are divorced from anything resembling the world we inhabit. States steeling themselves for Covid-caused revenue losses may hasten further disinvestment, even as evidence suggests those losses were not as severe as predicted. The federal government has evinced little appetite for large-scale investment in human capital (President Biden recently balked at Democrats' call to eliminate $50,000 in student debt per student). "Plans" that insist on such grandiose programs are dead upon arrival.

The restoration of public funding, debt forgiveness at meaningful scale, and universal tuition-free college are all worthy goals deserving advocacy. Similarly, debates on priorities present opportunities to re-examine values. But infatuation with these purported solutions is an extravagant distraction from the possibilities within the control of faculty and administrators.

WHAT *can* faculty and administrators do? Quite a lot, actually, at their individual institutions. Books like Steve Volk and Beth Benedix's *The Post-Pandemic Liberal Arts College: A Manifesto for Reinvention* (Belt Publishing, 2020) stress the agency of those who work to devise and implement local improvements.

Unfortunately, Volk and Benedix — an emeritus professor at Oberlin and a professor at DePauw, respectively — will very likely repel the sympathetic, pragmatic readers they ultimately seek. To find their proposed solutions one must endure vapid complaints about the "toxic" mélange of avaricious administrators and cynical faculty. Outrage flows steadily on behalf of the hapless victims of higher education's dysfunction, the shortchanged students. Meanwhile the book offers jargonized lamentations of "neoliberalism" alongside vague pleas for "integrative," "authentic," and "culturally sustaining" practices. This is a road to nowhere.

And yet we should not dismiss the tangible ideas behind such fervent calls to arms. Volk and Benedix, like Warner, boldly raise issues the bare mention of which flirts with apostasy. They give unvarnished acknowledgement of the existential threat facing higher education, a grim prospect most faculty ignore or deny. Volk and Benedix use this in service of a call for radical change and openness to risk-taking. (While their book principally addresses liberal-arts colleges, their proposals are broadly applicable.) They bluntly ask whether sclerotic campus cultures can overcome their inertia to transform themselves in the face of convergent crises.

Volk and Benedix criticize visceral aversion to change as short-sighted. For them, for instance, academic departments have outlived their usefulness. Liberal-arts colleges have erred in organizing themselves around the specializations spawned and perpetuated by research universities. The resulting disciplinary emphasis results in stasis and inhibits experimentation.

In pursuing this line of argument, Volk and Benedix join a venerable tradition of generalists, one traced by Wesleyan's president, Michael Roth, in *Beyond the University* (Yale University Press, 2014). William James, for example, doubted whether students benefited from a focus on finding "some little peppercorn of new truth worthy of being added to the store of extant human information on the subject." The inaugural president of Johns Hopkins, Daniel Coit Gilman, believed that

the best research would be built upon the "foundation of a broad and liberal culture." The authors of Harvard's 1945 *Red Book* endorsed this view, voicing hope that a student would "transcend his specialty and generate a liberal outlook in himself."

In our own time, Cathy Davidson has influentially argued that "the real action at most universities and colleges is happening outside these traditional areas, in institutes, initiatives, and interdisciplinary groups that typically span the inherited structures." And Jonathan Cole has observed that "the absence of integration reflects the current structure of the university, which is divided into 'knowledge units' that are defined by individual disciplines rather than by the knowledge needed to address complex problems."

Revoking the power of departments, Volk and Benedix argue, would unleash creativity conducive to student learning. And yet their proposed solution seems half-baked. In place of departments, some nebulous agglomeration of studies would proliferate. Beyond the risks of methodological promiscuity and questionable coherence, would this interdisciplinary pell-mell benefit students? Dismantling old structures deserves a hearing. But it is far from obvious that students should pay for the privilege of recreation in an anarchic epistemological sandbox.

Volk and Benedix also question tenure's utility and viability. They suggest that long-term contracts would release the latent energies of faculty, clamoring for a faculty comprised of "risktakers, agents of change, and producers of new knowledge," implying that tenure undermines that goal. But tenure exists precisely to encourage such laudable behaviors by providing protection against reprisals.

Warner also pokes at tenure, though from the perspective of a longtime contingent faculty member. "For the large majority of people who work in public higher education," he argues, "tenure is not an 'essential protection' — it is a job perk." He suggests that the modern university overvalues the research purportedly protected by tenure, and wonders if institutions should stop hiring non-tenure track instructors to subsidize the research labor of tenure-track faculty. "My nontenurable colleagues and I were literal human shields protecting the privilege of the tenured faculty to do their research," he writes.

While it is naïve to await salvation from an outside source, it is reasonable to expect universities to transform themselves.

Hyperbole aside, it takes some courage to wade in these waters. Institutions will come down on different sides of the tenure issue, depending on their mission and aspirations. Some recent studies highlight the slight differences in student learning outcomes in courses taught by tenure stream and non-tenure track faculty. But a focus on individual courses misses a larger point. Students attend research universities, public and private, to learn from and alongside producers of new knowledge and to participate in the enterprise of their mentors. They do not attend solely to receive superb classroom instruction, in which small liberal-arts colleges and community colleges specialize.

If a university's faculty are to produce knowledge, the protections of tenure — in some form — must continue. It might be salutary, for example, to expand the scope of activities faculty are encouraged to pursue to encompass public writing, community-engaged research, the scholarship of teaching and learning, and entrepreneurial activities.

If enacted broadly, some of Volk and Benedix's recommendations would improve the student experience immensely. Unfortunately, these microlevel reforms, however worthy and well-intentioned, are still insufficient.

UNIVERSITIES need not succumb to "disruption" without a fight, however. Two of the myriad ways that universities can reform themselves at scale and demonstrate their value to students and society are the radical expansion of access and the systematic improvement of instruction.

Public research universities in particular can refresh their mission and expand the number of students they serve. So argues *The Fifth Wave: The Evolution of American Higher Education* (Johns Hopkins University Press, 2020), by Arizona State President Michael Crow and William B. Dabars, an Arizona State research fellow. "Fifth Wave" universities pursue two overarching goals. The first is the universalization of access to higher education. According to the authors, universities should aim to "educate to internationally competitive levels of achievement the top quarter or third of respective age cohorts" and use "universal learning" to provide lifelong learning opportunity to more than half of the U.S. population. These universities unapologetically serve the public interest by tackling its thorniest, most intractable problems. "Discovery for the sake of creating tangible progress must be prioritized over discovery for its own sake," they argue.

The adaptive learning and technology-enabled instruction Crow and Dabars advocate promises to enable swaths of the previously excluded to enter universities. Would this deepen the stratification of universities? Is it, in Newfield's phrase, merely another manifestation of the "fast-food version" of college, "perfectly appropriate for the second- and third-class citizens from whom plutonomy withholds the spoils"?

Perhaps. And yet sadly such a caste system of universities is already the status quo. Raj Chetty's 2017 research has shown that at IvyPlus universities only 3.8 percent of students come from the bottom 20 percent of the income distribution. At 38 of America's pre-eminent colleges — including several Ivies — there were more students from the top 1 percent than from the bottom 60 percent. In this light, the expansion of access at scale is preferable to the systemic inaction of the present.

We must also be wary of exaggerating the efficacy of the learning technologies upon which such strategies rely. Adrianna Kezar, Tom DePaola, and Daniel T. Scott in *The Gig Academy* (Johns Hopkins University Press, 2019) warn of the consequences of platforms that are "imposed from the top down, used to pare back labor, and contracted without meaningful participation by their functional users." There is no a priori reason, however, for widespread adoption of technology to result in the quickening of commercialization, the weakening of labor protections, and the immiseration of faculty and staff. Robust shared governance should preclude such a dystopian outcome.

Given the severity of the threats to higher education, it is baffling that teaching remains neglected at many institutions. The American Academy of Arts and Sciences 2017 report on "The Future of Undergraduate Education" declared that "widespread inattention to teaching quality in the preparation, selection, and assessment

of faculty is a major obstacle to improved undergraduate student learning." That is not an isolated view. "For a long time," the former Harvard president Derek Bok observed, "methods of teaching were largely matters for conjecture, intuition, and personal experience rather than careful testing."

This state of affairs is outrageous. And it is untenable when tuition levels, indebtedness, and the emergence of viable alternatives may cause prospective students to balk. While the pandemic has made an eloquent, if impromptu and unbidden, case for the value of residential education, universities are now under pressure to deliver. What if students perceive the traditional classroom experience as merely marginally better than the screen-mediated, remote ordeal they've just endured? Perish the thought.

And teaching quality is something universities have the power to address. As Freeman A. Hrabowski III, president of the University of Maryland-Baltimore County, argues in *The Empowered University* (Johns Hopkins University Press, 2019):

> There are many barriers to a quality educational experience and student completion. The methodology of the instructor who teaches a course should not be one of them. With advances in cognitive psychology and discipline-based educational research, we now have a deeper understanding of how students learn as well as best practices for teaching and learning by field.

Numerous works, from Susan A. Ambrose and co-authors' *How Learning Works: Seven Research-Based Principles for Smart Teaching* (Jossey-Bass, 2010) to Carl Wieman's *Improving How Universities Teach Science: Lessons from the Science Education Initiative* (Harvard University Press, 2017) to Joshua Kim and Edward J. Maloney's *Learning Innovation and the Future of Higher Education* (Johns Hopkins University Press, 2020), detail the conditions, course designs, and technology that facilitate and optimize learning. Though widely discussed, these insights and approaches have been applied sporadically, often at the margins of universities. Pedagogical innovation must be brought from the periphery to the center of the university.

Such a transformation will be neither straightforward nor inexpensive. Faculty must be given the necessary training, resources, time and incentive structures to retool and then to apply what they've mastered. Tenure, promotion, and other review processes would be revised to take the emphasis on teaching into account in a manner respectful of the plurality of valid methods, academic freedom, and disciplinary diversity. There will also be faculty skepticism concerning a more centralized approach to teaching, something that must be refuted.

Keeping our hands in our pockets, partaking in utopian rebellion, or making modest changes around the edges — which stance is best suited to the present conjuncture? Tinkering is a tempting refuge. Incrementalism lends itself to decentralization, defers to individuals, offers the illusion of change while preserving the status quo, and minimizes conflict. But such an approach, which privileges multiplicity over efficiency and prefers comity and consensus over action, is no match for crises of the scale and intensity institutions now confront.

While it is naive to await salvation from an outside source in the form of universally available, tuition-free college or a student debt jubilee, it is reasonable to expect universities to transform themselves. The abrupt, unplanned shift to remote instruction due to the pandemic made clear that universities can pursue major change swiftly and at scale. Under the less chaotic conditions to come (we hope), and with appropriate consultation and deliberation, faculty and administrators can and must collaboratively reform their institutions. Let's get to work. ■

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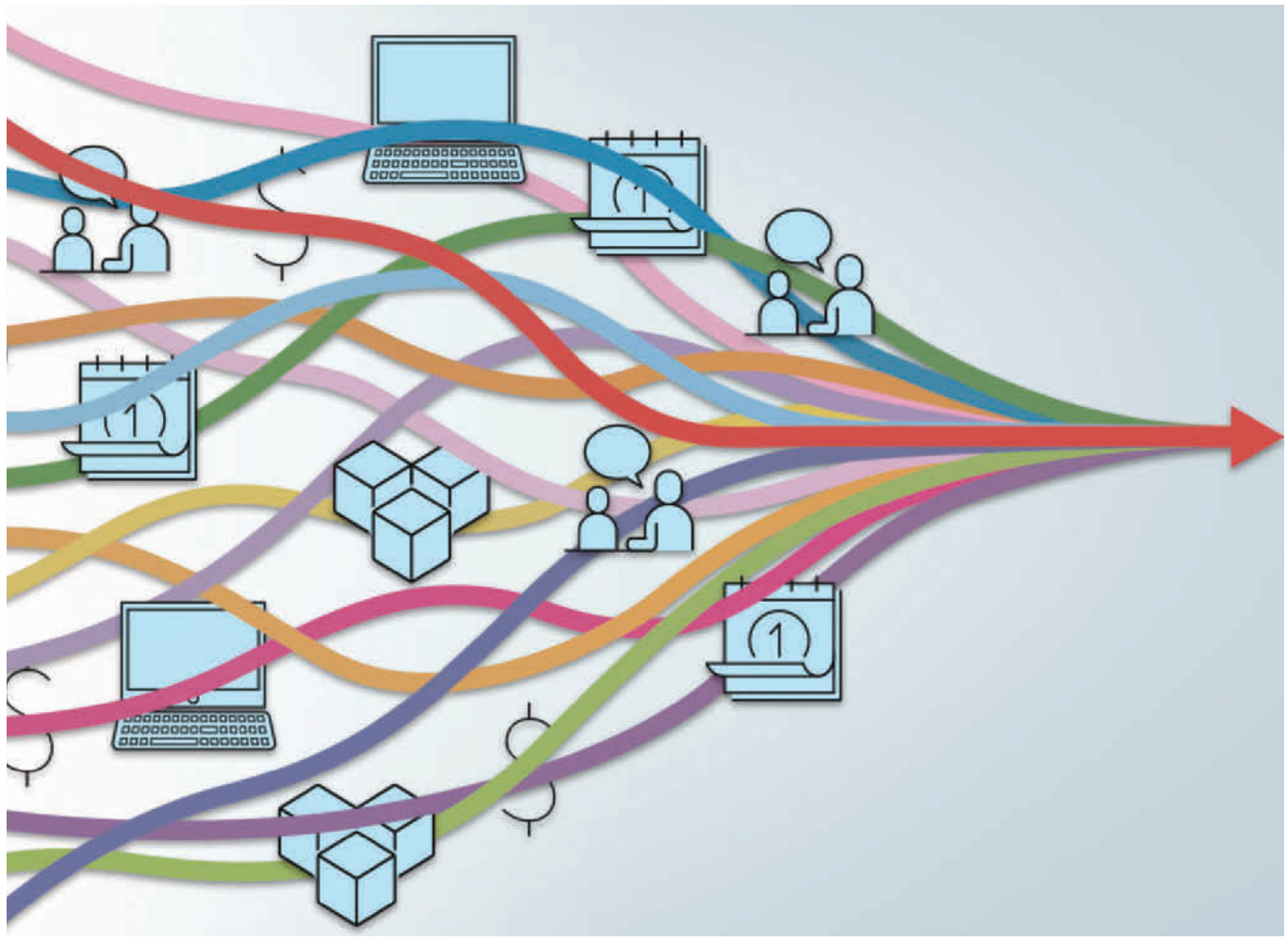
The Pressure Is On to Retrain Workers

Here's what colleges can start doing now.



CHRONICLE ILLUSTRATION

THE PROMISE of the vaccine may bring back many aspects of our life from The Before Time — concerts, gyms, restaurants, and the movies. Many Americans are also hoping that herd immunity brings with it something else: the promise of work.

Over the past year, the pandemic has decimated jobs across the country, especially low-wage occupations in industries like hospitality, travel, and oil and gas drilling. The job losses have hit women and nonwhite workers particularly hard.

Many unemployed workers have said that they might not return to their fields after the pandemic is over, which means they will require retraining. Though many of them have yet to flock to retraining programs, some experts believe that dynamic could change this year. At the same time, the nation has seen a shortage of candidates in skilled labor like nursing and the trades. And in May, another class of undergraduates will walk across a real or virtual stage to collect a diploma and prepare to step out into the real world to look for a career. With an unemployment rate among recent graduates that's worse than what it was after the Great Recession, some may seek additional certifications or training just to be competitive in the job market.

For all of these reasons, the public pressure on colleges to educate and retrain workers could be even more intense than it was during the crisis 12 years ago. And colleges have been eager to signal how they are preparing to meet that role.

In March, for example, more than three dozen institutions announced their participation in the Taskforce on Higher Education and Opportunity, a coalition of colleges that is swapping ideas and sharing information about how to pursue career-oriented initiatives. The University of California at Los Angeles, for example, is offering career workshops and courses for alumni, while Baylor University would focus on certificates for students who drop out and career services for students with financial needs.

Northern Virginia Community College, one of the few two-year institutions in the task force, is focused on high-demand credential programs. "We're trying to make our pathways a little clearer for people who want to get reskilled quickly," says Steven Partridge, the vice president for strategic partnerships and work-force innovation there. "A lot of people want to switch careers, but they don't have a degree. Sometimes going back to school for two to four-plus years is something that's just not in the cards right now."

NoVa's reskilling and retraining efforts are centered on two strategies: apprenticeships, in fields like information technology, and stackable credentials, which offer some early currency in the job market, and the ability to transfer to a four-year program later. Apprenticeships and stackable credentials aren't new or revolutionary ideas; they're just difficult to pull off in a sector as misaligned and slow-moving as higher education can be. Partridge says that NoVa spent years hammering out transfer agreements with other institutions in the state to make these programs happen.

But finding new ideas is not the sticking point for most institutions. "It's all good that we all share information," Partridge says, "but I think information sharing is less of an issue than the action of getting it done at scale."

Experts on higher education and the work force see a number of other job-training and career-oriented initiatives that colleges could quickly adopt in the wake of the pandemic. Many of them — described below — are well-researched and have been long discussed, but they've still not caught on at many institutions.

THE PANDEMIC has suspended some of our notions of time, related to when we work, eat, and sleep. But how we learn could become the change that sticks with us, long after we go back to normal. Hybrid learning was always a feature at colleges, and our widespread use of Zoom and other videoconferencing features has trained us to interact remotely. This opens up enormous possibilities to scale training programs and reach remote and marginalized populations (if those populations have their own technology to plug in).

The pandemic also brought to

light unusual and innovative semester models that were often carried out in person — in particular, the eight-week semesters, which emerged at a number of colleges during the pandemic as a way to limit exposure across courses. But they may be a better way for distracted adults to learn. Institutions like Ivy Tech Community College have found that short, eight-week courses also led to higher success rates among students, perhaps because they can concentrate on subjects more intensely and reduce the chance that a challenge at work or at home would knock them off the path.

"It is a worker-centered model better than other things that we've seen," says Jamie Merisotis, president and CEO of the Lumina Foundation. Shorter semesters are "really sort of giving it to the learners in much more bite-sized chunks."

Workers who already have skills will want to use those to accelerate their certification, and they could do that through competency-based education, another long-discussed innovation that now "seems well-suited to the times," Merisotis says.

"We're going to see a long tail of Covid-oriented realignment in the labor force," he says. He believes colleges should push retraining based more on career adjacency — displaced truckers, for example, might find more to identify with in a familiar career, like logistics, than in something blandly popular, like coding. "Competency-based learning just seems like a model that we've got to build faster and better."

Merisotis is also betting on "credentialing as you go," the concept of a "nationally recognized, transferrable, incremental credential system" under development at the State University of New York Empire State College and supported by Lumina.

In general, work-force and education experts agreed that higher education should break down the credentials they offer — and allow students more freedom in where they get them. "The turf wars between two-year colleges and four-year colleges over degrees must be overcome in the interests of the entire system," says Anthony P. Carnevale, director of Georgetown University's Center on Education and the Workforce. "Community colleges should increasingly offer bachelor's degrees, and, reciprocally, more four-year colleges should offer A.A.s, especially to students who complete more than two years of credits but never finish the bachelor's."

> "A lot of people want to switch careers, but they don't have a degree. Sometimes going back to school for two to four-plus years is something that's just not in the cards right now."

Transfer, he says, should be a universally easy and sure path up the higher-ed system. "All four-year public colleges should start to reserve 20 percent of incoming seats for transfer students," Carnevale says.

MOST EXPERTS on higher education and training say that advising and career counseling are key ways to help students. But many academic-advising and career-counseling functions operate entirely separately. Academic advisers aren't always informed about the career outcomes for certain majors, and career counselors on campus are often outnumbered by academic advisers and relative to the scores of students they need to reach.

"Let's take a big state school and give an average: 100 to 150 academic advisers, and 15 to 25 career advisers," says Jeremy Podany, the founder of the Career Leadership Collective, which advises colleges on career-oriented strategies. "Where's the structural priority?" Podany is not sure if that disparity exists because colleges favor retention over career outcomes, because colleges are uncomfortable with vocationally oriented training, or because it's an artifact of the college bureaucracy. "But, you know, there's a disconnect."

Colleges could help this situation by tracking the career outcomes of students in various majors, says Michelle R. Weise, the author of *Long Life Learning: Preparing for Jobs That Don't Even Exist Yet* (Wiley, 2020). Many faculty advisers are not deeply connected to the world of work outside of academe and don't have a sense of what students in their programs do after graduation. What can you do with a history or philosophy degree? If the answer to that question is "anything," without any guidance or real-world examples, both students and their advisers won't know where to start.

If advisers could see the careers that students enter and the difficulty they have in transitioning into the work force, Weise says, they would have a better sense of how to advise those students and what elements they should add to the programs to ensure success.

"That would help with integrating more market-oriented pieces into the curriculum earlier," Weise says. It could also help colleges set up new and innovative ways for students to pay for college. "If they truly believe in the outcomes of these learners, why don't we have more tuition-deferred opportunities or income-share agreements or career-impact bonds, where we're betting on their future outcomes?"

Tracking students may be an inevitability anyway, says Carnevale. He believes that policy makers will eventually require colleges to closely track economic outcomes by program, a process already underway with the College Scorecard.

"This is not something that will happen in the short term," he says, "but I would advise colleges that are struggling to maintain their value proposition to get out in front of this issue and start talking as often as possible about what students can expect in very specific terms if they attend there." ■

Scott Carlson

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When Bullies Claim Free Speech

Harassment should not be protected.

MICHAEL MORGENSTERN FOR THE CHRONICLE

EVERY WEEK, it seems, a new organization is formed to combat "cancel culture" and "wokeness" — not in order to perpetuate institutional racism, of course, or sexism and sexual assault in the workplace, or indeed any form of injustice, but to champion free speech. Who could possibly be against that? Free speech, open debate — surely this is the bedrock of democracy. For those of us who work at colleges and universities, it is nothing less than our raison d'être. That is why we must support the academic freedom of people we disagree with; it is the condition of possibility for any form of legitimate intellectual disagreement whatsoever.

THE REVIEW

But then imagine that the following scenario unfolds on your campus: A faculty member shares with her students a CNN article titled "Math Is Racist." The article, published in 2016, is a brief discussion of a book by the mathematician and data analyst Cathy O'Neil, *Weapons of Math Destruction* — a painstaking analysis of "how algorithms and big data are targeting the poor, reinforcing racism, and amplifying inequality." The faculty member would have no reason to imagine that anyone could plausibly object to discussing the article in class.

She is shocked, then, to find her name and picture tied to the phrase "math is racist" — shorn of any context or any reference to the CNN article — and posted on Twitter by two of her male colleagues. It is picked up by the anti-woke warrior Chris Rufo, who tags the professional provocateur Joe Rogan and Fox's voluble and influential Tucker Carlson. She has now become the latest exhibit in a national right-wing campaign to frame university professors as the new apparatchiks of a racially motivated totalitarianism. She shares an article with her students, and she is cast as one of Stalin's henchmen. She is one of the "new racists."

Anyone who has lived through one of the right-wing rage-gasms of the past decade — and those who have are disproportionately women and faculty of color — knows how terrifying they can be. All you have to do is say, "It's true that the Greeks painted their statues," or, "Hmm, it seems that the far right is appropriating a lot of medieval imagery," and you can find yourself in the cross hairs, subject to doxxing, hate mail, physical harassment, and death threats.

The two men who circulated the "math is racist" meme were outsourcing the harassment of a colleague to the legions of trolls flying from Mr. Potato Head to Dr. Seuss to rapping librarians to the next faux-outrage fury-fest. Every time this happens, the targets can only hope that a shiny new object will come along to distract their tormentors. But there is always the possibility — given the apocalyptic rhetoric insisting that higher education's attempts to reckon with systemic racism constitute a Maoist Cultural Revolution — that one of these stunts will get someone hurt.

The above scenario is not a hypothetical. It happened at my university, Portland State, and was instigated by our very own anti-woke warriors, Bruce Gilley and Peter Boghossian. Gilley and Boghossian have been working this beat for years now, on Twitter and on blogs. And they claim to be doing so in the name of academic freedom.

I am part of the elected leadership of my university's faculty-union chapter, PSU-AAUP. If you live in the world of Fox News, you might imagine that I am constantly besieged by wokeness, teaching in the smoldering remains of what was once Portland, Ore., before antifa burnt the city to the ground. But here's the reality: I have now heard from dozens of colleagues who tell me that they cannot say what they think in department meetings or on committees or in the Faculty Senate because it will be wrenched out of context and paraded on one of our resident provocateurs' Twitter feeds or on a YouTube video that one of them splices together.

WHAT can a campus do when some of its faculty members decide to stop conducting themselves like responsible, professional academics and instead to cosplay as cub reporters for Breitbart or The Daily Caller?

Here's what we did.

When our colleagues used their Twitter platforms to encourage students to post material from their "woke" and "neoracist" professors on a "woke@PSU" page, we filed a grievance on behalf of all of our members who might find themselves the target of an anti-woke mob. The Faculty Sen-

ate also acted. It passed a resolution to remind the campus community that "university policies that spell out the commitment to academic freedom also recognize responsibilities that come with it."

The university's president, Stephen Percy, and provost, Susan Jeffords, soon followed with a statement, "Standing With the Faculty Senate on Academic Freedom," that affirmed the senate's resolution and reiterated the necessity of "guarding against abuses" of free speech and academic freedom. "Our values as an institution," they wrote, "include creating a safe space for a variety of perspectives and debate of intellectual ideas, advancing racial justice, supporting student success, and fulfilling our role as a civic leader and partner within our community."

PSU-AAUP also issued a statement: "We defend our members' academic freedom and their right to express it in public forums. However, when this public engagement takes the form of, and indeed encourages, bullying, harassment, and intimidation of our colleagues, all the while invoking academic freedom as a shield, academic freedom is being abused and undermined."

So what happened? Using the standard pretzel logic of Fox World, Gilley and Boghossian are claiming that their academic freedom is being compromised.

Some academic jokes endure because they are entirely accurate. How can you tell the difference between a bully and an academic bully? A bully knocks you down and takes your lunch money. An academic bully barrels into you, falls over, pretends that you knocked him down, and sues you for your lunch money.

Though Gilley was not named at the Faculty Senate meeting in which the resolution passed, he knew that the resolution was issued in response to his actions. The resolution did not call for his termination, or even that he be disciplined. It did not mention him at all. It simply reminded faculty members of what we already know, because it's in AAUP policy, it's in faculty constitutions, and by now it should be axiomatic: Academic freedom does not mean anything goes.

Gilley, though, decided that the Faculty Senate had "littered [the stage] with the bloody corpses of what used to constitute the core principles of the university" — and he spliced together a YouTube video from the publicly streamed video of the senate meeting.

Another of my colleagues is now receiving messages from the people who subscribe to Gilley's feed. These are people who replied to his screed with comments like "Pinochet knew what to do with these people" and "Franco did too."

Over the past decade, something very odd has happened to the idea of academic freedom: It has become conflated with free speech, due either to lazy thinking or to deliberate attempts to confuse the issue. Academic freedom has been weaponized, cut loose from its traditional mooring in intellectual expertise (as has been argued by intellectuals expert in the subject, such as Robert Post and Joan Scott), and deployed to defend professors who deliberately spread medical misinformation in a pandemic (Scott Atlas, looking at you) or help to incite a riot at the U.S. Capitol that they proceed to blame on antifa (John Eastman, you did well to retire).

Academic freedom has become conflated with free speech, due either to lazy thinking or to deliberate attempts to confuse the issue.

Professors at public colleges and universities in the United States have the First Amendment right to say any number of vicious, unhinged, and/or batshit-crazy things. That does not mean they have the academic freedom to do so.

There should be no sense in which academic freedom entails the freedom to provoke, encourage, and engage in campaigns of harassment against colleagues. Surely, whatever else we may disagree about, all professors need the academic freedom to discuss the meaning of academic freedom without fear of organized harassment and frivolous lawsuits funded by the deep pockets of conservatives. ■

Jennifer Ruth

is a professor of film studies at Portland State University. She and Michael Bérubé, who collaborated with her on this article, are working on a book titled "Whose Common Good? Race, Democracy, and the Future of Academic Freedom." They are the authors of *The Humanities, Higher Education, and Academic Freedom: Three Necessary Arguments* (Palgrave, 2015). Ruth served as editor of *The Journal of Academic Freedom* from 2017 to 2018.

It's Time to Rethink Higher Education

What if our goal was creating social impact, not preserving the status quo?

POINTING OUT that much of higher education is in a state of crisis is at this point about as revelatory as noting that the U.S. Senate is dysfunctional.

We know.

More interesting is a consideration of how far colleges and universities, beyond those whose wealth and reputations insulate them from both disruption and self-reflection, are willing to go to mitigate the crisis. How fundamental are the assumptions we are willing to challenge? How many established orthodoxies and traditions are we willing seriously to interrogate? Will this be a slight mid-air course correction or a redesign of the plane? In an industry where the elimination of a small program, the creation of a new interdisciplinary minor, or even the renaming of a department is considered dramatic change, these are important questions.

As Gabriel Paquette asks (Page 32), can higher education save itself?

Most diagnoses of the current problem and most prescriptions for a solution focus on cost. This is understandable, given that the unsustainability of the financial model is, for the industry as a whole, the most pressing existential threat. And because we have tended to begin with cost, we have tended as well to arrive pretty consistently at the same result: cuts. Cuts in personnel, cuts in compensation, cuts in programs. But, as others have pointed out, spending less on fewer things is not in itself a long-term answer to everything that ails higher education.

Making higher education less expensive, a worthy goal, would not by itself make higher education better. Given the nature of the thinking to date, it might, in fact, make it worse if reductions in cost are not accompanied by increases in innovation. Faculty reductions in the wrong areas might have a negative impact on learning outcomes, while reductions in support services might worsen already poor completion rates.

What if, instead of beginning with cost, we began with the more profound question of impact? That is, what is the desired impact of higher education on the society we serve, and what form of education will have that impact? This would lead us, I believe, to the contemplation of some issues that are broader in scope than simply cost, for while affordability is inseparable from impact, it is far from its only determinant.

THE REVIEW

We can argue for a long time about the civic purpose of higher education — academics can argue for a long time about most things — but let me propose for the moment at least one reasonable description. Higher education should in its ideal form lead to more economic security for more people, a more equitable and innovative society, and a well-functioning democracy. Add whatever goals you would like, but these seem like a reasonable starting point and, given the present state of the country, more than a little aspirational.

Notice that I do not include in this definition of the ideal "preserving higher education in something as close as possible to its current form," despite the fact that this seems to be an implicit or explicit goal of many within academe. That goal should be prioritized only if it can be shown to be the best way of leading to the desired outcomes.

HARRY CAMPBELL FOR THE CHRONICLE

IF WE FOCUS on the end result of social impact rather than on preserving the status quo, we free ourselves up to ask some fundamental and uncomfortable questions. Here are some examples.

Are we organizing ourselves, and are we organizing knowledge, in the best way? Colleges are among the most compartmentalized organizations in the world. Institutions with one hundred faculty members will often divide them into 20 or 25 departments. It is common to find administrative departments staffed by two or three people. Essentially, if there is a particular academic discipline — history — or a particular administrative task — career services — we locate it within its own department. Colleges are large, sometimes massive accumulations of highly specialized pieces, constructed not by design but through gradual accretion over time.

Perhaps this is the best way to do things. Or perhaps not. Many organizational thinkers argue that the most successful work "requires both the integration of skills and transcending functional boundaries." Higher education, the ultimate siloed enterprise, is adept at neither. Would a university with fewer internal divisions be able to eliminate redundancies and reduce costs? Almost certainly. Would such a university also teach students more effectively and perform its internal functions at a higher level? I believe that it would.

The overwhelming majority of four-year colleges in the United States require students to declare a major in a discipline housed in a department. Most majors are designed by faculty members essentially to reproduce themselves: If you want to be an English professor or a biology professor, moving through the curricula in those departments makes perfect sense. Yet only a tiny and shrinking percentage of English majors will go on to be English professors, and if you want to do almost anything else, I would argue, there are more effective ways to organize your education than by majoring in a single discipline. Should we take it as a given that building your education around 10 literature courses is preferable to building it around a global challenge like food insecurity or climate change or around the development of an ability like creativity or clarity of expression? This is not about the value of studying literature, but about how that study should be organized in relation to other areas of study in order to prepare students for work they will do and the problems they will need to solve.

Maybe I'm wrong. But let's have that debate rather than a debate sim-

ply about which majors or positions should and should not be on the chopping block or what to call the English department.

Are we wasting time? During my decades as a student, teacher, and administrator, I've been associated with six colleges, and at every one the central work — teaching students — happened at full bore for two-thirds of the year. (To be fair, this is not the case at many two-year and some four-year institutions.) Of what other essential industry is this true? Imagine if hospitals or supermarkets or the postal service took a pause in January and another from June through August.

The evolution of the "summer break" in both colleges and K-12 schools is often, but erroneously, linked to the country's agrarian roots. In fact it was a concession in the mid-19th century to affluent vacationers. It has stuck around, essentially, because we like it, even though most experts agree that it does more to harm than to help student learning.

The strongest arguments in favor of the eight-month academic calendar at colleges in particular are the following: It allows students, faculty, and staff members to decompress after the intensity of a term (though try making that case to someone who does almost any other job); it provides time for students to help fund their education through working; and it allows the faculty both to prepare their classes and to engage in scholarship. At research universities and many liberal-arts colleges, this last argument in particular is the one most commonly voiced.

The strongest arguments against the typical calendar are both financial and educational. The simplest way to reduce the cost of a four-year college degree would be to make it a three-year college degree, and this could be accomplished rather easily by expanding the length of the school year. And while the evidence for a "summer slide" — that is, a decline in achievement levels after a long break — is not incontrovertible, it is strong, and it suggests that the decline is worse among students of lower socio-economic status.

The interruption of teaching in the service of research is commonly justified on two bases. Research universities in particular are essential drivers of innovation, and the faculty are therefore fulfilling two roles: teaching students and advancing society

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through the creation of knowledge. This argument is powerful, though it might not apply with equal force to all disciplines. The second and more debatable argument is that productive scholars make better teachers. This is among the most cherished of academic beliefs, but it is, unfortunately, unsupported by evidence. A review of the research on the correlation between scholarship and teaching notes that while "academics overwhelmingly think the roles are mutually supportive," the author "cannot conclude from the information at hand that the link is strongly positive" (nor can he conclude, fortunately, that the link is negative, which is something of a relief).

The cost-benefit analysis of the academic calendar is complex, but it seems at least worth asking whether it is better to teach fewer things — that is, to make cuts — or teach things more often — that is, to extend the calendar.

Can teaching online sometimes be better than teaching in person? If there is a single, central belief underlying the operations of the traditional college, it is that the in-person educational experience cannot be fully replicated online. This is undoubtedly the case, as anyone who has spent the past year teaching on Zoom can attest. But does this mean that the online experience, while different from the in-person experience, is necessarily and in all instances worse?

Online education has a poor reputation that is largely earned. Its early decades have been dominated by for-profit entities that have often been bad actors and by over-excitement about MOOCs. But we have been forced into a year of learning and experimentation that should lead to an honest reassessment of what is and is not possible.

As a social experience, being with others in a classroom is clearly preferable to being in a bedroom or kitchen staring at a screen. As an educational experience, however, the comparison becomes more complicated. Here are some things I have been able to do as an online teacher that I was never able to do in my 15 years as a classroom teacher: record lectures in advance so that synchronous screen time can be used for more interactive learning; bring together in one place students in Kyoto and London and San Francisco; see every student's name as they spoke; seamlessly introduce audio and visual material; bring in guest discussants from all over the world at no cost; teach students who are working full time; and divide students into small groups without moving around furniture.

The wealthiest colleges will surely return, post-Covid, to a wholly on-campus experience; many for-profit and nontraditional colleges will continue to operate entirely online.

But for the vast group of institutions in the middle, the question becomes whether in-person and online instruction can be combined in a way that reduces cost and broadens impact without sacrificing educational quality.

Questions of the kind I have asked, in my experience, are met on most college campuses with a degree of anger approaching road rage, yet they merely scratch the surface of the discussions we should be having about the future of higher education. It may be, to paraphrase T.S. Eliot, that the end of all our exploring will be to arrive more or less where we started and know the place for the first time. But if we fail to explore — if we fail to go beyond superficial change and interrogate our most fundamental assumptions about how and what we teach, how and why we organize ourselves in the current way — we will have no one but ourselves to blame if the system as we know it shrivels to the point where it collapses from within or is painfully disrupted from without. ■

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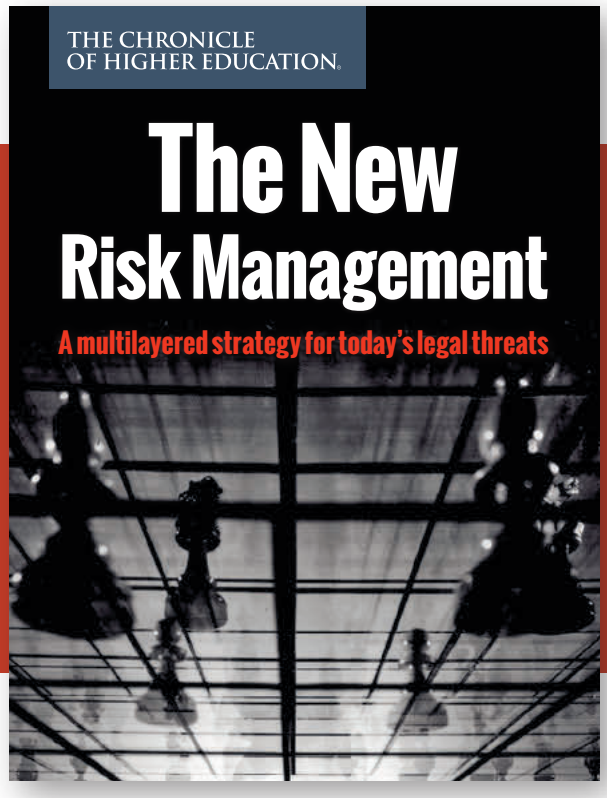

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Are We Talking Too Much?

Videoconferencing gives leadership searches a severe case of 'prolix syndrome.'

JOYCE HESSELBERTH FOR THE CHRONICLE

Dennis M. Barden

is a senior partner with the executive-search firm WittKieffer. He works extensively with boards, senior institutional leaders, and search committees at both public and private institutions.

ADVICE

"PROLIX" IS A GREAT WORD. It's one of those that you never hear used, and yet it is so apt in so many circumstances in higher education. It means using too many words to tedious effect. In my work as an executive-search consultant, I encounter the definition, if not the word itself, every day (sometimes in myself).

This year, though, I am seeing that word in action more than ever. The proliferation of online meetings and conversations via Zoom and other platforms seems to be having an amplifying impact on academe's prolixity. I have no data to back up that assertion, but I do have more than 20 years of experience observing interactions among search committees, hiring officers, job candidates, and consultants to inform my anecdotal conclusion, and I report with confidence that people in those interactions are using more words than ever.

Lots more.

A recent experience is a case in point. A terrific candidate was meeting with a search committee via videoconference in the pandemic version of the "airport interview." As usual, both the candidate and the search committee knew the amount of time available and the number of topics the committee wished to cover. Sixty minutes divided by 12 topics — simple division.

Well, math is one thing, but rhetoric is something else. Five times in the course of the hour did the chair of the search committee signal that the candidate needed to wrap up and move on to the next topic. Five times did the candidate keep talking. On the sixth occasion, the search chair was extremely direct with an admonition. Did it work? No. The candidate continued talking for several more minutes. The experience was uncomfortable to watch.

Search committees are anxious to get through their carefully prepared and balanced questions. Candidates are anxious that they will be able to put the fullness of their capacities and experience on display. As the seconds tick by and the words continue to flow — however articulate and on point — the anxiety grows.

Soon the committee is paying more attention to the clock than to the substance of the response, and everyone's focus begins to drift — which is, after all, the effect of prolixity by definition.

It isn't just candidates, either. My colleagues and I are finding that institutional citizens are taking more time and using more words to express themselves during due diligence "lis-

tening sessions." Search-committee discussions are more expansive and lengthy than we have ever experienced. Even my colleagues and I are taking up more airtime in our exchanges with search committees and hiring officials. Too many words seem only to inspire even more words, cascading upon the senses to numbing effect.

Scholarship very likely is, or will soon be, underway to determine the impact of the medium — i.e., the videoconference — on this phenomenon. In the meantime, I will hazard a guess. Videoconferencing seems to have at least two environmental aspects that induce wordiness.

First, and most obvious, videoconferencing allows conversations to take place at a distance, and that distance is both literal and metaphorical. It can seem much more daunting to a candidate to connect personally with the members of a search committee when they are many miles apart and represented in only two dimensions on a small screen. Robbed of the intimacy provided by proximity, too many candidates try to generate that connection by soliloquizing in the hope that at least some of their words will land with effect — in essence building a bridge with words.

The second factor is the lack of nonverbal communication in the medium. On video, a search-committee member can glance down surreptitiously at the time in the corner of the screen. In person, you would have to look at your watch or the clock on the wall, a much more evident and identifiable clue that you are losing interest in what is being said. Live, the speaker can pick up on sidelong glances between committee members, fidgeting, etc., as clues to self-edit. On screen, those clues are difficult if not impossible to detect, robbing the speaker of an important aspect of any discourse — the ability to read the audience.

In effect, no one kicks us under the table, so we keep talking.

So external cues are unlikely to cure this burgeoning "prolix syndrome." Speakers must learn to govern themselves in this new world of virtual interviewing, mostly because it is unlikely to go away. Our clients are saving tens of thousands of dollars — and realizing, at most, only minor diminutions in effectiveness — by conducting at least their preliminary interviews online. Post-pandemic, it seems unlikely that they will go back to spending that money on the vast majority of searches being conducted. We thus must find ways to adjust ourselves.

I have a few ideas:

Know your lines. Mark Twain is famously credited with apologizing to a correspondent for writing such a long letter because he didn't have time to write a shorter one. Most interviews consist of a series of questions or topics that are pretty predictable. Smart interviewers always ask for examples to illustrate responses to each topic. Stories are most effectively — and succinctly — told when rehearsed. When it comes to videoconference interviews, candidates and hiring officials need to be more prepared than ever.

Leverage the medium. If videoconferencing is part of the problem, make it part of the solution. When speaking, ensure that your screen is on "gallery view" or the equivalent so that you can see the audience. Resist the natural temptation to look at yourself when speaking, and instead look intently at each of the people you are addressing. Watch for the small cues. Are people nodding as they absorb your comment? Are they looking at you or away? Have they pushed away from their cameras? Do they keep trying to interrupt you? Read the signs and wrap up your point succinctly.

Encourage follow-up questions. One reason people speak at length is that they want to be thorough, to tie up all the loose ends. Unfortunately, you as the speaker usually have no idea whether your words are accomplishing this, especially when you're deprived of nonverbal cues. So you keep talking until every imaginable question or objection has been covered. Rather than trying to cover every contingency by filling the air with words, ask your correspondent to help focus your discourse by giving you specific follow-up questions or topics to which to respond. That way, you are talking about what actually interests your audience, presumably using many fewer words along the way.

Let people interrupt. One of the tyrannies of the videoconference is that the sound is simplex, meaning that only one person may be heard at a time. As a result, you as the speaker have the power to filibuster. It is a power that you use at your peril. Take a breath once in a while and allow your correspondent to help balance the exchange.

Just stop talking. I am a naturally garrulous guy. Always have been, even before kissing the Blarney stone. In Latin class, we read Cicero, who never used one word when two would suffice. I took that to heart. Some years later, I was sitting in my office, struggling over the conclusion to some document I was writing. My assistant suggested a period. I looked at the document and realized she was right. I had used enough words. I have ever since tried to remember that lesson, not always successfully.

This is now sufficiently prolix. Period. ■

JOBS

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UNIVERSITY SYSTEM OF GEORGIA

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The University System of Georgia is conducting a national search for its next Chancellor. The Regents Search Advisory Group invites nominations, applications (letter of interest, resume/CV, and the names and contact information of five or more references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to April 9, 2021. For a complete position description, please visit the Current Opportunities page at **https://www.parkersearch.com/usgchancellor**.

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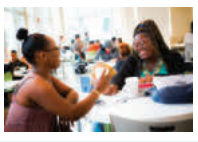

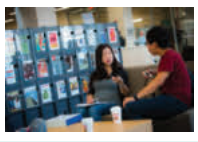

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https://academicsearch.org/open-searches-public/entry/7327/?search=7327

Applications should consist of a substantive cover letter, a resume, and a list of five professional references with full contact information. No references will be contacted without the explicit permission of the candidate. Applications, nominations and expressions of interest can be submitted electronically, and in confidence, to: **UASAVPHR@academicsearch.org**. Best consideration will be given to applications received by June 4, 2021.

Confidential discussions about this opportunity may be arranged by contacting **Ann Die Hasselmo** at **Ann.Hasselmo@academicsearch.org** or **Chris Butler** at **Chris.Butler@academicsearch.org**, consultants with Academic Search, Washington, D.C.

The University of Alabama is an Equal Employment/Equal Educational Opportunity Institution. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, or protected veteran status, and will not be discriminated against because of their protected status. Applicants to and employees of this institution are protected under Federal law from discrimination on several bases.

AS Academic Search

DRURY UNIVERSITY

Executive Vice President for University Advancement

Drury University (http://www.drury.edu/) seeks a talented and energetic leader to serve as the next Executive Vice President for University Advancement (EVPUA). Founded in 1873 as a private liberal arts college, Drury is located on a 90-acre residential campus in the historic midtown district of Springfield, Missouri. Drury offers its 2,679 students a blend of life credentials and career credentials, allowing them to pursue their intellectual passions while giving them the tools they need to be technically proficient and career-ready. Through this intentional combination of study in professional and non-professional areas, students learn to be flexible, innovative and creative problem solvers who go on to blend career, calling, life, community, self and service. The university's guiding purpose is to transform student lives through personalized education and its culture emphasizes a spirit of community, passionate about student success.

The Executive Vice President for University Advancement serves as the chief fundraising officer for the university. This person works closely with the President on major and principal gifts and is expected to assign and manage staff to identify, cultivate, solicit, recognize and steward donors. In addition, this individual will carry a portfolio of major donor prospects. Serving as a vital member of the President's Leadership Team, the successful candidate advises the President, leadership team and the Board of Trustees on issues related to University Advancement. Drury has raised a significant amount of funds in the quiet phase of the "Go Beyond" campaign. The new Executive Vice President will lead this comprehensive campaign and will be at the center in helping to craft, refine and test the remaining potential priorities list and in establishing appropriate fundraising goals for operations, capital projects and endowment.

This is a great opportunity to build a robust Advancement program and to cultivate and mentor new staff additions to achieve peak productivity and performance. The Board of Trustees has committed to support the expansion of the Advancement program and the president has an advancement background and is engaged and involved as appropriate in all advancement and fundraising activities.

The successful candidate must have a bachelor's degree and a significant and progressive record of successful leadership in higher education or a related field commensurate with the requirements and expectations for this very senior role.

More information about Drury University and the EVPUA search, including position responsibilities and qualifications, is available at: **https://apptrkr.com/2178954**.

Applications should consist of a substantive cover letter, a resume and a list of five professional references with full contact information. No references will be contacted without the explicit permission of the candidate. Applications, nominations and expressions of interest can be submitted electronically, and in confidence, to: **DruryEVPUA@academicsearch.org**. Best consideration will be given to applications received by Monday, May 17, 2021.

Confidential discussions about this opportunity may be arranged by contacting consultants **Ann Die Hasselmo** at **Ann.Hasselmo@academicsearch.org** and **Chris Butler** at **Chris.Butler@academicsearch.org**.

Drury University is an open and welcoming community from a rich variety of cultures, races and socio-economic backgrounds. The mission and goals of the university dedicate the institution to being a community which "affirms the quality and worth of all peoples" and appreciates the "diversity of human culture, language, history and experience."

Drury University does not discriminate on the basis of disability, race, color, religion, gender, age, sexual orientation, national or ethnic origin, or veteran status in its programs and activities.

AS Academic Search

RUTGERS
Graduate School of Education

Three Outstanding Scholars

Nationally ranked among US News & World Report's Best Education Graduate Schools, Rutgers Graduate School of Education is part of New Jersey's flagship public university. Committed to Advancing Excellence and Equity in Education, the Graduate School of Education (GSE) at Rutgers University–New Brunswick seeks three outstanding scholars to join the GSE:

Assistant/Associate Professor of Reading/Literacy Education
The scholar filling this position will conduct a research and publication agenda that advances Rutgers Graduate School of Education's pursuit of Advancing Excellence and Equity in Education. We seek tenured or tenure-track faculty who are reading specialists with expertise, experience, and a research agenda focused on early, elementary, middle and/or H.S. literacy/reading and writing theory and research; whose work advances issues of diversity, access, and social justice in education and society; who have expertise and experience in emergent reading, literacy/reading theory and research; and who are knowledgeable about current and innovative practices related to reading and writing. The position requires a candidate with expertise in literacy development and/or reading, and who has a strong background in teaching reading/writing in K-12 literacy settings. Read more here (**https://jobs.rutgers.edu/postings/128141**).

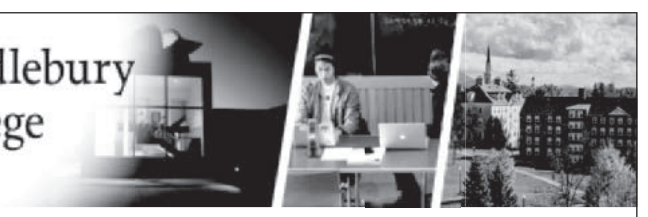
Assistant Professor of Black Studies and Anti-Racism in Education
Faculty in the Department of Educational Theory, Policy and Administration contribute to masters and doctoral programs focusing on issues of equity, structural inequality and social justice in education, including graduate programs in Education, Culture and Society, Social Studies Education and the Ph.D. concentration in Theory, Organization and Policy. They teach a broad range of courses that assist students across the GSE in developing theoretical frameworks, methodologies and perspectives critical to grappling with issues of social justice and equity in educative settings and processes and mentoring doctoral students in those areas. The scholar filling this position will contribute to the GSE's program in Education, Culture and Society, and strengthen the Graduate School of Education's theoretical rigor in Black Studies, intersectional analyses, and commitment to dismantling anti-Black racism. Read more here (**https://jobs.rutgers.edu/postings/128145**).

Associate/Full Professor of Educational Statistics, Measurement, and Evaluation
The scholar filling this position will conduct a research and publication agenda that advances Rutgers Graduate School of Education's pursuit of advancing excellence and equity in education; demonstrate scholarly productivity by publishing in peer- reviewed journals, securing external research support, and presenting at national and international scholarly conferences; contribute to the success of programs across the GSE; participate in program development and innovation; and develop and teach quantitative methods courses. We are specifically looking for scholars interested in assessment, evaluation, educational measurement, and statistics, including quantitative modeling and/or statistical theory in the social and behavioral sciences, psychometrics, and/or multilevel analysis, developing new methods for educational measurement, evaluation, and statistics. The scholar filling this position will advise students including doctoral students in our Ed.D. and Ph.D. programs; serve as a methodological resource and partner to student and colleagues, participate actively in local, state, and national professional organizations; and contribute to the service missions of the Graduate School of Education and the university. Read more here (**https://jobs.rutgers.edu/postings/128146**).

Rutgers, The State University of New Jersey, is a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education. We are the region's most high-profile public research institution and a leading national research center with global impact. Rutgers University–New Brunswick took root more than 250 years ago. We are the state's most comprehensive intellectual resource—the flagship of Rutgers, The State University of New Jersey, as designated by the Association of American Universities. Today, Rutgers–New Brunswick is among the top 25 public national universities in the United States as ranked by US News & World Report. With over 50,000 students and approximately 10,000 faculty and staff, Rutgers–New Brunswick is a vibrant academic community committed to the highest standards of teaching, research, and service. We educate New Jersey's future leaders. With 17 schools and colleges, Rutgers–New Brunswick offers over 100 undergraduate majors and more than 200 graduate and professional degree programs. The university's more than 500,000 living alumni are making a difference in all 50 states and on six continents.

Rutgers, The State University of New Jersey is an Affirmative Action/Equal Opportunity Employer and a NSF ADVANCE Institution.

Middlebury College



Open Rank Professor of Black Studies Black European Studies

The Program in Black Studies at Middlebury College invites applications for a full-time position, open rank, with a focus in Black European Studies (open discipline). The successful candidate should demonstrate knowledge of Black German Studies and will contribute one course per semester to the German Department to be taught in German, including introductory language instruction. All candidates are expected to conduct cutting-edge research that also enriches course offerings in the growing Black Studies Program. Candidates should provide evidence of commitment to excellent teaching and scholarly potential or accomplishment, commensurate with experience.

Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted. At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference, with all the complexity and individuality each person brings.

Please apply here: **https://apptrkr.com/2183869**

Review of applications will begin on February 1, 2020 and will continue until the position has been filled.

For more information about these jobs and instructions on how to apply, visit http://go.middlebury.edu/faculty-jobs

Drake UNIVERSITY

Drake University Faculty Positions for Fall 2021: Review of applications will begin soon and will continue until all positions are filled. To learn more about Drake University and the opportunities, please visit **https://www.drake.edu/hr/**. Drake is an equal-opportunity employer (EEO).

College of Arts & Sciences
Assistant Prof./Director of Orchestral Studies, Doctorate preferred, Master's required with equivalent doctoral professional experience, F-T, T-T.

College of Pharmacy & Health Sciences
Athletic Training Coordinator of Clinical Education, Terminal Degree required, ABD considered. F-T, T-T.

JOB SEARCH TIPS

There's nothing you can do as a candidate to speed up a search committee's progress. But there are things you should avoid doing that could jeopardize your candidacy.

Frequent email inquiries will do nothing to advance the process, and may irritate the very people you are trying to impress with your collegiality. About the only thing applicants can do is send thank-you emails to members of the search committee immediately after both the initial interview and the campus visit. After that, it's really out of your hands.

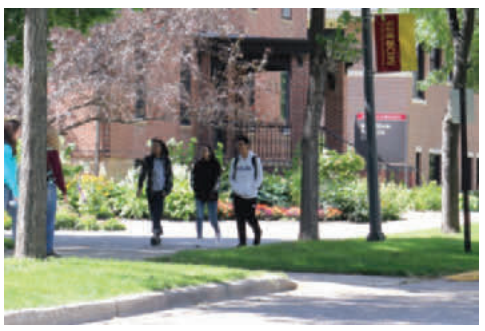
Get more career tips on **jobs.chronicle.com**

Manya Whitaker is an assistant professor of education at Colorado College who writes regularly for The Chronicle about early-career issues in academe.

University of Minnesota Morris

DISTINGUISHED VISITING PROFESSORSHIP IN THE LIBERAL ARTS

Opportunities in Fall 2021 & Spring 2023



The University of Minnesota Morris invites inquiries from outstanding faculty scholars and researchers for its Distinguished Visiting Professorship in the Liberal Arts. As a founding member of the national Council of Public Liberal Arts Colleges (COPLAC), the University of Minnesota Morris desires, through this opportunity, to advance the national conversation on the importance of the liberal arts ("those areas of study [Latin artes] befitting free citizens [Latin liberales]") in public undergraduate colleges.

The professorship bears the title of Distinguished Visiting Professor in the Liberal Arts and is offered annually to an established, internationally recognized faculty member in one or more--interdisciplinarity is especially welcome--of the liberal arts disciplines. Prior Distinguished Visiting Professors include Gloria Ladson-Billings, path-breaking author in the field of culturally relevant pedagogy; Peter Agre, Nobel Laureate in chemistry and leading global health researcher; Gary Nabhan, ethnobiologist and internationally celebrated nature writer and agrarian activist; and Heid Erdrich, National Poetry Series award-winning poet, curator, filmmaker, and writer.

The professorship includes a substantial honorarium, reimbursement for travel, and housing adjacent to the campus. The visiting professor is ideally expected to spend one semester in residence on the University of Minnesota Morris campus, during which time the visiting professor participates in teaching and delivers at least two public lectures or performances. Other obligations while in residence can be negotiated and may consist of classroom visits, offering a course or workshops, participation in scheduled colloquia, and mentoring faculty and students. We have an unexpected opening for fall 2021 for which we are accepting applications, in addition to accepting applications for spring semester 2023.

ABOUT THE UNIVERSITY OF MINNESOTA MORRIS

Morris is an undergraduate-focused residential liberal arts community that provides a rigorous academic experience preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. The student body of approximately 1500 is supported by 120 faculty members. Forty percent of UMN Morris students are Native American, persons of color, or of international origin. UMN Morris is the only federally recognized Native American Serving Non-Tribal Institution in the Upper Midwest.

HOW TO APPLY

Interested individuals should visit morris.umn.edu for more information about UMN Morris. Applicants may submit inquiries and applications to ummvcaa@morris.umn.edu; to apply, please provide a CV and a letter of interest addressed to Janet Schrunk Ericksen, vice chancellor for academic affairs and dean, by May 3, 2021.

University of Pittsburgh

Director, School of Social Work's Center on Race and Social Problems

The University of Pittsburgh School of Social Work's **Center on Race and Social Problems (CRSP)** is seeking applications for a full-time Director. CRSP's mission is to conduct applied social-science research on race, color, and ethnicity and their influence on the quality of life for all Americans. The successful candidate will be appointed as the Donald M. Henderson Endowed Professor in the School of Social Work. CRSP, founded by Dean Emeritus Larry E. Davis in 2002, is the longest-standing center within a school of social work to focus explicitly on race. As we prepare to celebrate the 20th anniversary of the center, we seek a creative, productive, and visionary scholar and researcher to lead the center into the future. The selected candidate will be hired as a full professor with tenure with an academic year appointment.

The ideal candidate will be an accomplished scholar and leader who has experience with academic centers and has conducted rigorous original research, built successful inter-disciplinary research collaborations, and demonstrated a high level of productivity as evidenced by scholarly publication and external grant procurement in areas consistent with the 8 focal areas of the Center—race and economics, education, health, law, mental health, older adults, race relations and youth and families.

The selected candidate will be responsible for directing and advancing the multi-faceted aspects of the Center and lead efforts to advance the Center's strategic vision and supporting goals:

1. Provide intellectual leadership on research related to race.
2. Position CRSP as a national-thought leader and hub through research, public dialogue and education on race related topics.
3. Establish and facilitate inter-disciplinary research networks and collaborations for race related scholarship.
4. Provide mentorship and intellectual resources to integrate the study of race into new and sustainable programs of research.
5. Serve as a keystone in the School of Social Work's ongoing commitment to nurture support under-represented faculty and students.

As a senior leader within the School of Social Work and on campus, the incumbent will also have the opportunity to leverage the resources of the Office of the Provost and the reputation of the Center recruit, develop, promote, and retain African American and other faculty who conduct race-related research, across the university. This role is imperative for building a pipeline of scholars through inter-disciplinary mentorship and collaboration, with CRSP serving as a leader on campus and in the community for advancing inclusion and networking for underrepresented faculty and students.

To Apply

Applications must be submitted through the University of Pittsburgh, Talent Center found at the following link: **https://cfopitt.taleo.net/careersection/pitt_faculty_external/jobdetail.ftl?job=21001447&tz=GMT-05%3A00&tzname=America%2FNew_York**

Review of applications will begin immediately and continue until the position is filled. Please reach out to Megan M. Soltesz at **mms34@pitt.edu** with any questions.

The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity. EOE, including disability/vets

RUTGERS
Rutgers Business School
Newark and New Brunswick

Faculty Positions in the Marketing Department

The Marketing Department at Rutgers Business School invites applications for multiple faculty positions to begin on **September 1, 2021**. Responsibilities and requirements may vary between positions. The positions are subject to budgetary approval. Rutgers Business School is ranked #1 among public business schools in the Northeast US and spans campuses in Newark and New Brunswick. Faculty members are expected to teach at both locations. Applications will be reviewed prior to the initial closing dates; however, the review of applications will continue until suitable candidates are identified. Candidates should apply online by uploading files through the links provided. All offers of employment are contingent upon successful completion of all pre-employment screenings.

Full Professor (Tenured). We are seeking applications from nationally and internationally recognized scholars in consumer behavior and public policy. In terms of research, the ideal candidate would be a recognized leader of the field with established record of research on issues of public policy such as race and marketplace discrimination. In terms of teaching, the ideal candidate would be open to teaching a variety of marketing courses. Further, the candidate should be someone who can be a mentor to our diverse faculty and students (e.g., involvement with the Ph.D. Project). Candidates should apply online through the following link: **http://jobs.rutgers.edu/postings/128889**

Assistant Professor (Tenure-Track). Applicants should have a strong record of quality scholarly research and an ability to teach at the undergraduate and graduate levels. In particular, we welcome candidates whose research and teaching interests are aligned with digital marketing, with a preference for candidates specializing in marketing analytics, artificial intelligence, machine learning, and data driven marketing. Applicants should either have completed their PhD in Marketing or a related field, or expect to complete it prior to joining Rutgers. Candidates should apply online by uploading files through the following link: http://**jobs.rutgers.edu/postings/128677**

Instructor (Non-Tenure Track) The ideal candidate would be an expert in one or more of the following topics and would be able to teach several other topics: Digital Marketing, Marketing Strategy, Marketing Analytics, Artificial Intelligence, Machine Learning, and Data Driven Marketing. A minimum of a Master's degree in a related discipline is required, and a doctoral degree is preferred. The normal teaching load for this position is 24 credits per year. Candidates should apply online by uploading requested files at the following link: **https://jobs.rutgers.edu/postings/128404**

Rutgers, The State University of New Jersey, is an Equal Opportunity/Affirmative Action Employer.

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

Five endowed professorships dedicated to community engaged scholarship that creates a more just society.

We seek highly accomplished academic leaders who thrive as engaged scholars and public intellectuals, visionaries who identify and advance solutions to our most pressing challenges.

Watts professor of public policy

The Professor will demonstrate that through rigorous analysis and value-based discourse, we can collectively govern the polity in a way that builds prosperity for current and future generations.

Watts professor of community safety

The Professor will address the ongoing challenge of building, maintaining and operating institutions that treat all individuals fairly and humanely while pursuing the justice and security for which all communities yearn.

Watts professor of child well-being

The Professor will investigate, evaluate and disseminate innovative strategies to protect, cultivate and enhance the lives of all young people such that their human potential is affirmed and realized.

Watts professor of urban solutions

The Professor will lead the co-creation of transformative solutions that enhance the social, cultural, environmental, and economic well-being of communities and their members.

Watts professor of collaborative solutions for tribal prosperity

The Professor will advance the discovery, organization, transmission, and application of knowledge in the cultivation of solutions to tribal challenges and the advancement of tribal prosperity.

The Watts College of Public Service and Community Solutions is the nation's largest comprehensive public affairs college. With more than 8,000 students enrolled in bachelor's degree, master's degree and doctoral programs across schools of public affairs, criminology and criminal justice, social work and community resources and development, Watts College is a formidable community of students and scholars dedicated to bettering the world through community engaged research and learning. This is a unique opportunity to help define the future of a new type of public service college – one dedicated to building more vibrant, equitable communities.

Watts College
of Public Service and Community Solutions
Arizona State University

Express interest in these positions at:
publicservice.asu.edu/endowed-professor-initiative

Georgia State University | COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Kinesiology and Health
Clinical Instructor/Clinical Assistant Professor
Exercise Science
(Log #22-082)

Learn more about the position and how to apply:
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.

About Georgia State University

Georgia State University is an enterprising urban public research institution in Atlanta, the leading cultural and economic center of the Southeast. A national leader in graduating students from diverse backgrounds, Georgia State provides a rich experience with award-winning housing, hundreds of student clubs and organizations, and one of the most diverse student bodies in the country.

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.

ELON UNIVERSITY

Tenure-Track Business Faculty
Fall 2021 Openings

Assistant/Associate Professor of Business Analytics

To Apply: Please send a letter of interest, curriculum vitae, information on teaching evaluations, and a list of three references to: **buschair@elon.edu** (subject line: Business Analytics Opening), or to Business Analytics Faculty Search Committee, Department of Management and Entrepreneurship, Martha and Spencer Love School of Business, Elon University, 2075 Campus Box, Elon, NC 27244.

Assistant/Associate Professor of Finance

***To Apply*:** Email or send a letter of interest, curriculum vita, evidence of teaching experience and evaluations, and a list of three references to **finchair@elon.edu** or to Faculty Search Committee, Department of Finance, Martha and Spencer Love School of Business, 2075 Campus Box, Elon University, Elon, NC 27244.

Assistant Professor (having served as an assistant professor for at least 2 years) or Associate Professor of Marketing

To Apply: Please send a letter of interest, curriculum vitae, information on teaching evaluations, and a list of three references to: **mktsearch@elon.edu** (subject line: Marketing Position), or to Marketing Faculty Search Committee, Marketing and International Business Department, Martha and Spencer Love School of Business, Elon University, 2075 Campus Box, Elon, NC 27244.

Successful candidates will demonstrate a commitment and contribution to fostering and advancing equity, diversity, and inclusion. Elon is an Equal Opportunity/Affirmative Action employer.

ARCHITECTURE/URBAN DESIGN

Assistant Professor of Architecture and Urban Design
University of Southern California
The University of Southern California School of Architecture in Los Angeles, CA seeks candidates for a tenure-track faculty position in Architecture and Urban Design with expertise in Housing. Candidates must have a Master's degree and one year of experience with a strong record of recognized accomplishment in their field(s) and an active research/creative work profile that addresses contemporary needs within their discipline. Please email curriculum vitae and statement of interest to kaychang@usc.edu and reference 211704. USC is an equal opportunity employer that actively seeks diversity in the workplace.

BANDS

Lecturer in Ensembles - Assistant Director of Bands
Baylor University
Baylor University announces a faculty opening for Lecturer in Ensembles/Assistant Director of Bands. Appointment date: June 1, 2021 (preferred). Responsibilities: Serve as Assistant Director of Bands / Associate Director of Athletic Bands, whose duties include directing the Courtside Players (Men's and Women's Basketball), supervising the other non-football athletic bands (volleyball, soccer), and serving as assistant to the director of the Golden Wave Marching Band; conduct the Baylor University Concert Band; teach Elementary Conducting and possibly additional coursework, according to qualifications and departmental needs; and perform other administrative duties, as assigned by the Director of Bands and Associate Director of Bands. Qualifications: Master's degree required, but doctorate or work toward the doctorate preferred; successful experience with athletic bands; desired skills and areas of consideration include leadership, administration, management, drill-writing, music-arranging, drumline/percussion, color guard; technical and artistic competence as a conductor; demonstrable administrative and organizational experience; ability to assist in recruitment and retention process; teaching experience in public schools desired. Rank and Salary: Lecturer, with the possibility of a continuing appointment; salary commensurate with experience and qualifications. Application Procedure: Screening of applicants will begin on March 15, 2021, and will continue until the position is filled. Applicants should submit via Interfolio (http://apply.interfolio.com/84910) the following: letter of application; curriculum vitae; transcripts of academic work (unofficial scans will suffice at the time of application); three current letters of recommendation; contact information for at least three additional references; performance videos (links to YouTube or Vimeo acceptable), which include a combined total of 15-20 minutes of the following: 1) the candidate's conducting in rehearsal, 2) the candidate's conducting in performance, and 3) a marching show under the candidate's design or instructional supervision. Please direct inquiries to: Dr. Eric Wilson, Director of Bands, E_Wilson@baylor.edu or 254-710-6532 (office). 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 criteria. Baylor encourages women, minorities, veterans and individuals with disabilities to apply.

BIOENGINEERING

Teaching Faculty (Open Rank)
University of Illinois at Urbana-Champaign
Teaching Faculty (Open Rank) Department of Bioengineering The Grainger College of Engineering University of Illinois Urbana-Champaign The Department of Bioengineering at the University of Illinois Urbana-Champaign (UIUC) invites applications for an open rank teaching faculty position in all areas of bioengineering. We seek highly qualified applicants with a strong commitment to excellence in teaching and the ability to teach at all levels. Applicants for this position must have a Ph.D. in bioengineering, medicine, or a related field. Ideal candidates will have multiple years of experience in teaching core courses in a terminal degree program. Previous experience teaching lecture-based courses and laboratory courses in quantitative physiology, bioinstrumentation, transport, biomaterials, and/or biomechanics is preferred. Other areas of bioengineering relevant to the mission of the department will also be considered. Competitive applicants will show promise of excellence in classroom instruction and will demonstrate knowledge of modern pedagogical practices. Ideal candidates include those who demonstrate evidence of a commitment to diversity, equity, and inclusion through research, teaching, and/or service endeavors. This is a 100% non-tenure-track, renewable appointment on an academic year (nine-month) service basis paid over twelve months. Please visit the website https://bioengineering.illinois.edu/employment/ to view the complete position announcement and application instructions. Applications received prior to April 5, 2021 will receive full consideration. The University of Illinois 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. The University of Illinois must also comply with applicable federal export control laws and regulations and, as such, reserves the right to employ restricted party screening procedures for applicants.

BIOLOGY

Associate Professor Cell Biology
Yale University School of Medicine
The Department of Cell Biology of the Yale School of Medicine invites applications at the rank of Associate Professor. Candidates should hold a Ph.D. in a related field, have at least 5 years of experience as research project leader with a track record of securing grant awards. Research in molecular foundations of protein sorting in the secretory pathway is preferred. Applications should be mailed to Attention: Leslie Gourlay, Yale School of Medicine Department of Cell Biology, 333 Cedar Street, P.O. Box 208002, New Haven, CT 06510. Yale University is an Affirmative Action/Equal Opportunity employer. Yale values diversity among its students, staff and faculty and strongly welcomes applications from women, persons with disabilities, protected veterans, and underrepresented minorities.

CHINESE

Contract Position in Chinese
Western Michigan University
The Department of World Languages and Literatures at Western Michigan University invites applications for a four year renewable contract position in Chinese beginning in fall 2021, pending budgetary approval. The successful candidate will be able to adapt content delivery methods, teaching approaches, and pacing of existing Chinese course materials to high school students as appropriate, while maintaining university-level standards. This position entails teaching onsite at Greenville High School and Forest Hills Northern High School in Grand Rapids, Michigan, as well as occasionally teaching on Western Michigan University's main campus in Kalamazoo. Additional responsibilities include service on Department, College, and University committees and regular participation in main campus activities. Information about the Department of World Languages and Literatures can be found at www.wmich.edu/languages. M.A. in Chinese, applied linguistics, or related field and college or university teaching experience in North America required. Candidates must apply at https://wmich.edu/hr/ jobs, where additional details about the position qualifications may be found. Review of applications will begin immediately and continue until position is filled. As articulated in the College of Arts and Sciences Strategic Plan, we are committed to fostering a community of diverse, inclusive, equitable and globally-engaged scholars, learners and leaders. Western Michigan University is a learner-centered, discovery-driven and globally -engaged university. WMU is an equal opportunity employer and is committed to diversity in all areas of the campus community.

CINEMA

Assistant Professor Korean Culture/Cinema Studies
University of Michigan-Ann Arbor
Teach courses at the postsecondary level and conduct research in Korean culture/cinema studies. Advise students. Perform service to the university. Requirements: Ph.D. in Korean Studies, Cinema and Media Studies or related fields. Fluency in Korean. Submit letter of application, CV, and three letters of reference to Nikki Gastineau at alc-admin@umich.edu. An Affirmative Action - Equal Opportunity Employer

COMPUTER INFORMATION SYSTEMS

Computer Information Systems Professor
South Puget Sound Community College
Computer Information Systems Professor South Puget Sound Community College 2011 Mottman Road SW Olympia, WA 98512 Teaching college-level courses for CIS (software dev and info sys) and CS dept to prep students for public and private CIS roles. Design and prep courses, instruct, ensure student perform in areas of programming fund, OOP, as well as hard tech skills. Req PhD in CS, CE, Info and Comms Eng or rel and 3 yrs exp as Postdoc Res Eng, A. Prof of CS or rel. Exp in prep and teach college-level CS and SD coursework and publications. Send resume to: South Puget Sound Community College, Attn: Natalie Eaton, HR Consultant, 2011 Mottman Rd SW, Olympia, WA 98512.

COMPUTER SCIENCE

Assistant Professor of Computer Science
University of Montevallo
The University of Montevallo, Alabama's public liberal arts university, seeks a full-time, tenure-track Assistant Professor of Computer Science for the fall semester 2021. Responsibilities include teaching a variety of computer science courses for majors and non-majors, scholarly activity, academic advising, and service to the university. Candidates must demonstrate excellence in teaching. Research activities involving undergraduates are encouraged. The preferred applicant will hold a Ph.D. in Computer Science although, applicants with a M.S. in Computer Science will be considered at the rank of instructor. The salary will be commensurate with degree and experience. The review of applications will begin immediately and continue until the position is filled. The University of Montevallo is accredited by the Southern Association of Colleges and Schools and is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. Adjacent to Birmingham, in one of the nation's fastest growing counties, Montevallo provides attractive living in a moderate climate with ready access to numerous metropolitan and recreational resources. Details and application instructions are at https://jobs.montevallo.edu. In keeping with the charge of the President's Diversity Task Force, which is "...to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive campus environment," UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity.UM is an AA/EO Employer.

CURRICULUM

Director Curriculum and Assessment Design and Improvement
Ohio University - Athens
Ohio University in Athens, Ohio is seeking a Director Curriculum and Assessment Design and Improvement. Teach Instructional Design courses; develop educational, training & advancement programs for faculty; support faculty in development & implementation of various pedagogical techniques; collaborate with colleagues in support of development of learning resources and techniques; design & implement opportunities for faculty development related to curriculum, learner assessment & faculty educator development; design/lead workshops, mentoring programs, faculty retreats, & online training programs; develop educational processes; identify faculty development resources; design and conduct research and publish. Requires Ph.D. or Ed.D. in Instructional Design or Technology, Curriculum & Instruction, or closely-related field + 3 yrs of experience with online/blended course design & curriculum development in higher ed setting. 3 yrs of experience must include 2 years implementing LMS systems such as Blackboard Learn, Articulate Storyline & Microsoft Teams, using both synchronous & asynchronous methods of instruction. To apply, send cover letter & CV/resume to noftz@ohio.edu

DENTISTRY

Assistant Professor
The Ohio State University
Dentistry: Assistant Professor in The Ohio State University (OSU) College of Dentistry, Division of Restorative and Prosthetic Dentistry, Columbus, Ohio. Duties: teaching in the field of dentistry with a focus on prosthodontics and restorative dentistry, including clinical and pre-clinical teaching of dental students in the pre-doctoral program; dental patient care; research with a focus on prosthodontics; service on College and Division committees. Requirements: Doctor of Dental Surgery (DDS) or Doctor of Medicine in Dentistry (DMD) (international equivalent degrees acceptable); certificate of advanced education in Prosthodontics from a Commission on Dental Accreditation (CODA) accredited program; eligible for limited teaching license or full license from the Ohio State Board of Dentistry. Recruiting for multiple positions. Send CV and Cover Letter to: Attn. J. Fair, 2005 Postle Hall, College of Dentistry, The Ohio State University, 305 W. 12th Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

EDUCATION

Assistant Professor of Early Childhood Education, Nutrition
Western Washington University
Assistant Professor of Early Childhood Education, Nutrition Western Washington University 516 High Street Bellingham, WA 98225 Teach and dev uni-level courses in Early Childhood Education (ECE), incl prenatal to age 5 child and fam with emphasis on multicultural enviro, as well as creative learning. Dev, maintain, and mentor ECE candidate field placements em inclusive, reflective, culturally sustaining and relationship-based contexts in community-based, sovereign tribal nation, and school-based practica and intern settings. Req PhD in ECE, Child and Fam Studies, or rel. and 2 yrs of exp as Instructor, Lecturer, Grad Assistant or RA in ECE, Child and Family Studies, ECE and Dev, or rel. Exp incl teach uni-level courses in ECE and Development, incl cw in infant care, nutrition, and fam, community and collab. Pub in journals in the area of ECE. Send resume to: Early Childhood Education, Attn: Megan Brown, Western Washington University, 516 High Street, Bellingham, WA 98225-9092.

ENGINEERING

Lecturer
The Ohio State University
Engineering: Lecturer in The Ohio State University, Department of Electrical and Computer Engineering, Columbus, Ohio. Duties: teach graduate and undergraduate courses in Electrical Engineering; grade homework and exams; hold office hours for student interactions and questions; develop curriculum and prepare courses; oversee the activities of graduate teaching associates and-or undergraduate teaching associates assigned. Requirements: Master's degree in Electrical Engineering or closely related field; requires successful completion of a background check. Send CV and cover letter to: Attn. T. Freitas, College of Engineering, The Ohio State University, 1971 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

Assistant Professor
Wayne State University
Wayne State University has an available position of Assistant Professor in Detroit, MI. Position requires a Doctor of Philosophy (Ph.D.) degree in Mechanical Engineering or Physics. Position also requires: 1) Ph.D. dissertation in Fluid Mechanics. Job duties: Teach university courses in Mechanical Engineering including graduate courses: Intermediate Fluid Mechanics (ME 5300); Fundamentals of Mechanics (ME 5700); Special Topics: Numerical Methods of Engineering Applications (ME 5995); Special Topics: Introduction to Multiphase Flows (ME 7995); & Advanced Fluid Mechanics (ME 7300) as well as undergraduate courses: Thermal Fluid Systems Design (ME 4300) & Fluid Mechanics: Theory & Laboratory (ME 3300). Advise students. Conduct research in fluid mechanics including multiphase flow, simulation of flows with complex interfaces, & hy-

namics instabilities. Publish results of research in prestigious peer-reviewed journals & present results at national & international conferences. Qualified candidates should apply through the WSU Online Hiring System for posting No. 045462 at https://jobs.wayne.edu

ENGLISH

Center for Language Education Faculty Positions - English Language
Southern University of Science and Technology
The Center for Language Education (CLE) at Southern University of Science and Technology (SUSTech) invites applications for instructors to teach English to a diverse range of SUSTech students (undergraduate and postgraduate). SUSTech is a young public university located in Shenzhen, China, near Hong Kong. The primary languages of instruction at the university are Chinese and English. The mission of the Center for Language Education (CLE) is to foster SUSTecher's capacity of English and other foreign languages through various language programs and to contribute to the internationalization of SUSTech. The CLE is dedicated to offering high-quality teaching and the best possible opportunities for foreign language attainment by providing a sustainable multi-dimensional language learning environment. The Center is rapidly expanding and has a great need for teachers with insight and experience in English language teaching. For the Fall, 2021 semester, the CLE is seeking applicants currently residing in mainland China. Responsibilities: ? Teaching academic listening, speaking, reading, and writing at various levels; ? Providing training for graduate students and faculty members in using English as the medium of instruction; ? Providing training for the administrative staff to develop English competency; ? Curriculum, assessment and materials development; ? Participating in department meetings or program support activities as needed. Qualifications: ? Candidates must have a master's or doctorate degree in TESOL, TEFL, Linguistics, Applied Linguistics or a related field; ? Minimum 3 years' experience teaching English at the college/university level; ? Experience in one or more of the following areas: EAP, curriculum development, ESP for STEM, assessment, teacher training, academic writing, educational technology; ? Experience living/teaching abroad is highly desirable; ? For applicants with a doctorate degree, evidence of research publication in the field of English language education. Conditions of Employment Employees in this job title are subject to the terms and conditions of an employment contract. Employment contracts are typically subject to review and renewal on an annual basis. SUSTech provides competitive compensation which includes salary, medical insurance, subsidized housing, and other benefits. Application Materials: Send a CV, cover letter, contact details of three referees, scanned copies of academic qualifications and any other supporting materials to cle-hiring@sustech.edu.cn. Review of applications will begin immediately and will continue until the positions are filled, with an expected start date of August, 2021. For the Fall, 2021 semester, the CLE is seeking applicants currently residing in mainland China. More information about the University can be found at http://sustech.edu.cn/en/ and about the CLE at http://cle.sustech.edu.cn/

HISTORY

Assistant Professor in Asian American History
Emory University
The Department of History at Emory University invites applications for a tenure-track Assistant Professor position in Asian American History. Successful applicants will teach two courses per semester, mentor undergraduate and graduate students, conduct research, publish scholarly materials in their field; engage in intellectual and scholarly communities, department and university service, including committee work and curriculum planning. The position requires Ph.D. or expect to receive a Ph.D. by August 01, 2019 in History or related field. Requirements include teaching of history courses of at least one semester to undergraduate students and prior scholarly publications in history. The position requires Ph.D. or expect to receive a Ph.D. by August 01, 2019 in History or related field. Requirements include teaching of history courses of at least one semester to undergraduate students and prior scholarly publications in history. Applicants should submit a letter of application and a curriculum vitae. Review of applications will begin May 4, 2021. Emory is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials free of charge. Apply to: http://apply.interfolio.com/85525.

INDUSTRIAL AND ENGINEERING MANAGEMENT

Assistant Professors of Industrial and Engineering Management
Western New England University
Assistant Professors of Industrial and Engineering Management sought to teach undergraduate and graduate level courses in Industrial Engineering and Engineering Management; supervise PhD students; and establish an active funded research program. The successful candidate must have a PhD in Industrial Engineering or a closely related field. In addition, the candidate must have the following: demonstrated knowledge of advanced manufacturing systems gained through completion of dissertation or publication of at least one article on advance manufacturing systems in an academic journal. All requirements may be gained concurrently. The position requires domestic travel once a year for two to three days. Applicants should submit a letter of application, curriculum vitae, a statement on teaching philosophy, three letters of reference, and official or unofficial copies of transcripts to: Dr. Hossein Cheraghi, Dean, College of Engineering, Western New England University, 1215 Wilbraham Road, Springfield, MA, 01119-2684. Western New England University is an Equal Opportunity/Affirmative Action Employer.

INSTRUCTIONAL DESIGN

Instructional Designer
Ohio University - Athens
Ohio University in Athens, Ohio is seeking an Instructional Designer to: teach instructional design/technology courses in School of Nursing; assist faculty to design, implement, maintain, & redesign online courses; design and implement assessment methods, such as ePortfolios, surveys, inquiry-based tasks and assignments, problem solving projects, to help students meet learning outcomes and attain program outcomes; design, implement and evaluate technology-based learning materials for use in online courses, and evaluate learning tools to increase online student engagement; research curriculum and pedagogical strategies and make recommendations for their use; conduct faculty training and help the school implement new technologies and approaches for online learning; and collaborate with colleagues, faculty, and IT staff to problem solve design and delivery issues. Requires minimum of Master's degree in Instructional Design, Instructional Technology, Information Systems or related field, and graduate coursework in Online Teaching & Learning. To apply: send cover letter and curriculum vitae to kaufmanb@ohio.edu

MANAGEMENT

Assistant Professor
University of Michigan Dearborn
Assistant Professor, College of Business, University of Michigan-Dearborn The College of Business at the University of Michigan-Dearborn in Dearborn, Michigan is seeking applicants for two tenure track Assistant Professor positions in the following: Human Resources Management - duties include teaching postsecondary courses and conducting research in the area of Human Resources Management, advising students, and providing service to the department and the University. Applicants must possess a Doctorate (Ph.D.) degree in Human Resources Management or a related field. Information Systems Management - duties include teaching postsecondary courses and conducting research in the area of Information Systems Management, advising students, and providing service to the department and the University. Applicants must possess a Doctorate (Ph.D.) degree in Management Information Systems or a related field. Applicants should mail a cover letter, curriculum vitae, and three references to Karen Strandholm, Associate Dean, College of Business, University of Michigan-Dearborn, 4901 Evergreen Road, 141C FCS, Dearborn, MI 48128. The University of Michigan is an equal opportunity/affirmative action employer.

MARKETING

Assistant Professor
The Ohio State University
Business: Assistant Professor in The Ohio State University, Fisher College of Business, Department of Marketing and Logistics, Columbus, Ohio. Duties: classroom teaching, student advising, and research in the field of Marketing and Logistics; service to department, college, and university committees. Requirements: Ph.D. in Marketing, Marketing and Logistics, Business and Management, Supply Chain Management, or closely related field. Requires successful completion of a background check. Recruiting for multiple positions. Send CV and cover letter to: Attn: W. Watercutter, Human Resources Generalist, Fisher College of Business, The Ohio State University, 100B Fisher Hall, 2100 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

MATHEMATICS

Assistant Professor
University of Hawaii at Manoa
Assistant Professor. Will teach courses and conduct research in mathematics; advise students; and perform service. Requirements: PhD in mathematics or related field. Interested persons should mail CV to: University of Hawaii at Manoa, College of Natural Sciences, Dept of Mathematics, 2565 McCarthy Mall, Keller 401A, Honolulu, HI 96822. UH is an EEO/AA employer.

MEDICINE

Neonatologist-Urbana & Bloomington
University of Illinois College of Medicine Peoria
Neonatologist-Urbana & Bloomington The Department of Pediatrics at the University of Illinois College of Medicine at Peoria is seeking two Neonatologists to join 2 BC Neonatologists. The position requires 3 years of residency and 3 years of neonatology fellowship. The ideal candidate will be BC in neonatology; BC in pediatrics is desirable; and will hold or be eligible for an Illinois physician license. The position includes inpatient services and opportunities to quality improvement/research initiatives. Research interests are encouraged. We are looking for a Neonatologist for two affiliates of the OSF Healthcare Children's Hospital of Illinois with one being located in Urbana, Illinois (OSF Heart of Mary Medical Center). This facility is a Level II+ NICU with nearly 600 deliveries/year. The ancillary facility is in Danville, IL (OSF Sacred Heart Medical Center) and is a level 2 facility with nearly 650 deliveries/year. Both of these facilities are staffed with Advance Practice Nurses. Call is from home. A full time position is 10 shifts per month. The second location is located in Bloomington, Illinois (OSF St. Joseph's Medical Center). This facility is a Level II Facility with extended neonatology services and nearly 650 deliveries/year. Call is in-house. A full time position is eight 24-hour shifts per month. We are a part of the Vermont-Oxford Network and strenuous efforts to improve quality and safety are ingrained in our culture. We offer the educational support of a large academic medical center in a family-oriented community. We are looking for a medical director to lead these group and oversee these facilities. Malpractice insurance is provided by the University of Illinois system and an excellent benefits package available including vacations, sick time, CME, health and life insurance and retirement plan. ***For fullest consideration please apply by April 16, 2021 at https:/jobs.uic.edu/jobboard/job_details?jobID=142523 The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Reporting Act. UIC is an EOE/AA/M/F/Disabled/Veteran. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit https://www.hr.uillinois.edu/cms/One.aspx?porta1Id=4292&page1D

PHILOSOPHY

Assistant Professor of Philosophy
Indiana University- Bloomington
The Department of Philosophy at Indiana University in Bloomington, Indiana invites applications for an assistant professor position. The successful candidate will teach in-person and online multi-level courses in ethics such as social and political philosophy, applied ethics, biomedical ethics, environmental ethics, or ethics and responsible management, as well as research and scholarly activities and service to the Department and the University. Position requires a PhD in Philosophy. Interested candidates should send a letter of interest and curriculum vitae to: kswitt@indiana.edu. Questions regarding the position or application process can also be directed to: kswitt@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

PSYCHOLOGY

Clinical Assistant Professor (Clinician Educator)/Licensed Psychologist
University of Southern California
The Department of Psychiatry and Behavioral Sciences in the Keck School of Medicine of USC in Los Angeles, CA is seeking a full-time California-Licensed Psychologist (PhD/PsyD) or in process of obtaining license to serve as Clinical Assistant Professor of Psychiatry and Behavioral Science (Clinician Educator). Essential Functions: Provide mental health services to students at Student Counseling and Mental Health on USC's University Park Campus. Train and supervise practicum students, interns, and post-docs in providing culturally appropriate client care in a short-term therapeutic modality. Provide didactics/lectures. Job site: Los Angeles, CA. To apply, submit CV, cover letter, and 3 letters of recommendation to Mary Nguyen at marymngu@med.usc.edu with "Keck USC Psychologist" in the subject line. USC is an equal opportunity employer that actively seeks diversity in the workplace.

SOCIOLOGY

Assistant Professor of Sociology
Western New England University
Assistant Professor of Sociology Western Washington University 516 High Street Bellingham, WA 98225 Responsible for teach university-level courses, both graduate and undergraduate in Sociology. Develop new courses within social demography. Engage in departmental and university service. Contribute to general sociology courses. Requires a Ph.D. in Sociology, or a closely rel field and 2 yrs exp as Instructor, Grad TA, Grad Teaching Fellow, or rel. Exp must include teaching sociology courses in areas of gender, population studies, demographic methods, at the uni level, publication in peer reviewed journals in the area of Sociology, including gender and demography. Send resume to: Western Washington University, Attn: Maggie Huang, Sociology Dept, 516 High Street, Bellingham, WA 98225-9081.

SPECIAL EDUCATION

Assistant Professor or Lecturer of Special Education
Glenville State College
Glenville State College is seeking applicants for a full-time, tenure-track or lecturer position in Special Education beginning August 2021. Faculty responsibilities include teaching, advising students, participating in departmental and college service activities, involvement in recruitment and retention activities, and ongoing professional development. Individuals with interest or expertise in curriculum innovation as well as commitment to teaching and scholarly excellence in their specialties are encouraged to apply. Expertise in instructional technology is desirable. Duties: The successful candidate will teach courses such as Foundations of Education, Introduction to Educating Exceptional and Culturally Diverse Students, Introduction to Intellectual and other Developmental Disabilities, Introduction to Specific Learning Disabilities, Introduction to Emotional and Behavioral Disorders , Educational Assessment of Students with Exceptionalities. The candidate will be expected to evaluate, revise and recommend updates for all special education classes in alignment with CEC and CAEP standards. The candidate will develop or enrich community relationships. The candidate would also be expected to be part of the CAEP accreditation team for the Teacher Education Department and education programs. Qualifications: Applicants with an earned doctorate degree are preferred, but candidates with ABD will be considered. The successful applicant will have or be eligible for teaching certification in Special Education. Three to five years of public school teaching is preferred. Candidates should have experience in Co-teaching/co-development of curriculum with public school partners. Candidates should have experience in the delivery and development of on-line learning, QM experience preferred. Experience working with, writing to CAEP standards required. Glenville State College is an Equal Opportunity/Affirmative Action Employer.

JOB SEARCH TIPS

Nonacademic hiring is very different from what a Ph.D. is used to, and there's no shame in recognizing that you find it challenging and even infuriating.

So much of nonacademic hiring is done "off the books" that it can make the rules and systems of academic hiring seem quaint by comparison, despite academe's many inequities. In talking with other scholars who have found nonacademic work, I sense that the back-channel hiring is far more prevalent in small companies and organizations than in large ones.

Get more career tips on **jobs.chronicle.com**

Erin Bartram, a Ph.D. and formerly a visiting assistant professor of history at the University of Hartford, is writing about her career transition out of academe.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

E. LaBrent Chrite, president of Bethune-Cookman University, has been named president of Bentley University. He will become the university's first Black president on June 1. He will succeed Alison Davis-Blake, who stepped down last year.

Bennie L. Harris, senior vice president for institutional advancement at the Morehouse School of Medicine, will become chancellor of the University of South Carolina Upstate on July 1.

Deidra Peaslee, interim president of Saint Paul College since July 2019, has been named to the post permanently.

Chief executives (continued)

APPOINTMENTS

Cynthia Anthony, interim president of Lawson State Community College since September 2020, has been named to the post permanently.

Carlos O. Cortez, president of the San Diego College of Continuing Education, has been named chancellor of the San Diego Community College District. He will succeed Constance M. Carroll.

Gary B. Crosby, vice president for student affairs at Alabama A&M University, has been named president of Saint Elizabeth University. He will be the first African American and first male president of the university. He will succeed Helen J. Streubert, who will retire in June.

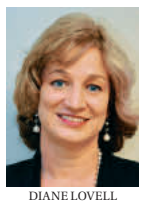
José Luis Cruz, executive vice chancellor and university provost at the City University of New York, has been named president of Northern Arizona University. He will succeed Rita Cheng, who plans to step down.

Kathy Humphrey, senior vice chancellor for student engagement at the University of Pittsburgh, will become president of Carlow University on July 1.

Edward Inch, provost and vice president for academic affairs at California State University-East Bay, will become president of Minnesota State University at Mankato.

Cindy R. Jebb, a U.S. Army brigadier general and dean of the academic board at the U.S. Military Academy at West Point, will become president of Ramapo College of New Jersey in July. She will succeed Peter P. Mercer, who plans to retire.

D. Michael Lindsay, president of Gordon College, will become president of Taylor University on August 16. He will replace Paige Comstock Cunningham, who has served as interim president since August 2019.



DIANE LOVELL

Diana Lovell, vice chancellor for student services, dean of social sciences, and a professor of history at Blinn College District, will become president of Southwestern Oklahoma State University on July 1.

Mike Muñoz, vice president for student services at Long Beach City College, has been named interim superintendent-president.

Beck A. Taylor, president of Whitworth University, will become president of Samford University on July 1. He will succeed Andrew Westmoreland, who plans to retire.

RESIGNATIONS

M. David Rudd, president of the University of Memphis since 2014, plans to step down in May 2022.

RETIREMENTS

David L. Eisler, president of Ferris State University, plans to retire in June 2022.

Chief academic officers

APPOINTMENTS

Mark L. Kornbluh, dean of the College of Arts and Sciences at the University of Kentucky, has been named provost and senior vice president for academic affairs at Wayne State University.

Bill McCoy, interim academic dean at Eastern Nazarene College, has been named vice president for academic affairs and dean of the college.

Karen Riley, dean of Morgridge College of Education at the University of Denver, has been named provost at Regis University.

Other top administrators

APPOINTMENTS

K. NILES BYANT

K. Niles Bryant, director of investments at Bowdoin College, will become senior vice president and chief investment officer on July 1.

Lowell K. Davis, associate vice chancellor for student success at Western Carolina University, has been named vice chancellor for student affairs at the University of North Carolina at Wilmington.

Anita Fernández, director and assistant dean of Prescott College Tucson, has been named the first chief diversity officer at Prescott College.

David J. Fraboni II, interim vice president for university advancement at Wentworth Institute of Technology, has been named vice president for university advancement at Trine University.

Yvonne Gaudelius, interim vice president and dean of undergraduate education at Pennsylvania State University at University Park, has been named to the post permanently.

Shawna Patterson-Stephens, associate vice chancellor for student affairs and director of the Office of Inclusion and Intercultural Relations at the University of Illinois at Urbana-Champaign, will become vice president and chief diversity officer at Central Michigan University on June 1.

Desiree Polk-Bland, executive dean for advising and student support at Columbus State Community College, has been named vice president for student affairs.

Steven D. Shapiro, executive vice president and chief medical and scientific officer of the University of Pittsburgh Medical Center and president of its Health Services Division, will become the first senior vice president for health affairs at the University of Southern California on May 15.

T. Shá Duncan Smith, assistant vice president and dean of inclusive excellence and community development at Swarthmore College, will become the first vice president for diversity, equity, and inclusion and chief diversity officer at Santa Clara University on July 1.

Susan S. Smyth, chief of the Division of Cardiovascular Medicine and the director of the Gill Heart and Vascular Institute the College of Medicine at the University of Kentucky, will become executive vice chancellor and dean of the College of Medicine at the University of Arkansas for Medical Sciences on June 1.

Al Sturgeon, vice president of student life and dean of students at Lipscomb University, has been named vice president for diverse and equitable student life and dean of students at Blackburn College.

Mary J. Wardell-Ghirarduzzi, chief diversity executive at the University of San Francisco, has been named the inaugural vice president for diversity, equity, and inclusion at University of the Pacific.

Jennifer Winge, dean of admissions at the College of Wooster, will become vice president for enrollment on July 1.

RESIGNATIONS

Dave Lewis, vice president for information technology and chief information officer at the University of Rochester, plans to step down at the end of June.

Deans

APPOINTMENTS

Bárbara Brizuela, dean of academic affairs in arts and sciences at Tufts University, will become dean of the Graduate School of Arts and Sciences on January 1, 2022.

Todd Butler, interim dean of the College of Arts and Sciences at Washington State University, has been named to the post permanently.

Christina Christie, interim dean of the School of Education & Information Studies at the University of California at Los Angeles, has been named to the post permanently.

Michelle (Shelli) Collins, a professor and associate dean for academic affairs in the College of Nursing at Rush University, has been named dean of the College of Nursing and Health at Loyola University New Orleans.

Cristina Goletti, chair and an associate professor in the theater and dance department at the University of Texas at El Paso, has been named dean of the College of Performing and Visual Arts at the University of Northern Colorado.


FELIP HENAO

Felipe Henao, assistant dean of student affairs at Mercy College, has been named dean of students at the New York Institute of Technology.

Brian Kessler, vice president, dean, and chief academic officer in the DeBusk College of Osteopathic Medicine Lincoln Memorial University, has been named dean of the Jerry M. Wallace School of Osteopathic Medicine at Campbell University.

Veronica McComb, dean of the College of Humanities and Social Sciences at Lenoir-Rhyne University, has been named dean of the College of Arts and Sciences at Bryant University.

Chavonda J. Mills, a professor and chair of the department of chemistry, physics and astronomy at Georgia College and State University, will become dean of the School of Science and Technology at Georgia Gwinnett College on July 1.

Submit items to
people@chronicle.com

Scott Edward Rutledge, associate dean of faculty affairs in the College of Public Health at Temple University, will become dean of the College of Health at Ball State University on July 1.

Sara Sanders, interim dean of the College of Liberal Arts at the University of Iowa since July 2020, has been named to the post permanently.

Darryl Scriven, dean of the College of Arts, Sciences, Business, and Education at Winston-Salem State University, has been named dean of the School of Arts & Sciences at Clarkson University.

David C. Wilson, senior associate dean in the College of Arts and Sciences at the University of Delaware, will become dean of the Richard and Rhoda Goldman School of Public Policy at the University of California at Berkeley on July 1.

Lin Zhan, dean of the Loewenberg College of Nursing at the University of Memphis, will become dean of the School of Nursing at the University of California at Los Angeles on August 1.

RESIGNATIONS

Peggy Rajski, dean of the School of Film and Television at Loyola Marymount University, has been removed as dean. Bryant Keith Alexander, dean of the College of Communication and Fine Arts, has been named interim dean of the school.

Other administrators

APPOINTMENTS

Mary Jo Callan, director of the Edward Ginsberg Center at the University of Michigan, will become executive director of the Swearer Center and associate dean for engaged scholarship at Brown University on May 17.

Courtney Gillette, assistant director of the Center for Publishing in the School of Professional Studies at New York University, has been named director of the Writing Institute at Sarah Lawrence College.

S. Brian Jones, a writer and former teacher-in-residence at the Delaware Theater Company, has been named assistant dean of diversity and equity in the arts in the Dyson College of Arts and Science at Pace University.

Scott Kuttenkuler, vice president for student affairs at Southeast Arkansas College, has been named assistant vice chancellor for the Saline County Career and Technical Campus at Arkansas State University Three Rivers.

Denis Simon, a professor of the practice in the Fuqua School of Business at Duke University and former executive vice chancellor of Duke Kunshan University, has been named executive director of the Center for Innovation Policy in the Duke University School of Law.

Angela Winfield, associate vice president for inclusion and work-force diversity at Cornell University, has been named chief diversity officer of the Law School Admission Council.

RESIGNATIONS

Les Miles, head football coach at the University of Kansas, will step down. Miles was placed on administrative leave after accusations of inappropriate behavior toward female students when he was at Louisiana State University.

Deaths

Carola Eisenberg, a former dean at the Massachusetts Institute of Technology and Harvard Medical School, died on March 11. She was 103. Eisenberg served as the first female dean of student affairs at MIT from 1972 to 1978 and the first female dean of student affairs at Harvard Medical School from 1978 to 1990. She also helped found Physicians for Human Rights and won a Nobel Peace Prize in 1997 for her work with the International Campaign to Ban Landmines.

Eugene Hughes, former president of Northern Arizona University, died on March 10. He was 86. Hughes led the university from 1979 to 1993.

Lynn K. Mytelka, a pioneering scholar in international development, longtime professor at universities in Canada and Europe, and a senior administrator of United Nations organizations, died on February 17. She was 78. Mytelka served as a research associate at Harvard University before leaving the United States to teach at Carleton University in Ottawa.

The Rev. Scott Pilarz, president of the University of Scranton, died of complications related to amyotrophic lateral sclerosis on March 10. He was 61. Pilarz announced his diagnosis in 2018 and planned to step down at the end of the 2020-21 academic year.

COMPILED BY JULIA PIPER

THE CHRONICLE OF HIGHER EDUCATION

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