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OF HIGHER EDUCATION

January 22, 2021

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How to Survive the Enrollment Bust

BY NATHAN D. GRAWE

A full-page background image of a diver in a blue underwater environment. The diver is wearing a yellow helmet and a black wetsuit, and is holding a long, thin object. The image is framed by four L-shaped corner brackets in the corners, each with a gradient from pink to orange to yellow.

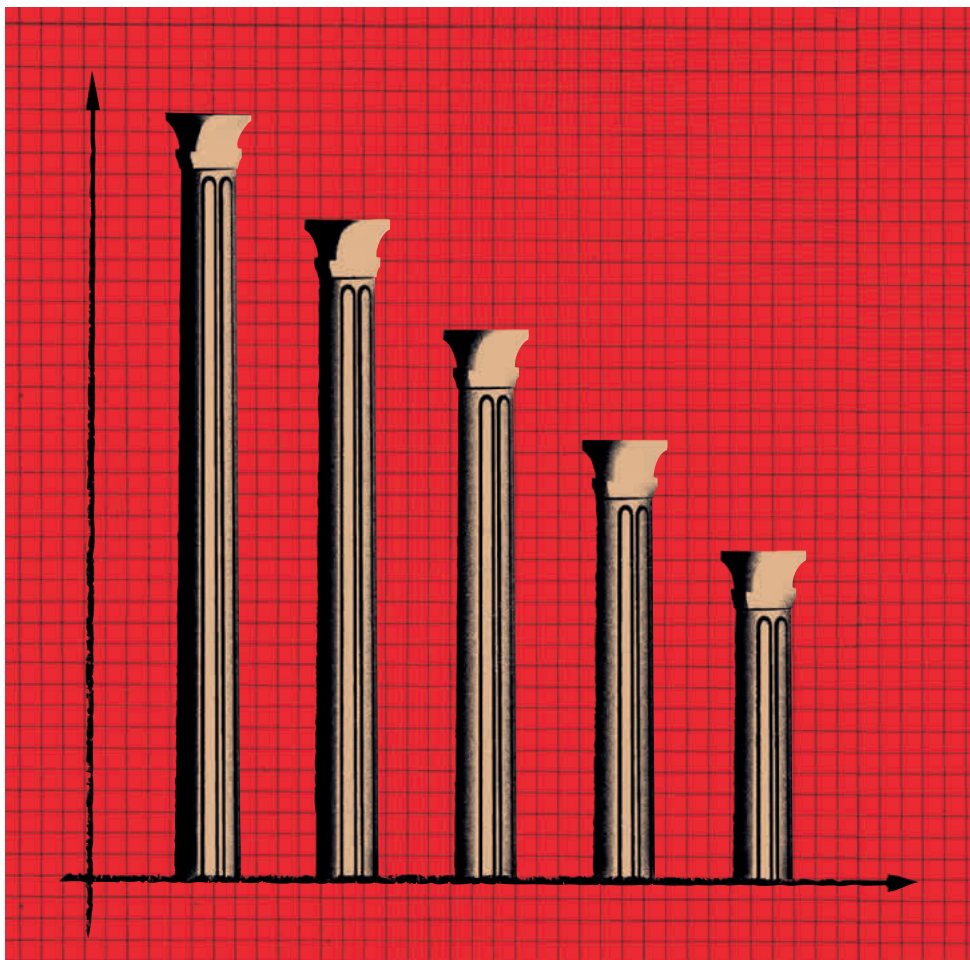
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THE CHRONICLE OF HIGHER EDUCATION

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Cover illustration by Golden Cosmos for *The Chronicle*

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Facing Our Fears

BACK IN 2014, a *Chronicle* cover story on “The Class of 2030” set off alarm bells. “Until just a few years ago, colleges could anticipate classes of high-school graduates each bigger than the last,” we reported. “But those days are over.”

Nathan D. Grawe, a labor economist at Carleton College, remembers reading that article with dread. Fresh off a stint as an associate dean, and familiar with similarly dire demographic projections, he says his initial reaction was: “I’d better keep my résumé up to date in case I need to find a different line of work!” Then he dug into the data.

In his 2018 book, *Demographics and the Demand for Higher Education*, he used data from the American Community Survey and the Education Longitudinal Study to project future demand

for higher education, broken down by region and type of institution. His findings weren’t rosy, especially for colleges in the Northeast and Midwest: “Beginning in 2026,” he wrote, “the birth dearth will command attention.”

In a late-2017 conversation with our Eric Hoover, Grawe made the case for a clear-eyed approach to the looming challenge: “Fear can grab our attention. It can lead us to redouble our commitment to fulfilling our institutional missions. ... Fear can motivate us to change.”

In this week’s cover essay, Grawe updates his projections by region and institution type, describes how some colleges have been preparing for 2026, and finds optimism in colleges’ flexible responses to the pandemic. Drawing on research for his new book, *The Agile College*, he points to admissions, enrollment, and retention strategies that are beginning to bear fruit.

At Florida State University, for example, the use of environmental-context data led to the admission of 1,000 additional students, of whom 400 enrolled. At the University of Southern Maine, student-centered advising and a move away from automation helped lead to an eight-point rise in the retention rate and a 5-percent increase in enrollment.

Finally, Grawe celebrates colleges’ remarkable feats last spring in responding to the pandemic. “Campuses proved creative and agile at a time of great stress, and were open to re-examining fundamental practices,” he writes. If they can maintain that flexibility and commitment to mission, he argues, they “will have a strong foundation from which to break free from unsettling demographic projections.”

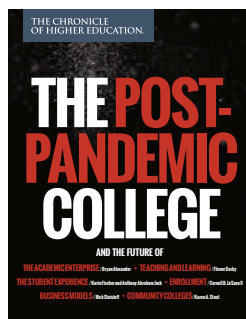
— DAVID WESCOTT, SENIOR EDITOR



CHRONICLE PHOTO

New from the Chronicle Store

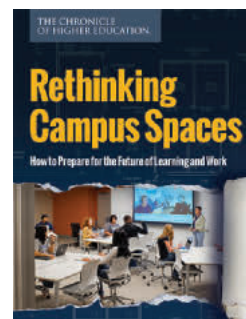
Leading experts **examine how the pandemic will shape higher education in the years to come** and what the college of the future may look like. Colleges must develop a more externally-focused business model, direct resources to professional development, and continue to expand mental-health services.



Colleges are facing their most significant fiscal crisis in recent memory due to Covid-19. Explore how colleges facing an unsustainable future can **think strategically despite extreme uncertainty**, get guidance on making critical budget decisions, and develop a roadmap for the future.



Explore how Covid-19 will continue to impact higher education long after the pandemic is over and get advice on how your college can **take stock of unused spaces, address the concerns of prospective students, and look for creative new ways to make use of common areas.**



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Chancellor, Rutgers Biomedical and Health Sciences; Executive Vice President for Health Affairs; University Professor ♦ **Innovations in the field of pharmacoepidemiology, the study of pharmaceuticals in populations**



Hui Xiong

Professor of Management Science and Information Systems, Rutgers Business School—Newark and New Brunswick ♦ **Furthering knowledge in the fields of data mining and mobile computing**



Charles J. Weschler

Adjunct Professor, Rutgers Environmental and Occupational Health Sciences Institute ♦ **Contributions to improving our understanding of chemicals present in indoor air, their sources, and fate**



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FIRST READS

Bye-bye, Betsy | On the Hill | Shot in the dark | Of Marx and men

Bye-bye, Betsy

An Outsider Bids Adieu

BETSY DEVOS probably never had much of a chance with higher ed's "in" crowd.

A billionaire philanthropist with no professional education experience, DeVos had passions outside the realm of colleges and universities. Her most cherished cause seemed to be school-choice programs, including those that allow taxpayer dollars to go toward private schools through tuition vouchers. Like many conservatives, she was skeptical of professors, whom she described as "ominously" telling students what to think.

DeVos's resignation this month, coming a day after President Trump riled up a mob that overran the U.S. Capitol, was a remarkable act of protest from an official who, up to that point, had voiced nary a public objection to a president routinely at odds with educators. The president's hardline positions on immigration, his public skepti-

cism of science, and his derision of diversity training — all of which amounted to attacks on core higher-education values — had not provoked (publicly, at least) any crises of conscience or dissent from the secretary.

It was consistent, if not fitting, that "the inflection point" for DeVos, as she phrased it in her resignation letter, had no direct connection to any difference she had with Trump on education policy. But his inflammatory rhetoric, which had been so regularly deployed without objection from his cabinet, was too much for DeVos in the culminating, violent tableau of the administration's final days.

The education secretary's resignation, emblematic of a moment of deep national fracture, bookends a tenure that from its inception attracted criticism and generated outrage. In her confirmation hearings, DeVos at times appeared to have thin knowledge of consequential education issues, setting the stage for a narrow confirmation that required Vice President Mike Pence's vote to break a tie.

For DeVos, even the ceremonial functions of the job were a challenge. In what would typically be a layup for an education official, DeVos managed, in her first days in office, to sow discord with a news release about the role of historically Black colleges. Trumpeting her favored cause, DeVos described the institutions as "pioneers of school choice," an odd and (many argued) offensive characterization of colleges that were founded in the segregation era. Not long after, appearing before a graduating class at

Bethune-Cookman University, a historically Black college, DeVos was booed relentlessly.

What followed in the years since then, many higher-education officials say, was a series of missed opportunities and disputes. Colleges sparred with the Trump administration over immigration policy and received little guidance about how to safely reopen during the Covid-19 pandemic, leaving many officials to conclude that higher education simply wasn't part of the agenda.

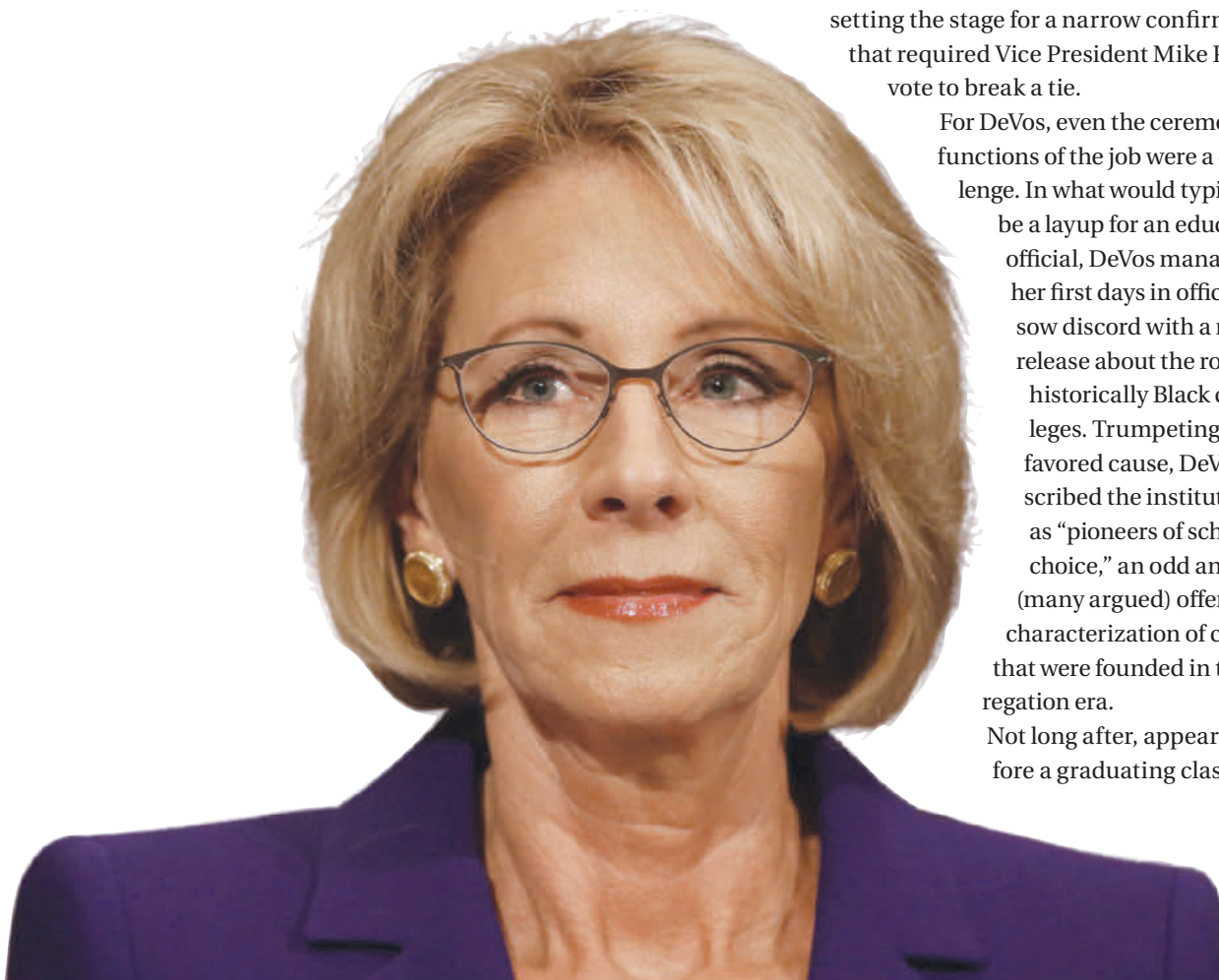
"Higher education really was never a priority for the Trump administration," said Terry W. Hartle, the American Council on Education's senior vice president for government relations. "They dealt with higher education when they had to or when they wanted to score political points."

As education secretary, DeVos oversaw sweeping changes in how colleges handle sexual-assault allegations, giving accused students more rights and allowing colleges to raise evidentiary standards for determining misconduct. She also eased regulations aimed at for-profit colleges, some of which were notorious for leaving students with high debt and few job prospects.

In many cases, though, DeVos appeared to be more of a bystander, as the president issued executive orders affecting higher education. This was particularly problematic to college leaders when Trump banned travel into the United States from some foreign countries, which colleges and universities saw as an affront to international collaboration.

Jack Cline, associate vice chancellor for federal relations at the University of Kansas, said that he had maintained good access to White House and Education Department officials over the past four years. In the final analysis, though, college advocates wanted more from the secretary.

"That's the story," Cline said. "She should have been our advocate. The secretary should have played a much greater role in the president's decisions. It's disappointing. We would have liked Secretary DeVos to have been our champion." — JACK STRIPLING



CHRONICLE PHOTO BY JULIA SCHMALZ

On the Hill

The Senate Turns Blue, Barely

A DEMOCRATIC MAJORITY in the U.S. Senate spells some good news for the higher-education agenda of President-elect Joseph R. Biden Jr., as well as more emergency money for colleges to offset financial losses caused by the pandemic.

But a closely divided Congress will make it hard for the majority party to pass any major legislation, such as a reauthorization of the Higher Education Act, or push through enough money for widespread student-loan forgiveness or a federal free-college program.

Two Democratic candidates for the Senate won their runoff elections in Georgia this month, which means each party will hold 50 seats. Control of that chamber, however, will go to the Democrats because of the tie-breaking vote of Vice President-elect Kamala D. Harris, also a Democrat. The party also has a narrow majority in the U.S. House of Representatives.

Terry W. Hartle, senior vice president for government relations at the American Council on Education, said the Democratic takeover of the chamber “will change everything, but it will guarantee nothing.”

One clear advantage to having a Democratic majority in the Senate, Hartle said, is that it should be able to confirm all of Biden’s cabinet choices and other positions that require the chamber’s approval. The president-elect is nominating Miguel A. Cardona, Connecticut’s commissioner of education, to be the U.S. secretary of education.

Senate Democrats will also name the leadership of the chamber’s committees and set the legislative agenda, choosing what bills will advance to the floor for a vote. That means Sen. Patty Murray, a Democrat from Washington, will be the likely leader of the Senate’s Com-

mittee on Health, Education, Labor, and Pensions.

Murray is considered a staunch ally of higher education and more welcome than the likely Republicans who would have held that post if the GOP had retained control of the chamber.

Higher-education organizations have a long wish list for Congress, including more stimulus money to offset the economic damage of the pandemic, doubling the size of the maximum Pell Grant, creating a program to provide some sort of tuition- or debt-free college, and passage of the Dream Act, to protect the residency of undocumented minors.

But higher-education leaders shouldn’t expect a raft of their legislative priorities to breeze through the chamber, said Rebecca S. Natow, an assistant professor of educational leadership and policy at Hofstra University. The filibuster, which allows senators to indefinitely delay a final vote on a bill, is still in place in the Senate, Natow said, and Democrats are unlikely to get the 60 votes needed to block filibusters and limit debate on most bills.

In many cases, she said, it will be difficult to unify all 50 Democrats on a single piece of legislation, such as a full reauthorization of the Higher Education Act that deals with complex issues like Title IX enforcement.

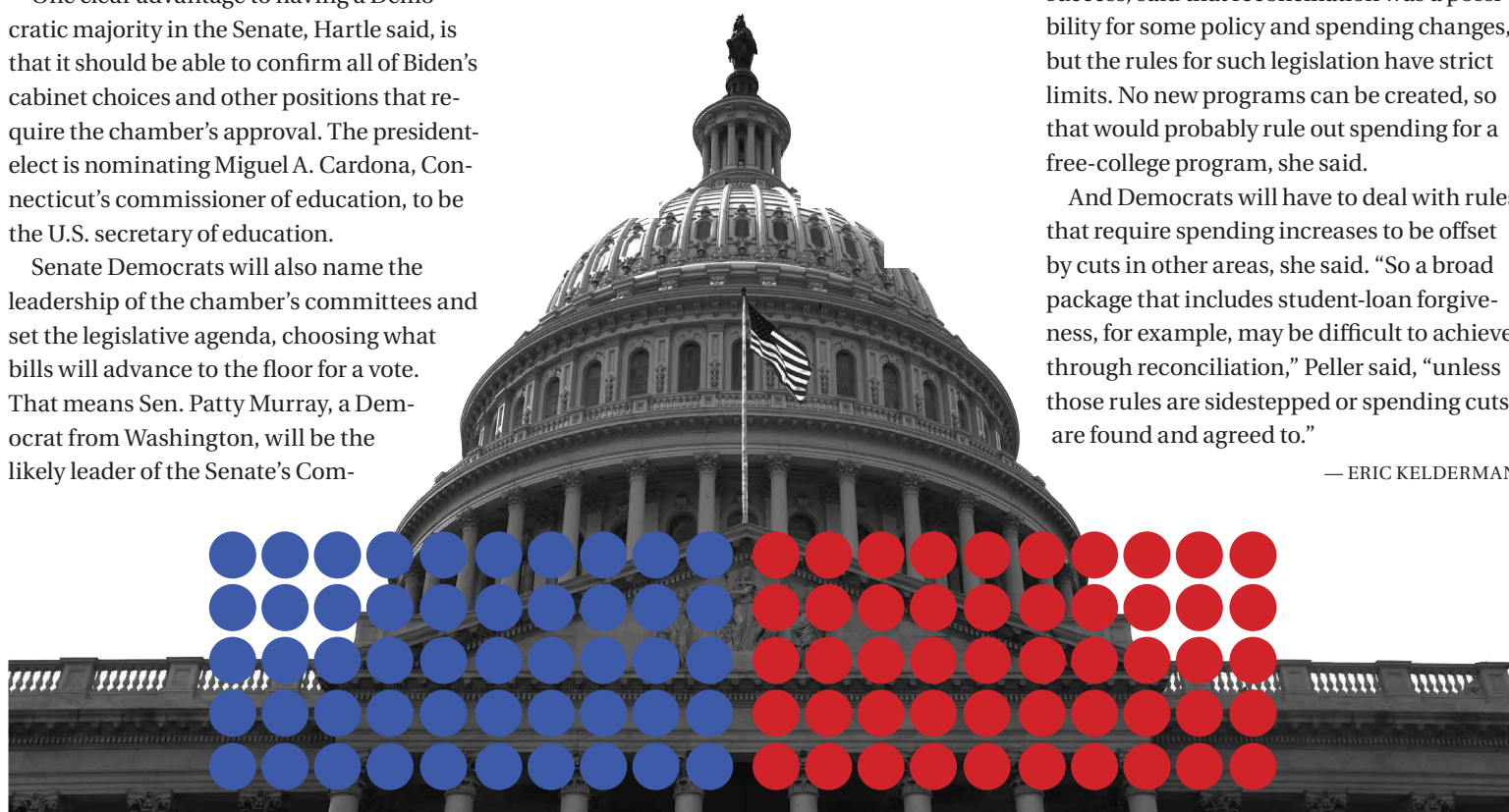
Tamara Hiler, director of education at Third Way, said Congress could enact higher-education policy through other bills, including another stimulus package and the budget process. (The stimulus bill that passed in December, for example, included significant changes in the student-aid programs, along with nearly \$23 billion for colleges and students.) “There will be some sort of conversation about reauthorization [of the Higher Education Act], but the fact that reconciliation is back on the table means we could see smaller pieces of legislation get through,” she said.

A special kind of legislation, called budget reconciliation, is not subject to the filibuster and could also be used to push through policy changes that would have trouble gaining 60 votes in the Senate, Hiler said.

Julie Peller, executive director of Higher Learning Advocates, a bipartisan group that advocates for policies to improve student success, said that reconciliation was a possibility for some policy and spending changes, but the rules for such legislation have strict limits. No new programs can be created, so that would probably rule out spending for a free-college program, she said.

And Democrats will have to deal with rules that require spending increases to be offset by cuts in other areas, she said. “So a broad package that includes student-loan forgiveness, for example, may be difficult to achieve through reconciliation,” Peller said, “unless those rules are sidestepped or spending cuts are found and agreed to.”

— ERIC KELDERMAN



CHRONICLE ILLUSTRATION

Shot in the dark

Can Colleges Require Covid Vaccination?

THE END OF THE PANDEMIC may be in sight. But thorny legal and logistical questions about vaccinations are just starting for colleges. Chief among them: Can colleges require their employees and students to receive Covid-19 vaccinations?

As institutions that employ and educate tens of millions of Americans, colleges can play a key role in helping vaccinate enough people to reach herd immunity and tame a virus that has killed more than 350,000 people in the United States. Immunizing their employees and students would also ease their return to in-person learning after a year of financial and pedagogical turmoil.

But mandatory vaccinations could be a potential minefield that pits colleges against civil libertarians and antivaccine activists at a time when colleges don't feel they have the support of the federal government, said Peter F. Lake, a professor of law at Stetson University. So, for now, most are holding off on deciding whether to require vaccines, until there is clearer federal guidance.

The U.S. Equal Employment Opportunity Commission issued guidance in December that opens a path for colleges and other employers that want to require vaccinations.

It states that employers have that right and can bar employees from the workplace if they refuse. But it also says that the right does not apply as long as the Covid-19 vaccines are authorized only for emergency use, which is their current status. That's also the case for students: Colleges can require them to be vaccinated for meningitis and other infectious diseases, but not if the vaccines are designated for emergency use only.

Experts expect the U.S. Food and Drug Administration to approve the Covid-19 vaccines for regular use once it has more data over the next few months. Even then, the guidance allows for exemptions, including for religious or medical reasons. But Peter H. Meyers, an emeritus professor at the George Washington University law school, said "95 or 99 percent" of students probably won't be eligible for such exemptions.

It could be well into 2021 before enough vaccine is available for healthy students to start getting shots,

but experts say colleges should start planning their distribution strategies now.

That's what the University of Oregon's chief resilience officer, André Le Duc is doing. With brand-new vaccines on the market to stop a deadly disease, and subject to lots of media attention, he's navigating a complicated space.

But he's been there before. In 2015 a student on the Oregon campus died of meningi-

tis B just a year after the FDA approved a vaccine for the deadly bacterial disease, which can quickly kill young people. The lessons Le Duc learned from the mass-vaccination campaign that followed, and its missteps, are on his mind as Oregon — which currently doesn't plan to mandate Covid-19 vaccinations for students or employees — and campuses everywhere plan for the Covid-19 vaccines.

Combating misinformation was crucial, he said, and in the case of the meningitis vaccine, the university initially fell short. Word spread through news-media and internet sites that the vaccine would cost \$300 a dose, even though the college had actually negotiated the price down to about \$50, and put in place measures to help cover the expense if a student's insurance did not.

"The majority of students who said they weren't going to get the vaccine said they weren't going to get it because of cost," said Le Duc.

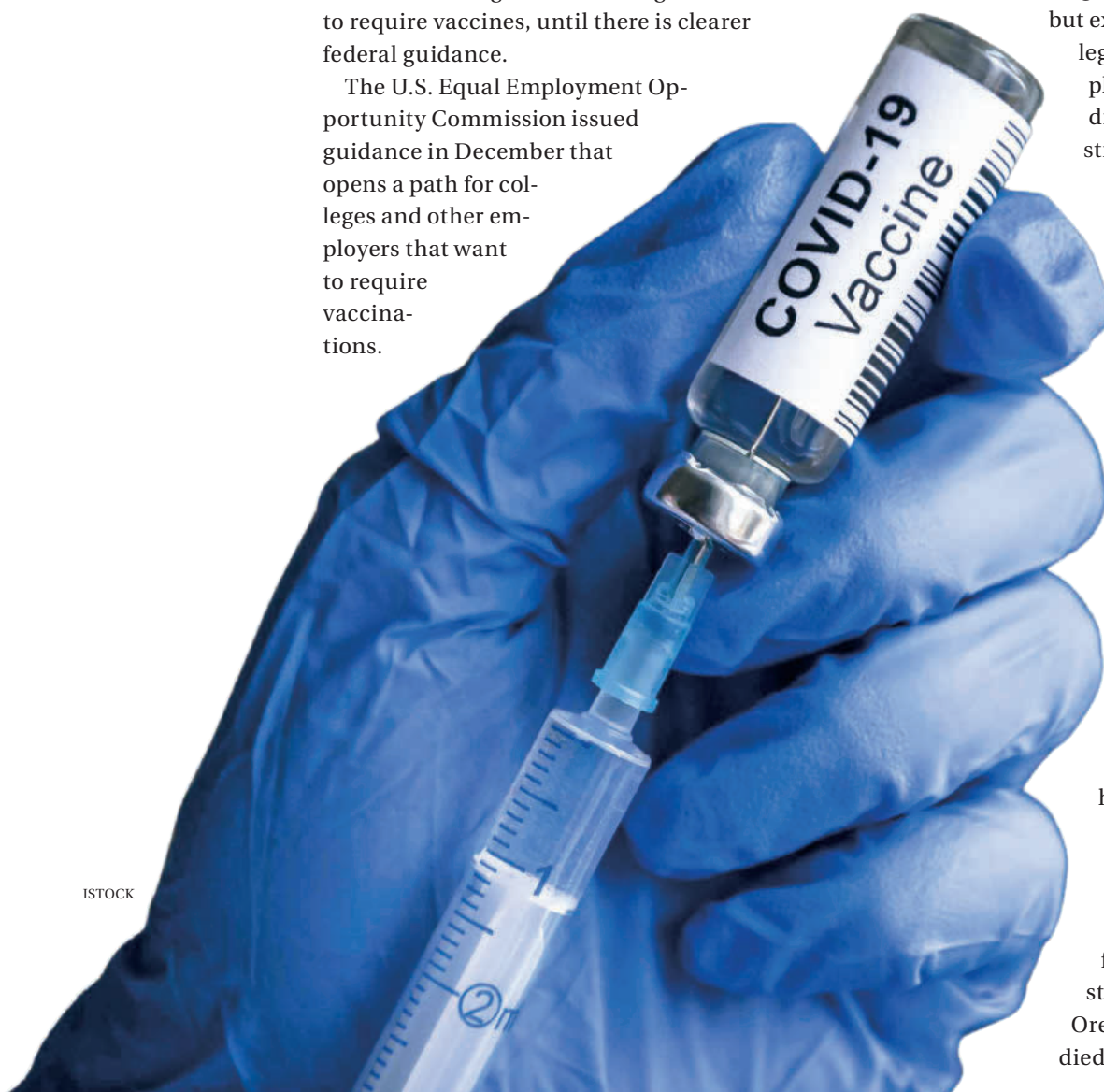
There's another simple reason students might not get vaccinated, said Patti Wukovits, who helped start the Meningitis B Action Project after her daughter died of meningitis B, in 2012. Her group this year conducted a study showing that many parents aren't vaccinating children against meningitis B because their colleges simply don't require it. Only 42 colleges mandate such a vaccine, she said.

Young people have indicated in some polls that they are less likely than the public to receive a Covid-19 vaccine. Black Americans have also expressed reservations. That puts leaders of historically Black colleges in a particularly tough spot.

Quinton T. Ross Jr., president of Alabama State University, said his institution hadn't decided yet whether to mandate the vaccine when it's available, but he suggested that he would like to see such a requirement. He credits mask mandates and a robust testing protocol with keeping test-positivity rates on his campus under 2 percent in the fall. And he views vaccines as an additional tool in his arsenal.

"We will do whatever is necessary to protect the greater good, and protect our institution and community," he said. "And as the president of the institution, whenever my time comes, I'll be vaccinated in public because we want to model good behavior."

— VIMAL PATEL



ISTOCK

These Are the Stalwarts of the Syllabus

AS the spring term begins, professors have finalized their syllabi. What texts are students assigned to read most? What works of history and political science have they (and their professors) consulted in past years?

One result of a pro-Trump mob’s recent attack on the U.S. Capitol is a debate over what role colleges should play in helping the nation sift fact from fiction. Part of that role is what books students are asked to read.

The Open Syllabus Project, which has collected and analyzed data from more than six million college and university syllabi around the world, has some answers. The database shows how often texts and authors appear on syllabi, most of which are from colleges in the United States.

Below are some of the core texts academe has turned to, again and again.

— AUDREY WILLIAMS JUNE

The Most Popular Textbooks in College Classes

Of the 10 most frequently assigned texts at American colleges, nearly half were written in or before the 19th century.

1.
A Writer's Reference
Diana Hacker,
Nancy Sommers
1989



2.
The Elements of Style
William Strunk Jr.,
E.B. White
1918



3.
A Pocket Style Manual
Diana Hacker,
Nancy Sommers
1993



4.
Calculus
James Stewart
1997



5.
The Republic
Plato
c. 380 B.C.



6.
The Communist Manifesto
Karl Marx,
Friedrich Engels
1848



7.
They Say/I Say: The Moves That Matter in Academic Writing
Gerald Graff,
Cathy Birkenstein
2006



8.
Nicomachean Ethics
Aristotle
c. 340 B.C.



9.
Frankenstein
Mary Shelley
1818



10.
Letter From Birmingham Jail
Martin Luther King Jr.
1963



Note: Data reflect syllabi from U.S. colleges. Publication date is year first published.

Uneven Exposure for Prize Winners

Some leading historians, including those who have won Pulitzer Prizes over the last decade, don't have a strong showing on syllabi for history courses.

Appearances	Author
5358	Eric Foner (2011)
447	David W. Blight (2019)
371	Alan Taylor (2014)
267	Manning Marable (2012)
112	Fredrik Logevall (2013)
78	Elizabeth A. Fenn (2015)
43	Jack E. Davis (2018)
11	W. Caleb McDaniel (2020)
10	T.J. Stiles (2016)
9	Heather Ann Thompson (2017)
5	Liaquat Ahmed (2010)

Note: Data reflect syllabi from history courses at colleges in the United States.

Classic Theorists Rule

The most frequently assigned titles in political-science courses tend to have been written by classic theorists — and by men.

We the People: An Introduction to American Politics,
Benjamin Ginsberg

2,984

The Federalist Papers,
Alexander Hamilton, James Madison, John Jay

2,017

The Clash of Civilizations and the Remaking of World Order,
Samuel P. Huntington

1,845

Leviathan,
Thomas Hobbes

1,842

Second Treatise of Government,
John Locke

1,638

Governing Texas: An Introduction to Texas Politics,
Anthony Champagne, Edward J. Harpham

1,513

American Government: Continuity and Change,
Karen O' Connor

1,356

Lone Star Politics: Tradition and Transformation in Texas,
Kenneth E. Collier

1,293

Democracy in America,
Alexis De Tocqueville

1,292

Politics,
Aristotle

1,173

Note: Data reflect syllabi from political-science courses at colleges in the United States.

Most-Taught Books, by Campus

The texts that are most commonly assigned at the selected institutions focus on subjects like education, mathematics, political science, and writing research papers.

Institution	Book	Author
California State U. at Chico	<i>Creating an Inclusive School</i>	Jacqueline S. Thousand, Richard A. Villa
Fairfield U.	<i>Calculus With Applications</i>	Margaret L. Lial, Charles David Miller
Florida State U.	<i>Behavioral Science in Medicine</i>	Barbara Fadem
Howard U.	<i>Revelations: An Anthology of Expository Essays by and About Blacks</i>	Teresa M. Redd
Kenyon C.	<i>Congress: The Electoral Connection</i>	David R. Mayhew
Maricopa Community College District	<i>Research Papers</i>	Williams Coyle
New York U.	<i>An Inquiry Into the Nature and Causes of the Wealth of Nations</i>	Adam Smith
U. of Maryland at College Park	<i>Frankenstein</i>	Mary Shelley
U. of Southern California	<i>Social Work Practice: Cases, Activities, and Exercises</i>	Kim Strom-Gottfried
Yale U.	<i>Spiritual Ecology</i>	Leslie E. Sponsel

Source: Open Syllabus Project



HOW TO SURVIVE THE ENROLLMENT BUST

Colleges face looming demographic challenges.
The pandemic offers clues for overcoming them.

BY NATHAN D. GRAW

AS COVID-19 VACCINES slowly trickle out, and with them the promise of a return to normal, higher education is taking stock of what just happened. Before the pandemic struck, colleges were already dreading a “great enrollment crash.” Then came the pandemic, breaking short-term projections and yield models. If only the past year looked more like 2013! The pandemic-induced 13-percent decline in first-time undergraduate enrollments, seen in the fall of 2020, lies outside any projection model. What can we take away from all this?

First, we have been reminded of the risks of relying on international students. The National Student Clearinghouse Research Center estimates

that, in the fall of 2020, undergraduate international-student enrollments fell by 15 percent and new international enrollments declined 43 percent. That rate of decline is breathtaking, and yet according to the Institute of International Education, new undergraduate international-student enrollments have declined each year since 2015-16 — with the total loss reaching 12 percent in 2019-20. In other words, this market was weakening even before the pandemic hit. The persistence of the decline is probably attributable to competition (from Canada, Britain, and China, among others) that won’t disappear even if U.S. regulatory and health controls are relaxed. In short, international students are unlikely to save us.

THE REVIEW

GOLDEN COSMOS FOR THE CHRONICLE

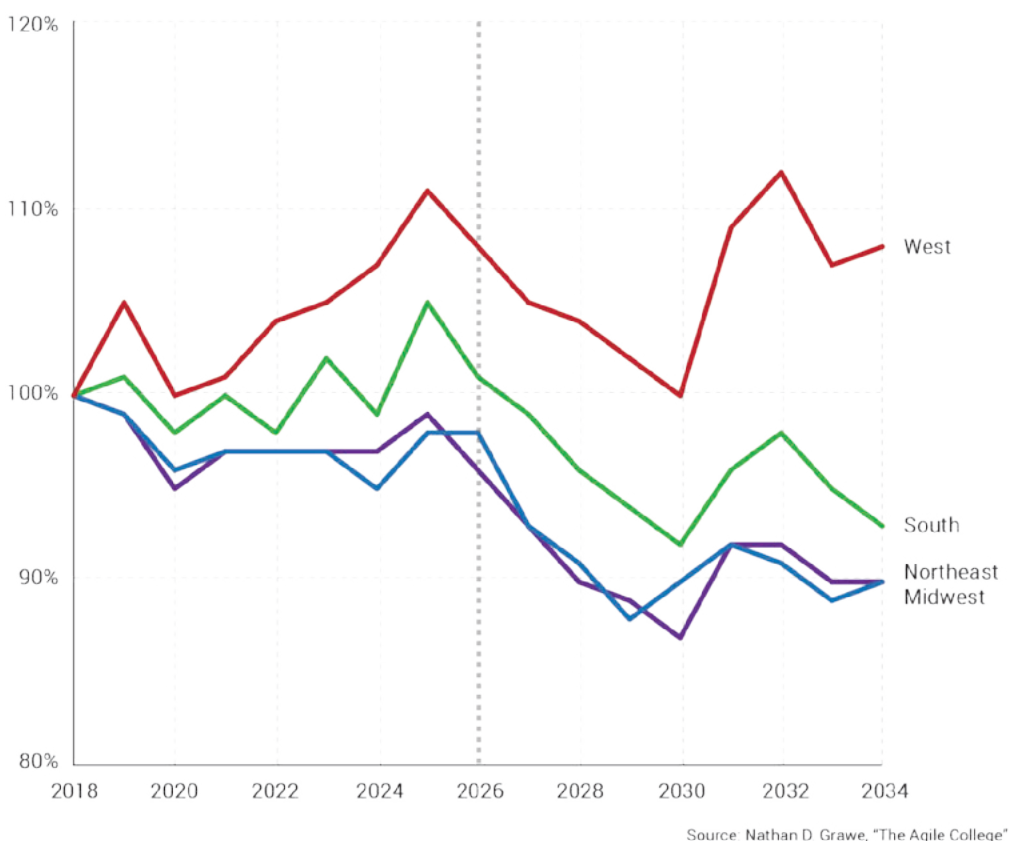
Enrollments by domestic students also fell. Losses were particularly deep in areas with more low-income families and larger minority populations. This news is worrisome because hopes to recruit our way through demographic decline by expanding access hinge on reaching precisely these student groups. At the very least, the pandemic points to the tenuous connection between higher education and those students. At worst, changes in enrollment brought about by the pandemic may mark the beginning of new trends.

Some Entire Categories of Colleges Will Face Steep Declines

2-Year Colleges



4-Year Regional Colleges



Secondly, the long view. Drawing on data from the 1918 flu pandemic, Phillip B. Levine and Melissa S. Kearney suggest that we can expect 2020 to produce 300,000 to 500,000 fewer babies in the United States than were born in 2019 — a drop of approximately 10 percent. While higher education won't experience the impact of this decline until the late 2030s, the combination of these lost births with other impending challenges — especially the sharp demographic decline projected for 2026 — is an unwelcome development.

And yet the past year has delivered more than just bad news. Difficult realities spur innovation and change. In 2020 we learned that colleges are much more agile than their reputations suggest. Last spring nearly every institution moved all instruction online in less than a month, residential campuses found new and meaningful ways to connect virtually, and science instructors devised creative ways to deliver lab content without physical labs, among many other reinventions. These changes were not pain-free, but higher education, often described as sclerotic, proved adaptable.

The pandemic experience also gave many of us a deeper understanding of our students. As online office hours opened virtual windows into students' homes, faculty members saw firsthand the myriad hurdles that impede progress toward a degree. Seeing our students crammed into corners of shared bedrooms or struggling with resource deficits such as slow Wi-Fi, we were reminded that determinants of success extend deep into students' lives. These experiences should draw us into renewed commitments to holistic approaches to retention.

We also witnessed the fast pace of pandemic decision-making lead to new, more flexible governance structures. At my institution this meant rewriting the budget over the course of only a few months and revising the fall course schedule in a matter of weeks. As the inevitable stresses of such speed became evident, many institutions were also reminded that the faith in shared-governance systems necessary to support swift action cannot be developed only at the moment of crisis but must be nurtured continually so that it is available to draw on when needed.

These lessons from 2020 will prove vital if colleges are to survive the approaching demographic reversal of 2026. I described the challenges to come in my 2018 book, *Demographics and the Demand for Higher Education* (Johns Hopkins University Press), but since then the demand picture has come into sharper focus.

DEMOGRAPHIC CHALLENGES fall into two categories. The first, a shift in composition, has been persistent and slow-moving. Differences in birth rates combined with patterns of immigration and migration continually nudge the country toward greater racial and ethnic diversity while shifting the center of population toward the South and West. William H. Frey estimates that the United States will become "minority white" near midcentury but that the subpopulation under age 18 was on track to reach this milestone in 2020. The U.S. Department of Education confirms that for higher education the future is now: From 2000 to 2018, the share of postsecondary enrollments accounted for by non-Hispanic whites steadily declined, from 71 percent to 55 percent. A recent report by the Migration Policy Institute underscores the importance of immigration in this transformation. In 2018, 28 percent of enrolled college students were either first-generation immigrants or their children — up from 20 percent in 2000.

The second challenge began in the shadow of the 2008 Great Recession: Young families began having fewer children. While the economy rebounded, fertility rates did not, and the result was the fewest births in more than three decades. Kenneth M. Johnson calculates that, from 2008 to 2019, 6.6 million fewer children were born than would have been born had fertility rates held steady at 2007 levels. While low fertility has been particularly pronounced in the Northeast, the Centers for Disease Control and Prevention reports deep fertility declines in every region. Colleges — particularly those that serve traditional-age students — can expect to feel the front edge of this fertility decline in the middle of this decade.

How might we expect enrollments to evolve if matriculation pat-

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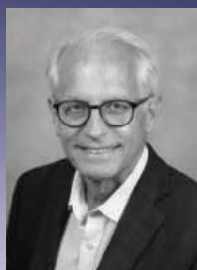
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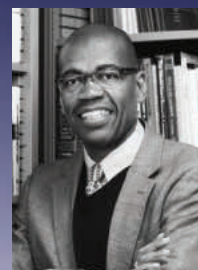
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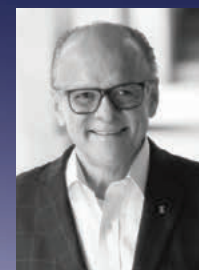
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terns of the past continue into the future? The projections below, taken from my research for my new book, *The Agile College* (Johns Hopkins University Press), are disaggregated between two- and four-year institutions, and the latter are further divided by *U.S. News & World Report* rankings (“elite” colleges are those among the top 50 colleges or universities; “national” colleges are ranked between 51 and 100; “regional” colleges are those ranked outside the top 100). The enrollment-demand projections are indexed to 2018.

Based on my data, we should expect a national decline of approximately 10 percent in the enrollment pools for two-year and regional four-year colleges. These losses are amplified in the Midwest and

ly alters admissions outcomes. In reviewing the class arriving in the fall of 2018, the university used the environmental-context data to re-evaluate applicants who were on the bubble — many on the path to “no.” Their reassessment resulted in more than 1,000 additional admissions and yielded 400 additional students.

Other colleges have turned to income-based repayment plans such as the Back a Boiler program at Purdue University, which transfers the financial risk of paying for college from the student to the institution. Colleges that want to reduce the financial risk of these programs can do so through third parties such as Ardeo Education Solutions, which absorbs losses when students do not fully repay their loans. By reducing prospective students’ uncertainty about their return on investment in higher education, income-based repayment serves as a useful recruiting tool — particularly for low-income students who are increasingly sensitive to student-loan risks. Interestingly, while income-sensitive loan repayment is controversial in the United States, it is standard in Britain, where payments are collected through the tax system — perhaps a sign of things to come here.

Boxed into a difficult position, some colleges are making a bold choice: They’re attempting to grow their way to safety. Wheaton College adopted a strategic plan in 2016 aiming for a 13-percent enrollment increase, despite being located in Massachusetts, a state with a shrinking pool of potential applicants. The college’s net fee income had crept up by about 1 percent per year, and a rising discount rate (up from 30 percent to 40 percent since 2010) consumed most tuition revenue from the stable student population. Expanding the college would generate new resources. When I asked its president, Dennis Hanno, whether these gains had come at the cost of an accelerated rise in the discount rate, he responded, “Absolutely. It skyrocketed.” (It hit 42.7 percent in 2017.) What’s more, growth necessitated more student housing. As real as these expenses are, Hanno’s team sees them as “short-term costs for a long-term payoff” with larger cohort sizes generating additional net fee income to support strategic investment.

However they are rolled out, these recruiting tactics all must contend with an unhappy truth: In a time of declining numbers of young people, recruitment is a zero-sum game, unless it attracts students otherwise not bound for college. Broadening access, by contrast, allows higher education to break free of the constraints of scarcity. But access initiatives present their own unpleasant admissions arithmetic — most people in underrepresented groups have a lower capacity to pay.

WHILE some institutions will continue to succeed with growth-based responses to demographic challenges, Jon McGee, author of *Breakpoint* (Johns Hopkins University Press, 2015) and a former vice president for planning and strategy at the College of Saint Benedict and Saint John’s University, in Minnesota, offers words of caution. He points to the growth of graduate and nontraditional undergraduate programs during the 1990s: “There never were any real barriers to entry,” he observes. “So now you have a market stuffed with providers, and any margins you may have had have just gone away for most of those programs.” In other words, those who succeed on the growth path will do so only by setting themselves apart from the competition.

Enrollment growth need not come from broader recruitment, however. Retention initiatives generate increased enrollments by attracting more students to return. Such efforts are hardly novel, but in an environment of declining prospective students they take on renewed urgency. St. Cloud State University, in Minnesota, developed a Social Belonging Index based on a 10-item questionnaire given to students in their first month on campus. Those with a low sense of belonging were found to be almost 20 percent more likely to drop out before the spring term. A former interim dean of the college, Glenn Davis, told me that “students who are performing well academically but have a low sense of belonging are [identified] to faculty members,” who then take individualized action. An at-risk student might be invited out for coffee with a professor, for example.

Work at the University of Southern Maine shows how student-focused retention efforts such as these can overcome shrinking pools

Boxed into a difficult position, some colleges are making a bold choice: They’re attempting to grow their way to safety.

Northeast. Because fertility since the Great Recession has fallen short of the replacement rate throughout the country, even the South and West can anticipate a reversal of rising enrollments in the mid-2020s. Still, past college-going patterns suggest a gentler path for more-selective colleges. The rising number of parents with college degrees suggests increasing interest in four-year colleges in general and selective ones in particular — a trend that offsets the downdraft of fertility decline but intensifies the weakness in demand for less-selective colleges.

The recent “Knocking at the College Door” report by the Western Interstate Commission for Higher Education echoes the persistent and widespread challenges posed by demographic change, particularly in the Midwest and Northeast. We can also begin to take stock of how colleges are responding to these challenges. The commission’s president, Demarée Michelau, has noted that while the challenges are real, they represent “an opportunity [to] be thinking about our student populations differently and serving them better.” It’s not too late to alter the grim projections above, but colleges must confront demographic change head-on.

WHAT have they been doing so far? Many colleges have intensified recruiting to reach new student groups. Test-optional admissions are one popular approach. According to the National Center for Fair and Open Testing, more than 1,000 four-year institutions had waived test requirements by the fall of 2019 — nearly half of all colleges that grant bachelor’s degrees. (The pandemic led 500 more colleges and universities to go test-optional for the fall of 2020 and beyond.)

For those preferring to maintain test-score requirements, new approaches offer greater context to applications. The College Board’s Landscape tool draws on public data to present students’ scores against the backdrop of relevant neighborhood characteristics such as family income, housing stability, and college-attendance rates. An SAT score of 1050 may look very different when seen in light of great adversity, compared with an identical score achieved in idyllic circumstances.

The tool’s users are bullish on Landscape’s potential. “Our job in admissions is not just to reward performance; we’re also supposed to be identifying talent,” explains Joy St. John, dean of admission and financial aid at Wellesley College. “And sometimes we don’t have good information on a prospective student’s talent because of limited resources within the student’s school community.” At Florida State University, the associate vice president for academic affairs, John Barnhill, reports evidence that the holistic use of data meaningful-



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of prospective students. Nancy Griffin, chief operating officer, notes the challenges of a state at the center of the nation's demographic decline: "In any given day there are about 31 births and 41 deaths. Our work force needs are through the roof." Following deep program cuts and layoffs at Southern Maine in 2013–14, Griffin has led the university's efforts to achieve stability by keeping students enrolled. At the center of this work: personal, student-centered advising and support that reversed trends toward automation. "There was this ac-

ceptance," she says, "that in the automation some students will fall through the cracks."

While not eye-catching, the program of intensive advising has proved effective by assuring greater student success. For example, by providing each new student with a 90-minute advising session before fall classes begin, the university has increased the number of first-year students pre-registered with the disability-services office by 38 percent. Advisers also have helped develop plans for students' time management that are realistic and consistent with completing courses. In all, under Griffin's mantra of "Student-Focused Everyday," the university has been able to increase enrollment by 5 percent through an eight-point rise in retention rates. While the benefit to the campus is obvious, Griffin stays focused on a bigger goal: "We're working for the future of Maine."

Rutgers University is extending retention efforts in a new direction by focusing on the importance of balance between course work and campus jobs. Elena Ragusa, director of strategic initiatives in the Division of Enrollment Management, says that student work can improve retention because it "shifts student peer groups and gives students more opportunities for mentors." And with almost one-third of students at the New Jersey university eligible for Pell Grants, work is a common component of paying tuition.

The pilot program targets 70 low-income, first-generation students who are guaranteed an on-campus job 10 to 12 hours per week. Work supervisors, trained in mentoring, perform weekly "pulse checks" with the students. The program has shown potential, particularly for improving retention among African American and Hispanic men. Students in these groups "happen to be highest financial need, most likely to reject their work-study offers, and most likely to indicate that they are working off campus," Ragusa explains. If the program can improve support for even a few students, Ragusa hopes for spillover effects with peers.

Another unique arrangement is a profitable collaboration between 30 of the 35 institutions in the North Carolina Independent Colleges and Universities group. They have streamlined transfer paths from the state's two-year colleges. While broad work on the group's articulation agreements dates back 25 years, recent efforts have focused on creating discipline-specific paths so that students know their work at two-year colleges will move them toward a major and on-time graduation from a private four-year college or university. Initial agreements were created in music, nursing, theater, and fine arts, with a teacher-education path in development.

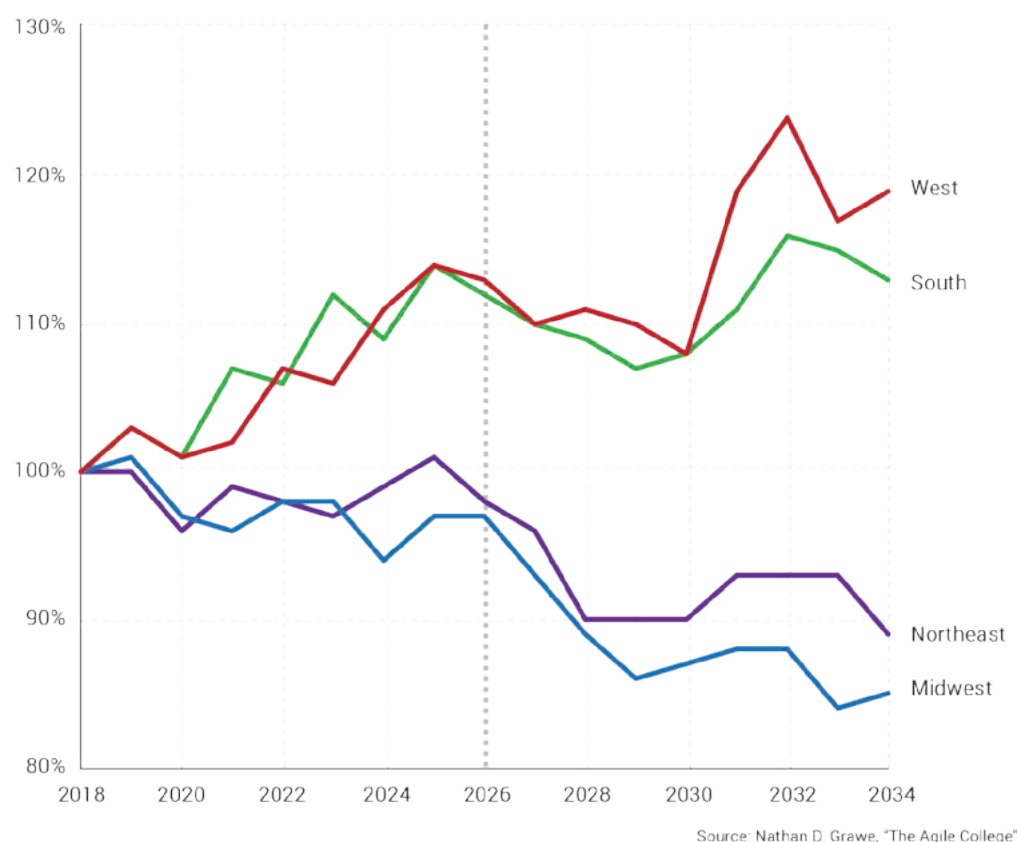
The group's president, Hope Williams, says, "We're finding this is especially important for traditional students [because] they are not place-bound — they can transfer all over the state — and so it is important that they know that what they are taking" at a two-year college "will transfer wherever they go." The collaboration between the private and public two-year colleges promises to reduce barriers to student success while generating enrollments for the state's private institutions, some of which admit as many as 300 transfer students per year.

While the direct impacts of the pandemic on enrollments, student and employee health, and financial stability are clearly disturbing, the past 10 months also provide ample reason to be optimistic about higher education's future. Campuses proved creative and agile at a time of great stress, and were open to re-examining fundamental practices. Changing realities dictated revisions in classrooms, dorms, business offices, admissions and financial aid, facilities departments, and more. This nimble, student-focused attitude is exactly what colleges need in responding to demographic change. Colleges that can leverage flexibility developed during the pandemic will have a strong foundation from which to break free from unsettling demographic projections. They will be well on their way toward institutional health and maintaining their missions through the difficult decade to come. ■

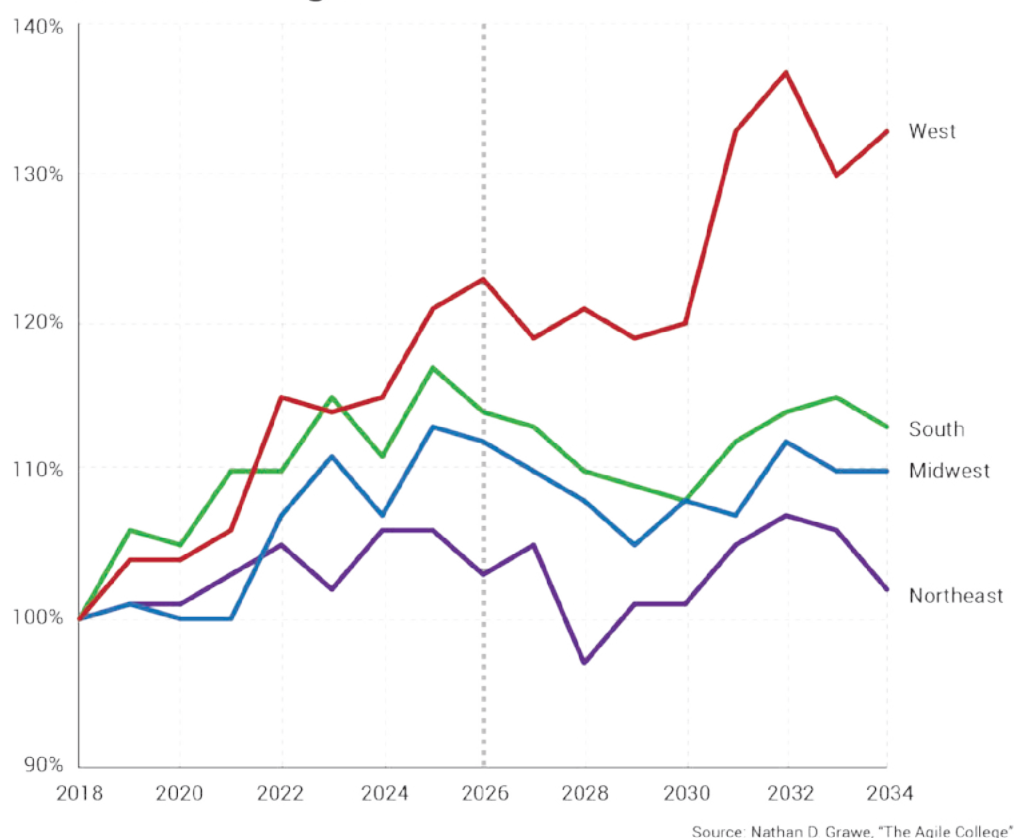
Nathan D. Grawe is a professor of economics at Carleton College. He is the author of Demographics and the Demand for Higher Education (Johns Hopkins University Press, 2018) and The Agile College (Johns Hopkins University Press, 2021).

Other Categories of Colleges Will Vary by Region, or Even See Growth in Demand

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Teaching in the Age of Disinformation

Propaganda and conspiracy theories are everywhere.
What's a professor to do?

BY BETH MCMURTRIE



IF EVER WE NEEDED PROOF that many Americans are living in an alternate reality, the storming of the U.S. Capitol on January 6 was it. How thousands of people fell prey to the idea that a vast conspiracy reversed what they believed was otherwise a landslide victory by President Trump is a question that will hang over the country for decades.

For higher education, that question is especially urgent. While most Americans don't hew to the paranoid theories that prompted the insurgency, the world that spawned them is deeply affecting students. Disinformation and propaganda are flourishing, traditional

“Most things in life have a level of complexity and domain knowledge that don't allow people to verify things for themselves.”

sources of authority are under siege, and people increasingly live in politically polarized media ecosystems.

Colleges have traditionally been places where professors and their students use the tools of reason and inquiry to get to the truth. But such work has become monumentally harder because of these changes. Students are entering college not only confused about what and whom to believe, but unsure of how to talk to people who think differently from them. The truth alone may not be enough to win arguments and change minds across the great divide that's consuming the United States. Political identification has grown so deeply personalized, and much of the discourse so disconnected from facts that, as one scholar put it, “the information is almost beside the point.”

Is higher education prepared to teach students how to navigate this terrain? While many professors say they're able to handle difficult topics in the classroom, two recent surveys suggest that's not always the case.

“A lot of them aren't even going to get near these conversations about misinformation or trust, because either they're not prepared to deal with it or are afraid of consequences from their institutions,” says Allison BrckaLorenz, an associate research scientist with the Center for Postsecondary Research at Indiana University at Bloomington.

She and Sarah Hurtado, an assistant professor of higher education at the University of Denver, asked faculty members in a national survey how they navigated tricky topics. “A lot of what faculty cited as their go-to is to de-escalate in the classroom and deal with it privately,” says BrckaLorenz. “What does that mean for everybody else who doesn't get to be part of that resolution, or get any sort of closure on that?”

Another study, based on interviews with nearly 70 faculty members who teach diversity courses at five predominantly white institutions in the South, found that many instructors struggled to meaningfully engage students. They cited such barriers as large class sizes, disengaged or overly cautious students, their own fears about receiving poor evaluations or being accused of political bias, and worries that heightened emotions might be counterproductive to learning.

“We pin a lot of our hopes on college classrooms being one of the only spaces where we can have these difficult conversations, truly hear multiple viewpoints, and dispel some of this misinformation,” says Ryan A. Miller, an assistant professor of educational leadership at the University of North Carolina at Charlotte, and one of the authors of the study. “As we did this work, we realized it's a lot more complicated than that.”

PROFESSORS who teach about propaganda, political polarization, and information literacy have been wrestling with these issues in their classrooms for years.

One strategy they use is to get underneath the news of the day. Instead of confronting a statement head on as to whether, say, the threat of Covid-19 is exaggerated, they discuss the

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appeal and effectiveness of disinformation campaigns and how to discern the truth. That enables students to step back and think more critically.

Jennifer Mercieca is a historian of American political rhetoric and author of *Demagogue for President: the Rhetorical Genius of Donald Trump*, which describes how he uses language to manipulate the truth, as well as his followers. Trump, she explains, employs verbal tricks, such as paralipsis, which calls attention to something by saying you're not going to mention it ("I will not call him a lightweight, because I think that's a derogatory term.") and ad hominem attacks to focus on the person rather than the idea ("You're a terrible reporter").

For the past four years Mercieca has been teaching a class on propaganda at Texas A&M University at College Station, where she is an associate professor of communication. Her students, she notes, tend to get their news in an "ambient" way, meaning that it is picked up from friends, family, and social media. So one of her goals is to teach them how to become more direct consumers of news.

Those who do follow politics lean toward conservative outlets. That poses a different set of challenges. "Part of the right-wing media's war on truth," she says, "is to say that people like me, who are academics, are trying to decide what's true for everyone else. And that we are liars and misleading and corrupt. There's a real fine line to walk in a classroom, particularly a conservative classroom."

Mercieca works within those parameters by teaching students the history and theory of propaganda: What is it, how it works, and why people on both the left and right can fall prey to it. Her students read Noam Chomsky's critiques of the mainstream media alongside reports of Russian interference in the 2016 election.

She never calls anyone a liar, even if they're clearly promoting misinformation. Such labels, she says, don't reveal anything about why someone like Alex Jones, a far-right radio-show host who promotes conspiracy theories, is as powerful and as successful as he is.

She asks her class to apply what they're learning to the world around them, often by discussing the news of the day. "Students bring the examples, and I bring the theory. I find that is less confrontational," she says. "That makes for a much better classroom environment, where they don't think I'm trying to push some version of truth or reality that makes them shut down."

By providing her students with the language and context to understand the world around them, Mercieca enables them to do their own analysis. In one class, for example, they discussed the wall between Mexico and the U.S., which Trump promised to build without much success. Yet he continued to claim it as a win.

"Someone said it was a 'glittering generality,'" Mercieca recalls, a term they had studied to describe a form of messaging that car-

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ries emotional weight but lacks specificity. Trump, the students noted, never provided a clear plan for what was going to be built or how, allowing him to avoid accountability. Mercieca was pleased to see how her student applied a term popularized in the 1930s to current events.

She asks her students to apply this analysis to all manner of propaganda campaigns, whether it's how Edward Bernays, considered the father of public relations, persuaded Americans to eat bacon and eggs for breakfast, or how the United Daughters of the Confederacy erected statues around the South in the early 20th century to reshape the narrative of the Civil War. "Once you understand how it works," she notes, "you see it everywhere."

Her goal, she says, is to help students become critical thinkers and skeptics without veering into cynicism, which can actually make people more susceptible to propaganda.

Ultimately, she says, there's no way to measure the longer-term impact of her teaching on students' mind-sets. But a college education in general, and the humanities in particular, she believes, are the best ways to arm students with the critical-thinking, writing, and research skills necessary to combat disinformation.

EVERY DAY, college students must make sense of the world around them. To do so effectively requires learning how complex systems work: How the Centers for Disease Control and Prevention evaluates the health risks of Covid-19, whether our election system is secure, what science has determined about the causes of climate change, how social-media algorithms shape what people see. The list seems endless.

Yet some information-literacy experts worry that too many professors narrowly stick to disciplinary content instead of helping students understand more broadly how such knowledge is constructed and interrogated in the first place.

"Education really has this mythology of direct verification. Hey, let's find out the truth and we will reason our way to it. We'll verify it, run the lab experiment, pore over the data, do the calculations," says Michael Caulfield, director of blended and networked learning at Washington State University at Vancouver, who works on digital-literacy projects to improve civic engagement. "But the big problem is that most things in life have a level of complexity and domain knowledge that don't allow people to verify things for themselves."

Put another way, the internet may

have democratized access to raw data and information, but consumers can't possibly make sense of it all on their own. Caulfield believes professors should talk about this challenge openly with their students. "Most of what we believe comes down to, who do we trust and why?" he says. "There's an awful lot in academic culture that sees this as somehow lesser, not noble enough."

dents than understanding how mitochondria operate.

That's particularly important, he says, as the traditional gatekeepers of information — journalists, scientists, and academics included — have been side-stepped by self-styled experts who think they can read raw data and determine the truth about mask-wearing and voter fraud.

"People who are deceived by mis-

information-literacy strategies that Caulfield and others have developed into their teaching say they're surprised at how weak many students' skills of discernment are. Students may believe they can distinguish a factual website from a misleading one, for example, but can rarely articulate their strategies for doing so. As a result they often fall for misinformation online, whether it comes from a TikTok

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Students would benefit, Caulfield says, if professors spent more time explaining how their discipline functions. Who do the experts turn to to understand how something in their field works? How is knowledge built? Describing to students how the World Health Organization comes up with its guidance around Covid-19, and how that differs from the CDC's decision-making process, he says, is of greater long-term value for most stu-

information often think they can evaluate things on their own terms," says Caulfield, who has written a free textbook *Web Literacy for Student Fact-Checkers*. "You really can't. You have to find someone who knows what they're talking about. You have to listen to what they're saying. And then think about whether what they're saying is in the mainstream."

Professors who have incorporated

video or an advocacy organization's website.

Annie Mendenhall, an associate professor at Georgia Southern University and a coordinator of the first-year writing program, introduced Caulfield's strategies in a Covid-themed writing course this past fall. She was shocked to hear students tell her that this was the first time anyone had taught them techniques like tracking down the original source for a piece of

information, researching the author or publisher, and reading what others say about their validity. “We’re still relying on a heavily print-based model of literacy,” she says, “which is based on publishers having already vetted the information.”

One caveat that Caulfield provides whenever talking about the value of information literacy is that teaching students how to discern what’s true

fascism,” he says. “There’s sort of a disconnect. But that doesn’t mean that in the areas we have influence we can’t be moving forward.”

LIKE CAULFIELD, Dannagal G. Young believes that students need more than media-literacy training to understand what’s happening to the country. The notion that you can fact-check

that seems to have functioned. And that seems far away.”

Defining and defending reality are important, obviously. And Young talks to her students about the value of falsifiability, the practice of putting one’s ideas to the test to determine whether they are true. It’s a bedrock value across the sciences that brings rigor to observation.

But, she notes, most of us don’t use

to start to understand why they have this investment in this belief, that is all communication.”

Why would someone deny that humans cause climate change, for example? Could it possibly be because their livelihoods or lifestyles might be threatened? “I never land on, ‘because they’re stupid,’” she says. “These are identity-driven motivations that people have in order to protect themselves.”

Her students may feel frustrated that feelings matter more than facts to some people on some issues. “But they’re also unburdened,” she says. They realize that throwing data at people won’t bridge differences with friends and family, but conversation and sincere questions might help lower defenses and open minds.

Still she admits, “it takes a level of mindfulness and emotional detachment that is really hard to achieve.”

Young is working on a book about why people believe things that are demonstrably false and how to deal with the problem, individually and as a society. “This is the sticky wicket in my field,” she notes. “We’re saying, well, facts don’t matter. But in a way communication is even more important.”

Yet understanding has its limits. As the events of the recent weeks have shown, directly rebutting harmful propaganda and misinformation is critical to a functioning democracy. On an individual scale, people are being hurt every day by disinformation.

Last spring, Young says, she heard from one of her students who had been kicked out of her house after challenging her mother, who was making racist remarks about Covid-19 and blaming it on Chinese people. “What should you say to your mom because she kicked you out during the pandemic?” Young asks. “I just don’t know.”

Young, who has been teaching about media for more than a decade, notes that her view of digital technology has shifted over time. Like many, she was thrilled by the power of social media during the Arab spring, in which ordinary people used Facebook and other platforms to organize protests against repressive regimes. “I thought: ‘When you fuel connectivity, you give people a voice and allow them to challenge authority. Nothing but good can happen,’” she recalls.

“What it ignores,” she says in hindsight, “is that there will always be nefarious actors who seek to exploit the system.” ■

Beth McMurtrie is a senior writer covering the future of learning and technology’s influence on teaching.

Following a historic election, the nation now looks to unite as it confronts systemic racism fueled by racial injustice and police brutality. At The University of Toledo, students advocate for social justice by organizing peaceful protests, leaders launch a Center for Racial Equity and Black Student Excellence and faculty across disciplines dedicate their careers to identifying and eliminating inequities.



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or false won’t get to the root of these broader social problems. The very real dangers of disinformation and propaganda spreading unchecked have to be addressed by those in power, such as TV networks refusing to book Twitter provocateurs as news analysts.

“It can be very frustrating for people to see what’s going on, and the level of what’s going on at the moment, and then get a list of, ‘Here are five tips to talk to your family about

your way toward winning an argument is misguided, says Young, an associate professor of communications at the University of Delaware, otherwise we wouldn’t be witnessing such deep political divides. Yet young people are in search of solutions, and desperate to find ways to bridge those divides.

“It makes them bonkers,” she says. “They crave some semblance of unity. They grew up learning about a system

falsifiability in our day-to-day lives because it takes time — and because it may reveal something discomfiting: When we’re wrong.

So, she tells her students, instead of arming yourself with statistics to change your aunt’s mind about voter fraud, try to understand what drives people to believe what they do. “Content isn’t going to change someone’s mind. But the credibility you develop, and the questions you ask” people”



They're Called #TeamNoSleep

The pandemic has piled new demands on student-affairs workers.
They're burning out and see no end in sight.

BY EMMA PETTIT

THAT THE STUDENTS in his book club wanted to meet over winter break took Ricardo Rico by surprise. He realized that their usual Thursday meeting would fall on Christmas Eve, so he had told the students he was canceling it.

“And they were like, ‘Oh no, let’s just meet Wednesday instead!’” Rico said. “I didn’t know how to say, ‘I don’t want to meet.’”

Rico is an educational-opportunity program counselor at California State University-Channel Islands who serves mostly first-generation students from low-income households and historically marginalized backgrounds. He’s one of thousands of student-affairs employees who’ve worked in overdrive since the pandemic began, scrambling to keep students physically and mentally safe, fed, housed, outfitted for virtual learning, and as engaged as possible in this Bizarro World version of college life.

Rico loves his job. But by the end of the fall-2020 semester, he was exhausted, emotionally drained, and had a serious case of Zoom fatigue. (Though he did attend the virtual book club after all.) He’s not an outlier. Kevin Kruger, president of Nasp: Student Affairs Administrators in Higher Education, has spent more than four decades in the field and said he’s never witnessed this level of exhaustion among student-affairs professionals.



By nature, student-affairs professionals deal in crisis, said one observer. But “nobody’s meant to deal with a crisis for 10 months.”

By now, everyone in higher ed is familiar with burnout; student-affairs staff and administrators are no different. Often referred to as the backbone of an institution, student-affairs workers have job descriptions that ensured a trying semester. They deal with Maslow’s hierarchy of needs, said Smita Ruzicka, dean of student life at the Johns Hopkins University. Everything from shelter and safety to civic engagement and cultivating a sense of belonging falls under their purview.

Pressure? Yes. Long hours? Yes. Recognition? Sometimes, but not enough.

Now, when supporting students is crucial to their success and to the health of institutions, experts worry that some employees might leave the field for good, through layoffs or burnout. By nature, student-affairs professionals deal in crisis, said Martha Compton, president of the Association for Student Conduct Administration. But “nobody’s meant to deal with a crisis for 10 months straight.”

EVEN IN “NORMAL TIMES,” a job in student affairs will frequently follow you home, after hours. Add a pandemic, plus a national reckoning over racial injustice, plus demands to keep enrollment stable and students satisfied, and you’ve got a recipe for overwork and stress.

Compton said she’s heard from friends and colleagues across the country who have told her that they’d plan certain activities for students to do, only to have higher-ups say things like, “This doesn’t feel fun enough ... We’re a high-touch institution, and this isn’t high touch.”

Compton understands why that pressure exists. But, she said, “we’re in a pandemic.” And when you’re in a pandemic, sometimes things can’t be as fun as you want them to be.

Student-conduct and residence-life employees have had to monitor students for a new range of behavior: not wearing a mask, not social distancing properly, gathering in large groups. Party-ing in a pandemic comes with heightened danger, and heightened consequences. Enforcing those rules hasn’t been easy. No one entered the field “because they love being the fun police,” Compton said.

Handling parents has been another challenging duty. For every family who thinks the pandemic safety rules are silly, there’s a family who is concerned about its student’s health and safety, who wants the university to crack down harder, Compton said. Staff are often caught in the middle. “There’s a constant balance of trying to do the best you can,” she said, “knowing that ultimately whatever decision an institution makes on a macro or micro level is going to leave somebody unhappy.”

Aside from navigating new parental and student concerns, at many institutions the student-affairs division had to erect unprecedented testing, quarantining, and contact-tracing infrastructure. At the University of Rhode Island, which administered about 5,000 tests per week last fall and is planning to double that number this spring, the lift was “herculean,” said Ellen M. Reynolds, assistant vice president for student health and wellness.

Food insecurity was another logistical lift. In Tennessee, Austin Peay State University’s food pantry went from fulfilling about 15 orders a week to about 20 orders a day when the institution was back in session in the fall, said Loretta Ussery Griffy, associate vice president for academic strategic initiatives and foundation engagement. Student need “skyrocketed,” she said, so the workload increased along with it.

On top of the pandemic, student-affairs professionals helped students cope with other unforeseen obstacles and traumas. First came the death of George Floyd and the ensuing protests against police violence and racial injustice. Then came a presidential election, after which Donald Trump refused to concede. When there’s tension or disruption on campus, student affairs are often the employees who mediate it, said Lakeisha Mathews, director of the Career and Internship Center at the University of Baltimore.

Staff members of color often fulfill diversity work, like advising the Black Student Union or informally mentoring students of color, while also dealing with their own racial trauma and fatigue around these incidents, said Ruzicka, the Hopkins dean.

Shortly after a pro-Trump mob, incited by the president, attacked the U.S. Capitol on January 6, Mathews could see that members of her team needed to process what had happened.

To see a Confederate flag waved in the Capitol building was jarring, she said. “We have to help our students make sense of that. We have to help them unpack that. But we also have to help our staff members do that, too.”

ON MARCH 13, 2020, the last full day that Tiffany Beth Mfume would work on campus, she stayed until 10:15 p.m. In retrospect, that seems early.

Mfume, the assistant vice president for student success and retention at Morgan State University, now regularly sends her last email of the day around 1 a.m. She catches five or six hours of sleep, wakes up, showers, gets dressed in professional clothes (at least from the waist up; she’ll wear comfy jogger pants, which stay out of frame on a Zoom screen), and is back at it by 9 a.m. Her boss even has a hashtag for the division leadership team that Mfume is on: #TeamNoSleep. It’s a joke. Kind of.

Mfume said she knows she’s blessed to be able to work from home. But the boundary between work and rest has become more po-

rous. And the work itself has been intensely personal and emotional, Mfume said. She reaches out to every student who withdraws from the university to find out why. They've told her about their own mental-health struggles, that their family members were laid off, that they are unsure where they're going to live.

Mfume has noticed that she and her colleagues have "put ourselves in the background so we can worry more about how the students are faring," she said. "How are they feeling? What's their anxiety? What's their stress? What are they uncertain about?"

"Which means that I'm still sitting in my cramped chair, hour No. 16."

Alex Yepez, a student-success and support specialist at Ventura College, a community college in California, said his workload has definitely increased. Yepez used to focus on one specific population of students — those on or at risk of being put on academic probation. But after the pandemic began, he engaged in "an all-out blitz" to make sure that all students, especially those who had fallen behind, got some sort of contact from the college.

As a campus triage point, the load can get "overwhelming" at times, Yepez said, but is manageable.

Karla Aguirre, an academic adviser at CSU-Channel Islands, said she is learning to set boundaries. Like, if it's past 7 p.m., she shouldn't be in front of a computer screen any longer, even if there are unanswered student emails in her inbox.

"I want to help them out," Aguirre said. "But also, I want to make sure I'm taking care of myself as a person, otherwise I can't be providing the services or the attention that they need."

Aguirre is new. She started as an adviser just two weeks before

the pandemic really got underway in the United States. So far, she hasn't fallen prey to burnout. But she knows she needs to find work-life balance because "if you ask me next year, it could be different."

STUDENT-AFFAIRS PROFESSIONALS are quick to point out that their work hasn't just been a joyless slog. For some, it's been newly rewarding. Departments and divisions have innovated in ways that will stick around in a post-pandemic world. One big takeaway? "Collaboration isn't a four-letter word," said Pierre St-Germain, director of dining services at Rhode Island. Many in the student-affairs realm said they've worked much closer with other groups on campus, deepening those relationships.

Still, college leaders are clearly concerned about the pandemic's potential long-term implications for employees. In a recent survey, conducted by the American Council on Education, college and university presidents collectively ranked the mental health of faculty and staff members as their third-most-pressing concern. The mental health of students ranked first, followed by the long-term financial viability of their institutions.

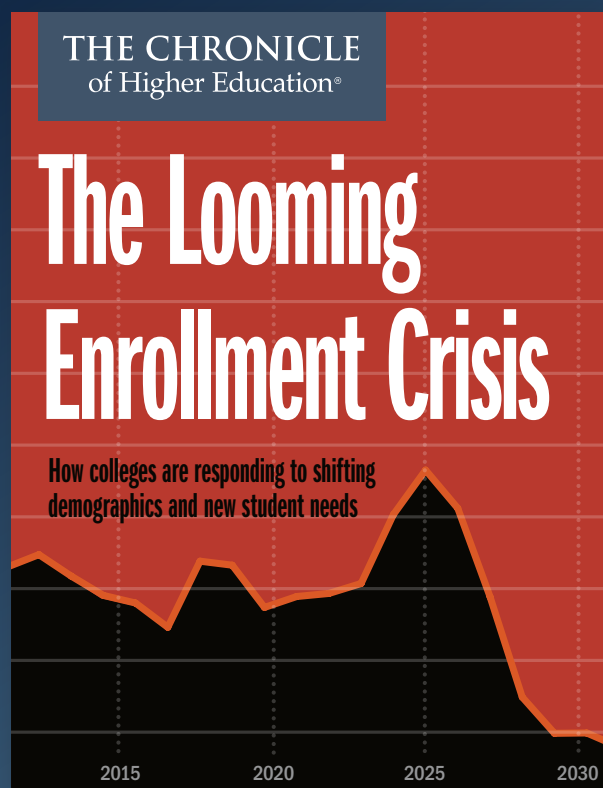
Compton, the student-conduct association president, said she's seeing younger and younger staff members who are questioning if they can continue in the field. They might decide \$30,000 a year and free housing isn't worth it, she said. Some are also expressing dissatisfaction along the lines of, "This isn't what I signed up for. I didn't sign up to put my health and well-being at risk," said Kruger, the Naspa president.

Leaders can take certain steps to ease the burden. Compton recom-



The Looming Enrollment Crisis

How Colleges Are Responding to Shifting Demographics and New Student Needs



Higher education has experienced continued growth since the mid-20th century, but the pool of students likely to attend college is projected to rapidly decrease. Threatened by years of financial strain, a steep downturn in the nation's birthrate, and growing skepticism about the price and value of a college degree, higher education must address declining enrollment numbers quickly and effectively, before this complex challenge becomes an existential crisis.

The Chronicle's report, "**The Looming Enrollment Crisis**," traces the turbulent future of enrollment numbers and tuition revenue. This report examines how colleges can best prepare for continued declines and offers strategies for how to make the difficult decisions that will ensure the long-term survival and prosperity of academic institutions.

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mends that they have clear conversations with staff members who are expected to enforce policy about what those policies are, and what the expectations of enforcement are. That conversation is much easier to have on the front end, she said, so that employees don't have to cross their fingers and hope they did the right thing on the back end.

Ruzicka, the Hopkins dean, said that over the summer, the division of student affairs coordinated with other parts of the university to establish "meeting free" days so that folks could have a breather.

Kruger recommended that leaders name exhaustion and burnout explicitly, and provide rewards when they can, like time off.

That's easier said than done. Austin Peay State hasn't entered into a financial crisis, said Griffy, the associate vice president, but it feels like one could be right around the corner, just from observing what's happening across the nation. She's watched other institutions lay off employees and cut budgets. So there's internal pressure to not take time off, to "keep on keeping on," she said.

What's certain is that the pandemic, and the voluminous workload that came with it, isn't going away any time soon. Cases are on the rise. Problems still pop up like Whac-a-Mole.

In the face of that certainty, some employees, like Mfume, have decided to change their habits. The assistant vice president told her boss that her New Year's resolution is to not be on email at 1 a.m.

For her own well-being, she said, she needs to be on #TeamMoreSleep.

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.



The boundary between work and rest has become more porous. And the work itself has been intensely personal and emotional.

A new way to think about student success

Since 2013, Virginia Commonwealth University's four-year graduation rate has increased by 31%. We've done this with predictive analytics that identify when students need advisers and mentors the most. We've also launched initiatives like REAL (Relevant Experiential Applied Learning) that introduce students to different areas of expertise while taking their skills to the next level. At VCU, we don't just believe that every student is capable of success. We're on a mission to ensure that it happens.

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Where 5 Presidents' Cabinets Went to College

BY AUDREY WILLIAMS JUNE AND BRIAN O'LEARY

WHEN Joseph R. Biden Jr. and Kamala D. Harris officially became a ticket last August, it wasn't long before talk began over where they had gone to college — or, actually, where they hadn't.

Neither has an Ivy League degree. Biden is a graduate of the University of Delaware and the law school at Syracuse University. And Harris — a Howard University alumna who went on to the University of California's Hastings College of the Law — will be the first graduate of a historically Black college to serve as vice president.

As Biden has built his cabinet, *The Chronicle* looked at the college choices and degrees earned by some of the key figures he's surrounding himself with, and how they compare with those of cabinet members in the last four presidential administrations.

METHODOLOGY

The Chronicle used publicly available information to compile a database of the alma maters of cabinet members for five U.S. presidents: Biden, Donald J. Trump, Barack Obama, George W. Bush, and Bill Clinton.

For this project, the cabinet is defined as the vice president, the cabinet secretaries, including the attorney general, and the chief of staff. For every administration except Biden's, only cabinet members confirmed by the Senate are included.

Small private colleges are those with undergraduate enrollments of 3,000 students or fewer, according to fall-2018 data, the most recent available, from the Integrated Postsecondary Education Data System.

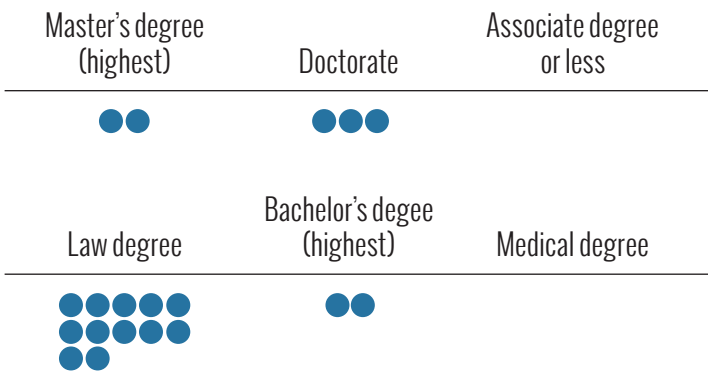
The Chronicle did not count colleges where cabinet members attended but did not earn degrees. Bachelor's and master's degrees are counted only when they are that cabinet member's highest degree earned.

For details on who earned which degrees at which colleges, please go to "Where 5 U.S. Presidents' Inner Circles Went to College" on [chronicle.com](https://www.chronicle.com).

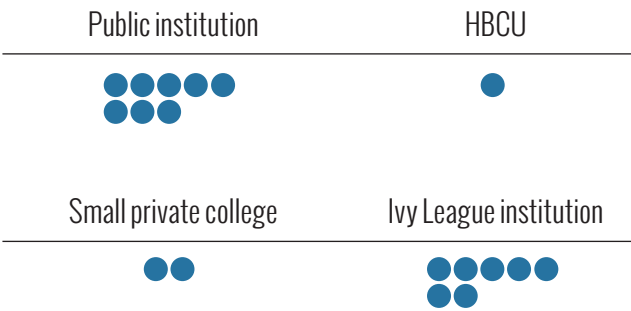


Biden Administration
18 cabinet members

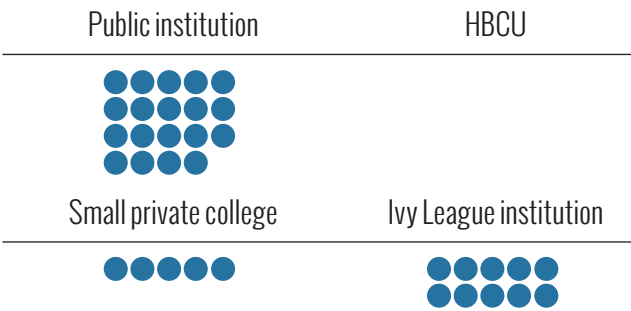
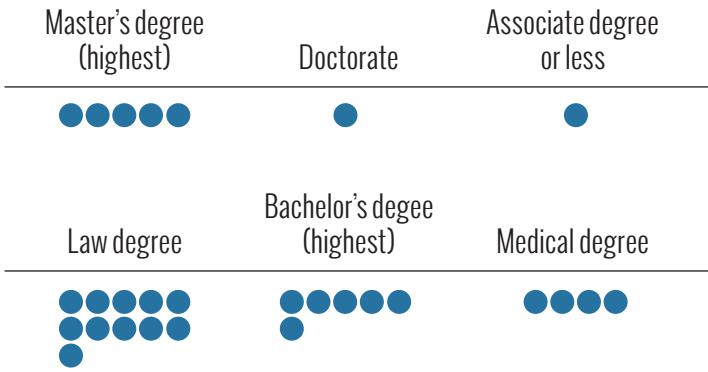
Degrees earned



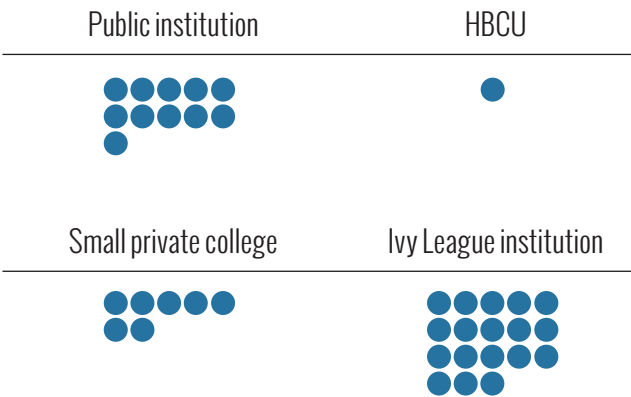
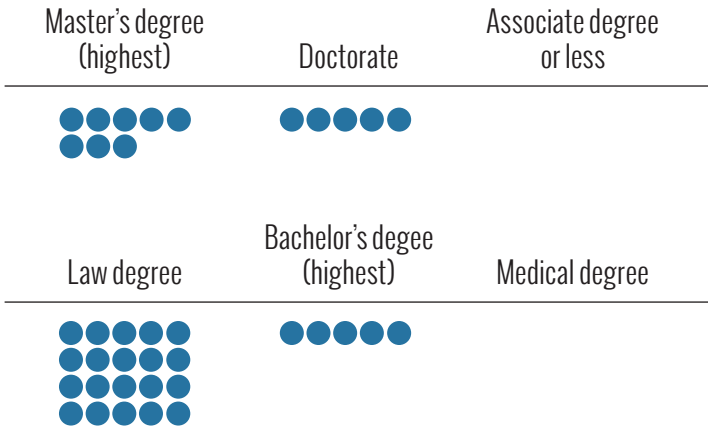
Graduated from



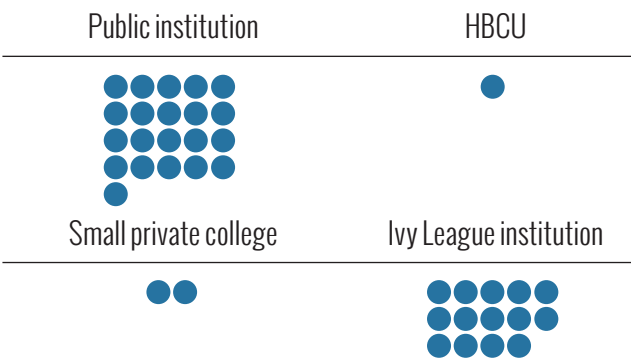
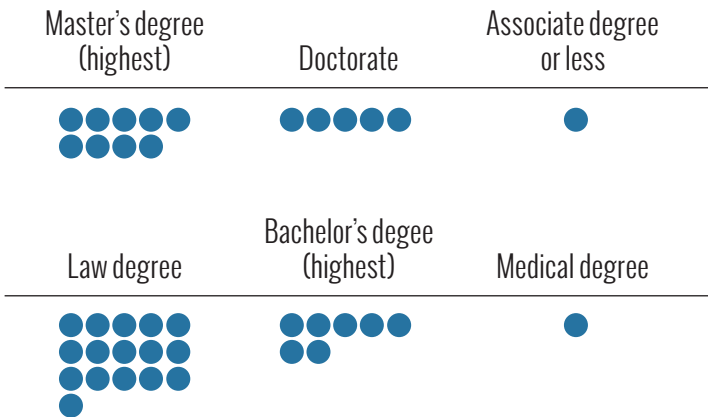
Trump Administration
28 cabinet members



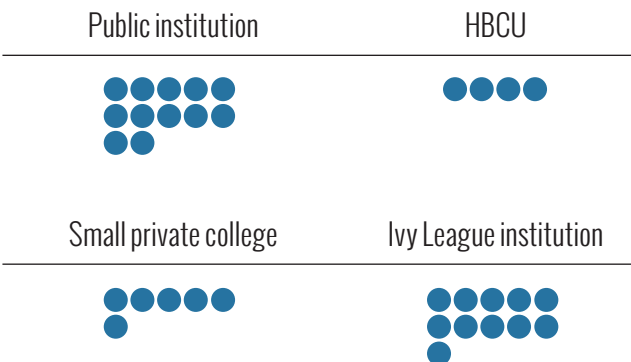
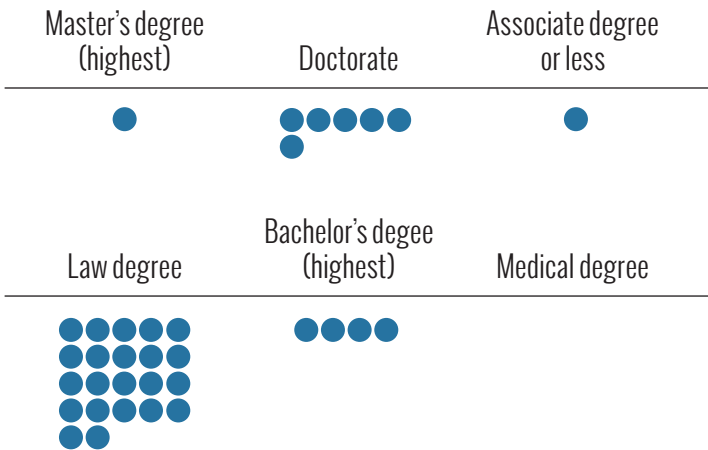
Obama Administration
37 cabinet members



Bush Administration
38 cabinet members



Clinton Administration
34 cabinet members



Colleges Share Blame for Assault on Democracy

For four years, Trump unleashed a tsunami of lies. Higher ed responded with silence.

INDELIBLE IMAGES of the insurrectionist mob invading the U.S. Capitol define the closing act of the Trump show, which has not been known for respecting American traditions and values. Indeed, disruption was a stated goal of the Trump administration from Day 1, a goal that quickly devolved into destruction. The in-

THE REVIEW

surrection failed, but the forensic investigation into the causes of the riot is just beginning.

College presidents, quick to issue lofty statements decrying the assault on our beloved democracy, must participate in the investigation, taking up a particularly painful question: How did so many of our graduates go so wrong? Higher education must own some responsibility for the moral failures that established the conditions that led to the January 6 insurrection.

We presidents love to boast about our graduates in high places. When it comes to securing plum appointments at the White House, cabinet agencies, or top congressional offices, it helps to have Harvard, Stanford, Yale, Princeton, Columbia, Duke, Penn, Georgetown, or other top universities on your résumé. As with prior administrations, there's no shortage of academically elite pedigrees in the Trump administration, or in the halls of Congress.

Higher education should be the great counterweight to government, the reliable steward of truth and knowledge against the corrupting tendency of politics to manipulate facts and tell outright lies as a means to gain and secure public support. Truth was one of the earliest victims of the Trump administration, with the president racking up more than 20,000 documentable lies across four years, according to *The Washington Post*.

Silence is the enemy of truth, and



WIN MCNAMEE, GETTY IMAGES

yet few college presidents dared to challenge this tsunami of official lies. Whether about immigrants or climate change or white supremacy or the Covid-19 pandemic, the president and his allies lied with abandon, and higher education remained largely silent. So, in the face of the president's acutely manipulative lies about the presidential election, it was no surprise that colleges remained on the sidelines, raising no voice in defense of democracy in a timely way, saying nothing about voter suppression, allowing the corrosive effects of the repeated lies to inflame those Americans who are especially susceptible to demagoguery. The mob gained its energy by coalescing around the lies.

In our silence, we have allowed an even more insidious force to spread through the body politic — the racial animus and embrace of white supremacy that give so much energy to the mob. The real cause of the January 6 insurrection is the pervasive fear in one part of American society that the white majority is diminishing as Black and brown Americans grow in numbers and political power. The Trump administration inflamed this fear through rhetoric intended to stoke racial hostility, along with repeated actions to overturn achievements of President Barack Obama. Attempting to destroy the legacy of America's first and only Black president has been one of Trump's major preoccupa-

tions, part of his effort to remain in power. Few college presidents have had anything to say about this. Even historically Black colleges seemed co-opted by a president whose rhetoric perversely sought to portray himself as their savior.

Racial inequality is a significant and pervasive problem in most of higher education. The elite institutions that educate so many of the nation's top public officials have particularly disappointing track records on access for Black students. Public officials who never had to confront issues of racism and inequality in their formative educational years may have little concern for them in shaping public policy. The demographic composition of college cam-

pus reflects the segregated society; colleges that fail to address the racism that undergirds so many of their policies and practices also fail to educate the future lawmakers about the kinds of policies a more just society should embrace.

COLLEGE PRESIDENTS rarely speak out on issues that they consider “too political,” for fear of alienating donors or governors or state legislators who might retaliate by withdrawing funding. This fear of making some powerful people angry — a fear of losing money — has debilitated not only the voice but also the real purpose of higher education, as the place where students should develop critical- and moral-reasoning habits that will serve them well in future positions of responsibility. If we presidents shrink from telling the truth out of a fear of alienating peo-

environment for critical and moral reasoning, or the willingness to challenge conventional wisdom and political authority in order to serve the common good.

With a Biden administration on the horizon, higher education has an opportunity to redeem itself, to reset our sense of purpose and public responsibility to be more forceful advocates for the principles, policies, and processes that truly serve the common good in a free society. The first and most important thing we must do is to find our voice again, to be unafraid in speaking the truth in the face of every and all official lies and provocations.

We must also become more ardent and relentless advocates for racial justice, starting in our own institutions, but also insisting that our professional higher-education associations raise their voices and use

If we presidents shrink from telling the truth out of a fear of alienating people whose favor we crave, what are we teaching our students?

ple whose favor we crave, what are we teaching our students?

In the vacuum of advocacy for the academy’s true purpose, others have stepped in to dictate less worthy, more utilitarian purposes for higher education, mostly related to filling jobs to satisfy the immediate demands of corporate interests. Today, some of the loudest voices telling Americans about the purpose of higher education encourage prospective students to look at the list of majors ranked by earnings, to choose to study only those fields with a lucrative payoff. Institutions, too, get ranked by wealth and earning power, not effective stewardship of truth and justice.

Far from resisting this perversion of purpose in higher education, too many institutional leaders play into it by touting rankings while failing to mention the plain fact that no ranking speaks to the actual effectiveness of teaching and learning at any given institution, the robust

their clout more effectively for racial justice. In recent years, our associations have been too silent on the most important issues of public life, tending to focus only on those issues that affect the financing of higher education. This is not only a missed opportunity; it’s the wrong approach to our purpose. Let the money follow the purpose, rather than having the purpose be dictated by the money.

January 6 was not about some mob of “other” people vandalizing the halls of Congress; the mob was part of us. But the mob has no life, no energy except for the incitement provided by leaders. We colleges educate the leaders who have the power to move the crowd to good purposes, or to inflame the mob for evil. In owning the educational failure that January 6 reflects, we must resolve to act more courageously to improve the ability of our graduates to be stewards of truth, leading this nation forward more affirmatively along the arc of justice. ■



Patricia McGuire

is president of Trinity Washington University.

Syllabus

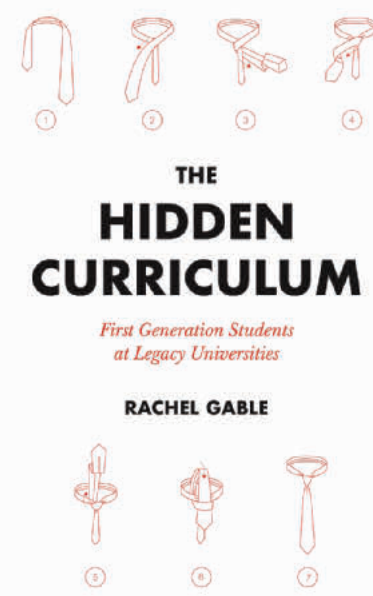
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A revealing look at the experiences of first generation students on elite campuses and the hidden curriculum they must master in order to succeed

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—Kourtney Cockrell, cofounder of the FGLI Consortium

Colleges in Peril Can Be Rescued

But only if their governing boards transform. Most trustees can't deal with a crisis.

SEVERAL higher-education observers in recent years have predicted the demise of large numbers of U.S. colleges and universities. Most notably, the late Clayton Christensen, the Harvard Business School professor and management guru, once said that half of American colleges would face bankruptcy by 2030. While other pre-

ADVICE

dictions haven't been as dire, there is obvious cause for concern. Moody's, for example, determined that even before the pandemic, 30 percent of all colleges were operating at a deficit. Higher education is clearly facing one of its greatest financial crises in modern times.

At particular risk are small, private, tuition-dependent colleges where, in the words of Alice Brown, former president of the Appalachian College Association, "having 10 fewer students than expected is a serious financial problem. Having 30 fewer is a disaster." The headwinds facing higher education widely — unfavorable demographics, declining public attitudes, cost, debt, declining return on investment for students, and competition from mass-market alternatives — are especially challenging for small, private institutions whose value proposition has historically been founded on an expensive, traditional, campus-based experience. Those colleges face a double whammy. Not only is the student market declining, but the fixed costs of predominantly residential, campus-based operations create structural challenges, even if enrollments stay close to historical levels.

The situation may actually be worse than it appears. First, higher education was in a significantly weakened state before the Covid-19 crisis. Second, despite nine consecutive years of enrollment decline and large numbers of mergers and closures, the leadership of most colleges has failed to enact necessary foundational change. Third, and perhaps most important, institutional boards are ill-equipped structur-



ADAM NIKLEWICZ FOR THE CHRONICLE

ally, behaviorally, and culturally to effectively exercise their governance responsibilities during a period of volatility.

Looking closely, in fact, it is clear that the failures of the past 10 years are in large part leadership failures of boards of trustees. If an institution is

quidity problems, deficit spending, and deferred maintenance were repeatedly discussed in board meetings without the boards asserting their governance obligations, often until it was too late.

The very nature of college boards is largely to blame for the problems col-

umni affiliation, former institutional affiliation, and perceived influence. And they are all volunteers. As a result, trustees are generally supportive, if not passionate about the institution, but unlike corporate directors, trustees do not have a direct stake in the success of the entity they govern. Because they are not broadly selected for their expertise as it relates to the institution's operational and strategic needs, the chief executive and executive teams do not benefit from needed input, nor are they actively challenged relative to planning, decision making, performance, prioritization, or strategy. Lastly, the typical college board is overwhelmingly large, with dozens of trustees, which can improve inclusion but hurts functionality and efficacy. And because a disproportionate number of the members are alumni, there tends to be a strong dose of iner-

Boards favor politeness, friendly relationships, political correctness, and respect for the status quo over transparency and transformation.

in decline over a period of time, it is the board of trustees that is ultimately to blame, because the board has final accountability for an institution's finances and viability. Our research found that critical issues such as declining enrollments and revenue, li-

leges are facing. Here are some common characteristics:

An ineffective board structure and membership-selection process. Private-college trustees are most often selected because of their wealth (as possible donors), career success,

tia-inducing nostalgia for how things “used to be.”

A culture that values the status quo. Boards favor politeness, friendly relationships, political correctness, and respect for legacy and the status quo over transparency, healthy conflict, bold thinking, and transformative change. This culture has been nurtured over many decades of more or less stable operations, but it is det-

wasteful, misguided, and risky pursuits. While the interdependence of the board and the president can be a strength, it can also lead to what Judge José Cabranes of the United States Appeals Court for the Second Circuit, a longtime college trustee, has described as “back him or sack him,” whereby trustees believe they should unequivocally support the president until he or she becomes objectively

The failures of the past 10 years are in large part leadership failures of boards of trustees.

rimental in today’s more volatile operating environment.

Information asymmetry. Because their work is volunteer and part time, many board members’ awareness of what is going on at their campuses and in the broader landscape of higher education comes exclusively through reports and updates provided at quarterly (or less frequent) board meetings. In some cases, the asymmetry of information between the administration and the board is more intentional. Information may be withheld or kept at a superficial level so that presentations and decisions are made quickly, avoiding time-consuming due diligence and the related accountability that would come with such a process.

Problem blindness. Ruth Cowan, a college-turnaround consultant, has referred to boards that are either unaware or willfully ignorant as “problem blind.” Decline at a college can be more difficult to see than in a business. A college is mission oriented, whereas a business is profit focused. Colleges with broken business models can operate years after a similarly beleaguered business would have been sold or dissolved. When a higher-education institution announces a merger or closure, that reality was years in the making.

Overdeference to the president. The relative unawareness of boards to what is going on at their campuses and in higher education more broadly is in sharp contrast to the highly informed administrators they work with, who are usually long-term academics. It is therefore only natural for board members to defer to the president. But being overly deferential can contribute to presidents engaging in

and obviously unfit for the position.

Optimism bias. The economist Daniel Kahneman calls optimism bias “the planning fallacy.” Decision makers tend to underestimate costs, completion times, and risks, while overestimating the benefits. The very nature of college governance is a breeding ground for optimism bias, due to the previously mentioned problems of deference, problem bias, and information asymmetry.

A POTENTIAL SAVING GRACE of the current pandemic for today’s struggling institutions is that it may finally be what Robert Zemsky has termed a “dislodging event”—something so jarring that it forces change that was not possible before. There is modest evidence that some institutions are at least entertaining new ways of operating that were off limits before the pandemic. The boards of the institutions in our research that successfully reversed their declines and began to thrive all responded to a disorienting dilemma, usually a threat of foreclosure or loss of accreditation, by engaging in soul-searching followed by transformative actions to change the institution.

Interestingly, even for those institutions, the threat had to be literally existential in order for the boards to “wake up.” Although the institutions in question faced their moment of truth pre-Covid, it may be that the current crisis will provide a similarly motivating scenario to shake other boards out of their complacency—to prefer change, even change that alters the nature of the institution—rather than riding the status quo to a painful demise.

While there is no sure-fire formu-

la, according to Terrence MacTaggart, a former college chancellor and specialist on turnarounds, “turnaround sagas are remarkable in that they are at once unique and yet much alike. Each change story exhibits strikingly particular features of locale, culture, mission, history, leadership, temperament, resources, and programs. At the same time, each story displays marked similarities.”

At the highest level, boards have to accept that problems are structural, not episodic; they have to hire the right leaders with the right profiles; and they have to quickly align expense with revenue. Even though budgets are normally the purview of the chief executive, in a crisis, board intervention to ensure solvency is critical to support the mid- and long-term objectives of surviving and ultimately thriving.

The characteristics of a board that is prepared to lead a turnaround or deal with an existential crisis are clear. Our research identified seven critical success factors that the board must demonstrate in order to successfully transform an at-risk college or university. It must 1) recognize that a crisis is imminent or looming; 2) accept that survival will require a departure from tradition; 3) ensure that it has a president suitable for leading a turnaround; 4) partner with the president to support change initiatives and actively work with the president to overcome resistance to change; 5) intentionally recruit and develop board members who will understand and support the turnaround; 6) work with and learn from outside advisers skilled and experienced in college and university turnarounds; and 7) use its authority to take action.

While any change related to a crisis presents significant challenges, higher education has historically been much better at preserving the status quo than embracing transformation, which creates an added cultural barrier to the kind of thinking and action that are necessary today. However, for boards that recognize the sacred charge of their trusteeship, and are therefore willing to have difficult, sometimes painful discussions; pursue accountability for executives and themselves; take action that will challenge tradition (and some constituencies); and, maybe most importantly, are willing to embrace the risk, there is not only a path to survival, but to a thriving future. ■



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Against Academic Book Reviews

The capsule format leads to painfully dull work. It's time to try something new.

SEVERAL YEARS AGO, *The Atlantic* published a history of authors', readers', and reviewers' gripes about book reviews. Reviews, the genre's critics have charged over the centuries, are unsatisfying — too nice, too bland, too nepotistic. And while those barbs were leveled at the literary book review, academics who work in book-intensive fields are likely to find they resonate.

In general, academic book reviews are derivative works with a utilitarian purpose. They're supposed to summarize scholarly books' contributions, evaluate their worth, and situate them within a broader academic landscape. They can weigh heavily on tenure committees, depending on the discipline. And they consume a significant share of journals' page counts. In its December 2020 issue alone, *Perspectives on Politics*, the journal that carries book reviews for the American Political Science Association, published over 80 reviews (not counting review essays, symposia, and author-meets-critics dialogues).

Given the amount of scholarly attention, resources, and energy that reviews command, it's worth asking if they're worth it. Looking at the state of academic book reviewing, it's possible, even probable, that we should jettison such reviews in favor of other ways of linking books back to the scholarly conversation.

The target of my criticism is the standard book review: the stand-alone, capsule review of a scholarly volume published in an academic journal running about 500 to 1,000 words. That's different from a "review essay," which can run to thousands of words and cover one, two, or many books,

or a review symposium, in which several authors discuss a single book. It's also a form apart from the sorts of reviews for general audiences one encounters in major newspapers and magazines or in dedicated periodicals like *The New York Review of Books*.

I'm talking about the plain old academic book review, the kind that clogs up Google Scholar searches for book titles, the formulaic pieces with beats more predictable than a Hallmark movie. It's a genre so disdained



CHRONICLE ILLUSTRATION

in some circles that *Inside Higher Ed* once published an essay defending the idea that doctoral students should invest time in writing them.

For starters, these reviews are ferociously dull. As an experiment, I skimmed review after review in *Perspectives* and came away with the sort of boredom that I've previously associated only with childhood attempts to read the dictionary. And yet champions of the academic book review defend the genre's lack of zazz as evidence of its seriousness. Even professors like me, who (in nonpandemic times, at least) work in 1960s cinder-block dumps rather than ivory towers, sometimes flatter ourselves that our thoughtful intellectual engagement supersedes any need for flashy writing. Perhaps our reviews do not have to resort to such vulgar tactics, and, after all, everyone hates a showoff. Perhaps the dullness is the point.

That, at least, would seem to be the justification for why many disciplines continue to rely on these reviews as a

standard unit of academic output. But look closer, and the book review's tide of tedium seems neither preordained nor beneficial.

After all, when they set their minds to it, academics can display the same jugular-slashing talents that elevate literary book-review feuds to legendary status. A Nina Strohminger review of a Colin McGinn work begins: "In disgust research, there is shit, and then there is bullshit. McGinn's (2011) theory belongs to the latter category." (Later, equally memorably: "In pursuit of a grand unifying theory, Freud saw phalluses everywhere; McGinn (2011) sees only crap.")

Back in 2002, the sociologist Loïc Wacquant filleted three books at once by employing a combination of the backhanded compliment — these books "would have greatly advanced our knowledge — of urban marginality and racial division" — with a forehanded thrust:

All three authors put forth truncated and distorted accounts of

their object due to their abiding wish to articulate and even celebrate the fundamental goodness — honesty, decency, frugality — of America's urban poor.

And there's David Correia's immortal "F**k Jared Diamond," a 2013 review of the UCLA scientist's *The World Until Yesterday*. A sample: "He disguises the racism of his biological and environmental determinism in a Kiplingesque narrative that seems downright thoughtful and caring."

Yet the talent for invective that bursts through in these examples is like the brightness of stars against the infinite void of space. They are the exceptions that prove the rule. Rather like letters of recommendation, book reviews have been debased as an inflation of puffery has crowded out all but the softest variations in praise.

As I read through the scores of reviews in *Perspectives*, I learned that almost every book reviewed in that journal issue was groundbreaking, meticulous, and original, and mer-

ited serious scholarly consideration. When the reviewers disagreed with their texts, they did so in the kindest way, perhaps by mentioning that they believed that the author over- or underemphasized some condition or by suggesting that there were certain limits to their conclusions. At times, reviewers simply gave up, as with the reviewer who wrote: “The conventions of book reviewing require that the reviewer identify some problems with the text. I must admit that I am somewhat hard pressed to do so.”

I read through a dozen or so reviews in *Perspectives* before I found a review that I could judge to be, on the whole, critical. Even there, the fatal blow landed softly: “Scholars already familiar with the scholarship cited in the text will likely get the most out of [the] contribution, and graduate students will also find the synthesis of material useful and noteworthy.”

The monotony of complimentary reviews steadily fed my cynicism, as it should feed yours. Sure, books that are published by major scholarly presses have been subjected to quality control via peer review. But another, more sinister explanation for the overwhelming blandness and positivity of the standard academic book reviews stands out: careerism. Why publicly attack someone when he or she may be on your next hiring committee, or asking difficult questions of your next conference paper?

It becomes clear that scholars are censoring their true feelings in book reviews when you consider peer review. The pools of book reviewers and of journal-article reviewers overlap quite a bit, and, unless journal editors have been conspiring against me, peer review is never particularly generous or understanding. In some ways, the distance between the gentleness of book reviews and the harshness of peer review is understandable. Peer review is anonymous; book reviews aren't. Peer review determines what gets published; book reviews don't.

Yet factors like those make clear that if we're using book reviews as evaluation tools, we're employing a Lake Wobegon scale in which every scholar is brilliant and every book is above average. If the basis of scholarly progress is critical engagement with intellectual arguments, then we would be better served by more critical reviews.

WE'D ALSO BE BETTER SERVED by faster reviews. The tempo of reviewing in

commercial publishing is fast, with reviews arriving ideally around the moment that books hit shelves. Academic reviews arrive more leisurely. The average publication date of books reviewed in the December 2020 *Perspectives* was the middle of 2019, with the oldest book reviewed dating from 2017. That's a narrower time frame than I'd expected, which speaks well of the journal's editorial team. Yet it also means that books still waited for months — on average, more than a year — to get a review. As one survey of the literature on book reviews found, the lag between publication and review may affect which books university libraries choose to acquire.

It wouldn't matter so much if the reviews that arrived so late were thoughtful, deep engagements with the text. Yet the genre's strict format limits the depth even the most careful reviewer can provide. When book

If we're using book reviews as evaluation tools, we're employing a Lake Wobegon scale in which every scholar is brilliant and every book is above average.

reviews receive extra length, they can take on more ambitious terrain and thus justify the additional space they take up.

Arthur Goldberger and Charles Manski's 1995 review of *The Bell Curve* in the *Journal of Economic Literature*, for example, runs to 15 pages. Goldberger and Manski provide an accessible and devastating account of the methods and data in the book, which predicts that cognitive stratification shaped by hereditary ethnic differences in intelligence that cannot be fixed by policy interventions will produce a dystopian society.

Limiting them to 750 words would have been harmful not only to their argument but, by blunting its force and making it harder to contain the book's damage, to society. Not every book can receive that treatment. But we also shouldn't reserve that treat-

ment for, well, *The Bell Curve*.

Book reviews aren't completely useless. I accept that providing an overview of a book's argument can prove useful for graduate students cramming for comps or researchers deciding what texts to consult next. But this is not enough of a return to justify the investment of scholarly resources that go into the process. We can do better. Other models can provide most of the benefits of reviewing with fewer drawbacks.

Consider *The New Rambler*, an online review journal. It publishes timely, serious, and lengthy reviews of new books in history and related subjects, as does the more venerable H-Net. Both venues offer the incomparable advantage of not being behind paywalls, allowing for book reviews to become part of the scholarly conversation more quickly.

Journals could convert the pages they spend on capsule book reviews into publishing more long review essays. Gathering together multiple books or spending more time engaging with a single volume would be more useful for the field than another dozen short reviews praising ordinary books as groundbreaking. Standard reviews could be moved to review websites hosted by scholarly associations, if there's still a need for them.

Opening up the capsule book review to longer and more extensive works would benefit scholars. It's easier to find ways to productively criticize a book in 1,500 words than in 500. When I asked academic Twitter users for help in identifying the most legendary book reviews in their fields (from which I've drawn several of these examples), almost all of the responses were from negative reviews that were far longer than standard book-review length. In my own experience as a reviewer, it's been much more productive to address several related books at once or to engage at length with a single argument than to try to fit summary, context, and critique into a paragraph or two apiece.

These changes would probably not make academic book reviewing substantially meaner, but they would at least allow for reviews to be completed in colors other than muted pastels. By making reviews more accessible, they might even help boost sales. And, most important, they would help reviewing live up to the role that disciplines have assumed it was playing all along. ■



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The Search for a New Niche

How to make a difference once you leave the leadership track.



KATY LEMAY FOR THE CHRONICLE

THE PROVOST who fired me is retiring in June. I can't say I'm sorry about that, and I got a good laugh out of the botched rollout of the internal search for his replacement. That rollout was orchestrated by the other guy instrumental in my firing. When I clicked on the link in the message announcing the job posting, it took me to some sort of weird Russian document site.

ADVICE

It's probably not good that I got pleasure out of that, three years after being demoted as dean of humanities at Arizona State University. But it definitely is good that I can wholeheartedly endorse the outcome of the search: The new provost, who will take office next summer, is a brilliant, highly ethical scientist and dean whom I worked with when I was dean. She will diversify the senior leadership, some decades after she attended the university as an undergraduate.

A friend texted me: "Are you on good terms with her?" Yes. "Do you think you'll be up for another senior leadership position?" No. No way. Not in a million years.

It's not that I'm not interested in what is happening either at my university or nationally in higher education. Sometimes I even look wistfully at ads for leadership posts and email messages from search firms. But there's no way the new provost, whatever she really thinks of me, would tap me for a major administrative role.

I mean, I even dutifully fill out the questionnaire each fall about universitywide service I would be willing to undertake. Each year since losing my job as dean, I've volunteered for the university's Graduate Council. After all, at my previous institution — a top research university — I had been dean of the graduate school and an elected board member of the national Council of Graduate Schools. I continue to serve on national panels for important initiatives in graduate education. Each year, however, I am not chosen for my university's Graduate Council.

The resentment I felt three years ago has morphed, at least somewhat, to bemusement. And what I've discovered in the past couple of years — what I want

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to emphasize to faculty members who have returned (willingly or not) from administrative offices to faculty departments — is that my greatest professional pleasure, and my usefulness, has come from looking in the nooks and crannies of academic life rather than in the major areas of my institution. Taking initiative in my career at Arizona State, on campus and off, has required relinquishing aspirations to formal leadership roles.

Even a year after returning to the English department, I still felt pangs of misery on entering the new department building (a project I had worked on as dean), which sits just across a small courtyard from where the college deans have their offices. Every walk to my new faculty office that first year was an unhealthy reminder.

I needed a change of scenery. Arizona State has five campuses. I had the idea that I might temporarily transfer my work from the main campus, in Tempe, to the one in downtown Phoenix. We have a really vibrant campus downtown, with a small humanities faculty that provides courses largely to the undergraduates of the professional schools housed

there. The head of that humanities faculty group is a visionary and ethical leader. I approached my English chair (also a visionary and ethical leader), and asked if I could work downtown.

The move was approved for a year. I was surprised by how much a prospective relocation buoyed my spirits. Almost immediately, new ways for me to contribute began to materialize.

Even before my official arrival downtown, the head of the humanities group asked me to take part in the creation of a degree program focusing on issues of culture, race, and democracy. I know some things about that subject matter, but I know a lot more about the process of building curricula. It was great to sit around the table with creative, committed academics and simply try to be helpful. That curriculum, recently approved by the university's regents, is just one of the



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projects Arizona State has undertaken on the issues of racial justice that have rightly dominated the news since last summer. For me, that experience has transformed my understanding of the possibilities of doing productive work, on my campus and beyond.

The downtown faculty group in languages and cultures is very unlike a traditional, large English department at a research university. There is not only no Ph.D. in English; there is no major in English. My downtown colleagues are largely nontenure-track instructors teaching five courses a semester.

Few academics enjoy departmental meetings, but meetings with these new colleagues have actually been a pleasure. We focus on issues of service to students and on working conditions for contingent faculty members. Despite their heavy teaching loads, my colleagues are committed to their



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students, to one another, and to the research that not only informs their teaching and public service but finds outlet in the same peer-reviewed publications that tenured colleagues tend to view as their domain.

I’ve also looked outside the university for places where I can contribute. I’m a proud lifetime member of the Jane Austen Society of North America. I happened to have dinner with some of the great leaders of that organization after giving a talk (pre-Covid-19) at the society’s annual meeting — something I wouldn’t have had time to do as dean. After chatting with the group’s incoming president about her organizational priorities, including her commitment to diversifying the society and making its meetings more inclusive, I was elected to its board. I sit on the society’s new equity, diversity, and inclusion committee, where I serve alongside a group of energetic members — a few of them from academe, most not. The genesis of that work predates last summer’s protests over George Floyd, but it has become especially important now.

My advice for others out there making the often-awkward adjustment to postadministrative life: Find particular places — outside of the administrative track you were on — where your previous work expe-

rience is relevant and can make a difference. In my own career, I may not be on the university’s Graduate Council, but I can still share my knowledge with graduate students as a guest lecturer in the Graduate College’s “Preparing Future Faculty” course.

Here are some other things you can do to get out of the doldrums after you’ve returned to the faculty from an administrative post:

- Schedule conversations with people you really enjoyed working with, whoever and wherever they are. Don’t go in with an agenda.
- If you hear from them about projects that capture your imagination, volunteer to help.
- Don’t be discouraged if things don’t quickly fall into place in your postadministrative work life, or if some of the seemingly good ideas you have turn out to be unworkable.
- When you participate in someone else’s initiative, savor the experience of *not* having to lead — and not having to compete for attention. (Being a former administrator without ambition at your institution frees you up from the rat race of faculty life, too, which does require that kind of competition.)
- Be creative and open in your teaching. “Meeting students where they are” can help you shed old ped-

agogical baggage and embrace the truth and beauty of this wonderful generation of students.

Regarding that final point, this past fall, I taught a new course, “Cross-Cultural Writing,” which focused on student responses to a set of literary works by Black and Indigenous people of color of the past decade. The topic was outside my scholarly specialization but within the realm of my recent commitments. It went very well, even if I am still a bit clumsy teaching an online, asynchronous course. One student even thanked me for being “part of the gradual solution” instead of part of the “toxic, rotten problems.”

I have to return to the English department on the main campus next fall. The reasons provided are flimsy, but they’re the same ones that I sometimes gave as dean to faculty members wanting to switch campuses. I’m OK with it — although I had envisioned the temporary move as becoming permanent, my return to English will be just fine. I can still collaborate with my colleagues downtown, and students are students: I love teaching and have some ideas for interesting future courses.

There are plenty of places where we former administrators can make a difference, and enjoy being a small “part of the gradual solution.” ■

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LAFAYETTE COLLEGE

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



Shelly Weiss Storbeck, Managing Partner
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Founded in 1850 and governed by the Board of Trustees, the University of Rochester is an R1 doctoral institution comprised of seven schools and is a proud member of the Association of American Universities. Supported by \$2.7 billion in endowment and investments, the University enrolls over 11,700 students and employs over 2,000 full- and part-time faculty. With approximately \$350 million in annual research expenditures, scholarship and innovation are embedded in the culture of the University and span myriad disciplines. The institution's consolidated annual budget of \$5 billion includes an expanding, integrated academic medical center focused on professional education, biomedical research, and clinical care. Hospital and patient care activities represent over 75% of total revenues. Including its academic campuses, medical center, and affiliates, the University has over 32,000 employees, making it the largest employer in the Rochester region and the fifth largest private sector employer in New York State.

Located in Rochester, NY, residents enjoy world-class cultural and entertainment offerings in the city, natural beauty and abundant outdoor activities in the Finger Lakes region of the state, and a thriving innovation economy. The University's largest campus is the River Campus, overlooking the Genesee River and home to four of the seven schools: the Hajim School of Engineering & Applied Sciences, School of Arts & Sciences, Warner School of Education, and Simon Business School. The University of Rochester Medical Center, adjacent to the River Campus, houses the School of Medicine & Dentistry, School of Nursing, Eastman Institute for Oral Health, James P. Wilmot Cancer Center, Golisano Children's Hospital, and Strong Memorial Hospital. The University's Eastman School of Music is widely considered one of the nation's premier programs for music education. Located in downtown Rochester, the Eastman School of Music has its own campus designed for the instruction, research, practice, and performance of music. The Memorial Art Gallery—also in downtown Rochester and owned and operated by the University—houses a permanent collection of paintings by American and European masters, as well as sculpture and decorative arts, and offers a variety of classes for adults and children in the community.

Newly reporting directly to the President, the University's Vice President and Chief Human Resources Officer will be responsible for developing a progressive, innovative, efficient, and collaborative HR organization that supports a culture of engagement, making Rochester an employer of choice where everyone can maximize their potential and where their discoveries contribute to the spirit of Meliora, the institution's motto of "ever better." The Office of Human Resources at Rochester supports the University in its mission by developing programs and policies that recognize the diversity of a dynamic university community; enhance organizational effectiveness; and ensure quality recruitment, retention, training, and development of employees. The VPCHRO will have a strategic focus on HR effectiveness, HR systems optimization, talent acquisition and onboarding, learning and development, the University's Total Rewards program, and regional HR (comprised of the Medical Center's network of affiliates). The VPCHRO will also be responsible for directing the University's overall strategic and operational human resources functions; providing guidance and leadership in planning, developing, and implementing innovative and collaborative human resource programs and services to further the University's mission; and overseeing talent acquisition and development, employee relations, policy, job classification, compensation, and benefits.

Grounded in the University's shared values of Meliora—equity, leadership, integrity, openness, respect, and accountability—the VPCHRO will be a strategic and critically important partner to the Vice President of Equity and Inclusion in driving diversity, equity, and inclusion (DEI) initiatives directed toward the enhancement of the human dignity of all members of the University community. The VPCHRO must also be able to articulate and respond to values-based strategies and ideas for advancing DEI at Rochester. In addition, the VPCHRO will bring a proven track record of effective and progressively responsible senior leadership in human resources in highly complex organizations. Experience in healthcare, especially in an academic setting, would be favored. Experience in the university setting is also highly valued. The successful candidate will embrace and model the highest ethics, integrity, and a culture of compliance, and demonstrate a commitment to creating a work environment of empowerment, self-direction, and continuous learning. The VPCHRO will also have demonstrated experience advising leadership and executives, as well as providing metrics and insights to inform key decision-making. The VPCHRO will lead by example in modeling trust, open communication, compassion, enthusiasm, and encouragement across all constituencies of the University community.

Ten years of experience in a combination of human resources administration, labor relations, and human resources leadership is required. A master's degree in human resources and a minimum of five years of experience in a major hospital, university medical center, or research university is preferred.

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



Shelly Weiss Storbeck, Managing Partner, Storbeck Search
Amy Sugin, Managing Director, Koya Partners
Carly Rose DiGiovanni, Senior Associate
RochesterVPCHRO@storbecksearch.com

For more information, please visit the University of Rochester's home page at <https://www.rochester.edu/>.

The University of Rochester values diversity and is committed to equal opportunity for persons regardless of age, color, disability, domestic violence status, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.



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



CENTER FOR ASTROPHYSICS HARVARD & SMITHSONIAN

DIRECTOR, CENTER FOR ASTROPHYSICS HARVARD & SMITHSONIAN DIRECTOR, SMITHSONIAN ASTROPHYSICAL OBSERVATORY TENURED PROFESSOR OF ASTRONOMY, HARVARD UNIVERSITY Cambridge, MA

Harvard University and the Smithsonian Institution jointly seek an astrophysicist with outstanding research accomplishments and demonstrated administrative ability to serve as the next Director of the Center for Astrophysics | Harvard & Smithsonian (CfA). The CfA is a unique, collaborative center, bringing together faculty from the Harvard Department of Astronomy, housed at the Harvard College Observatory (HCO), with scientists and staff from the Smithsonian Astrophysical Observatory (SAO). The combined intellectual capital, expertise, and resources of the HCO and SAO has positioned the CfA to achieve and maintain its status as one of the most influential entities in the field of astronomy and astrophysics. The CfA Director serves as both the Director of the Smithsonian Astrophysical Observatory with a Smithsonian Trust indefinite appointment and as the Director of the Harvard College Observatory. The Director also serves as a tenured professor in the Department of Astronomy at Harvard University.

The Center for Astrophysics is home to over 900 staff members, including nearly 300 Ph.D. researchers and numerous students, technical staff, and administrative staff. The CfA is one of the largest groups of astronomers and astrophysicists in the world, conducting cutting-edge, curiosity-driven research into fundamental questions about the universe. The breadth of the Center is a particular strength: researchers work across observational, theoretical, and experimental realms, with strong engineering and mission leadership capabilities, and bring expertise spanning the electromagnetic spectrum, allowing them to conduct research across small and large scales. Harvard University's Department of Astronomy offers a Ph.D. in Astronomy and Astrophysics, and students perform their research at the CfA. The SAO also offers a pre-doctoral fellowship program to provide opportunities for graduate students from other universities to work with CfA scientists. The CfA also hosts around 100 postdoctoral fellows in any given year.

As the leader of both the HCO and the SAO, the CfA Director serves as the conduit between two historic and globally admired institutions. The director will have significant fundraising responsibilities and will serve as the public face of the CfA, communicating the accomplishments of the Center to the scientific community, funding agencies, philanthropic groups, and the greater public. The director will look to the future of the field and position the CfA to remain a preeminent institution, supporting faculty and scientists, and investing resources into new projects, technologies, and staff. The director will be a vocal champion and advocate for diversity, equity, inclusion, and belonging, continuing to implement best practices to attract, mentor, and retain diverse talent and developing new initiatives to advance representation in the field and at the CfA. The Center for Astrophysics has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the director. All inquiries, nominations, and applications should be directed in confidence as noted at the end of this document.

The Center for Astrophysics has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the director. Candidates are encouraged to apply (<https://academicpositions.harvard.edu>) by February 15th; applications will be reviewed until the position is filled. In addition, inquiries and nominations can be submitted via: <http://www.imsearch.com/7769>

John Muckle, Partner
Nicholas Strand, Associate

Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law.

The Smithsonian is an equal opportunity employer and strongly encourages individuals of all backgrounds, cultures, and nationalities to consider this leadership position. The Smithsonian's commitment to inclusivity encompasses, but is not limited to, diversity in nationality, ethnicity, race, religion, gender identity, sexual orientation, age, and disability.

ISAACSON, MILLER

UNIVERSITY OF LOUISVILLE SCHOOL OF NURSING

Assistant Dean of the PhD Program and Senior Faculty

Why Louisville? Louisville is known not only for the Kentucky Derby and its culinary scene, but also for its spirit—whether that is the city's compassion and creative energy or its bourbon. Louisville Tourism describes the city as a combination of heritage and innovation, authenticity and originality, quirkiness and friendliness that's completely unique to our region.

Why UofL? As a recipient of the 2020 Health Professions HEED Excellence in Diversity award, UofL exemplifies a steadfast commitment to diversity and inclusion. The enthusiasm seen by faculty on campus sparks the curiosity of students and jumpstarts their motivation to learn. Working at UofL is more than a paycheck. It is a Cardinal Family encompassing diverse perspectives that are devoted to teaching, learning and developing leaders.

Why the UofL School of Nursing? The School of Nursing is a community in which faculty, staff, and students collaborate to promote excellence in the profession of nursing. As a citizen of the larger community, the emphasis of the School of Nursing is to address the complex health needs of diverse and dynamic populations through nursing education, research, scholarship, and service. The School of Nursing's core values are compassion, curiosity, engagement, integrity, respect, innovation, and accountability.

Job Overview

The University of Louisville School of Nursing invites applications for a full-time, tenure-eligible faculty position at the rank of associate or full professor and Assistant Dean of the School of Nursing PhD program.

The Assistant Dean of the PhD in Nursing Program is the academic administrative officer responsible for the PhD in Nursing Program in the School of Nursing. The Assistant Dean ensures that the standards of the School of Nursing, Graduate School, and the University are met at the highest level. The Assistant Dean is responsible for facilitating the work of graduate faculty to plan, implement, evaluate, and continuously improve the School of Nursing's PhD Program. Recruitment of students is a major focus as the UofL School of Nursing transitions the PhD program to an online format; thus, the successful candidate shall be proficient in online course development and delivery. The Assistant Dean of the PhD program works closely with the Associate Dean for Research and collaborates with the DNP program director in the School of Nursing to coordinate course offerings, program planning, and quality improvement.

Expertise in vulnerable populations and/or substance abuse is preferred. The successful candidate will have the academic credibility to garner respect from colleagues and work in an interprofessional and community-engaged environment seeking to improve the health of citizens locally, regionally, and globally. Demonstrated leadership in academia and multiple venues with diverse groups is required. Outstanding teaching in graduate nursing education is also required. The individual must possess excellent communication and collaboration skills and be flexible and nimble in academia and the community.

Minimum Qualifications

Minimum qualifications include an earned doctorate in nursing or a related discipline, and demonstrated leadership, scholarship, and effective teaching that includes online experience. Must hold or be eligible to obtain an unencumbered RN license to practice nursing in Kentucky.

Preferred Qualifications

- Active research program in the area of vulnerable populations and/or substance abuse
- Evidence of mentoring junior faculty
- Excellent presentation, writing, and team collaboration skills
- Demonstrated expertise in face-to-face, hybrid, and online teaching and learning
- Demonstrated success in grant writing
- Engaged community experience

To Apply:

Please visit this link to view full job description and to apply: www.higheredjobs.com/institution/search.cfm?aID=7137&type=2

RIT | College of Engineering Technology

RIT College of Engineering Technology Tenure-Track Faculty Positions

Tenure-Track Positions: Rochester Institute of Technology, College of Engineering Technology has open positions for tenure-track faculty members in the Department of Electrical, Computer & Telecommunications Engineering Technology and the Department of Manufacturing & Mechanical Engineering Technology. Ph.D as described in full posting is required.

We are seeking individuals who have the ability and interest in contributing to a vibrant community committed to student-centeredness; professional development and scholarship; integrity and ethics; respect for diversity and pluralism; innovation and flexibility; and teamwork and collaboration.

For full position details, required qualifications and to apply go to <http://careers.rit.edu/faculty>; then search for 5409BR & 5462BR. The positions begin mid-August 2021.



Open Faculty Positions for Fall 2021

- Associate Professor/Professor and Biedenharn Endowed Chair in Business
- Assistant, Associate Professor of Accounting
- Assistant, Associate Professor of Computer Information Systems
- Assistant, Associate Professor of Management
- Instructor of Information Technology
- Assistant, Associate Professor of Construction Management
- Civil/Structural Engineer in Residence
- Assistant, Associate Professor of Political Science
- Assistant, Associate Professor of Psychology


ULM is accredited by AACSB and ACCE.

Review of applications will begin soon and will continue until all positions are filled. To learn more about ULM and the opportunities, please visit <https://ulm.edu> and <https://www.governmentjobs.com/careers/ulm>

FIELDING GRADUATE UNIVERSITY

Fielding Graduate University Is Hiring Select Faculty and Administrative Positions

Fielding Graduate University is currently seeking select faculty and administrative positions. Fielding is an innovative global community dedicated to educating scholars, leaders, and practitioners in pursuit of a more just and sustainable world. The university offers graduate education in the fields of Psychology, Education, Leadership Studies, and Professional Coaching. Fielding is accredited by WASC, and its Clinical Psychology program is accredited by the American Psychological Association. The university has a deep commitment to examining and eliminating structural inequality in society. Applicants with diverse backgrounds are encouraged to apply. The university offers a very competitive full benefits package. Openings at **Fielding.edu/employment!**




**SOUTH DAKOTA
STATE UNIVERSITY**

**DEAN OF THE COLLEGE OF
EDUCATION AND HUMAN SCIENCES**


South Dakota State University is conducting a national search for its next Dean of the College of Education and Human Sciences. The Search Committee 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 March 1, 2021. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/sdsudeaneducation>

Porsha L. Williams, Vice President
Erin Raines, Principal
770-804-1996 ext. 109 or 117
pwilliams@parkersearch.com || eraines@parkersearch.com

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



Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328
770.804.1996 | parkersearch.com



**EMORY
UNIVERSITY**

Non-Tenure Track Faculty Positions


Emory University's Goizueta Business School is accepting applications for full-time non-tenure track faculty positions for the 2021-22 academic year with openings in the areas of Information Systems & Operations Management (ISOM), and Marketing. Each faculty position focuses on teaching six courses per year. Additional job responsibilities include student mentoring as well as participation on college and area committees.

The ideal ISOM candidates will have at least three years of experience teaching in a leading business school along with relevant experience in industry, government or the public sector. A Ph.D. in operations management, information systems, business administration, operations research, statistics, economics, computer science or a related quantitative or technical field is required. Candidates must provide evidence of outstanding teaching. Our search targets candidates who have the capacity to effectively teach coursework in Business Statistics and Data Analytics (with opportunities to teach data visualization, data management, forecasting, and machine learning). Apply with your curriculum vitae, a statement of teaching philosophy, a list of courses previously taught, and student evaluations here: <https://apply.interfolio.com/81144>.

The ideal Marketing candidates will have a record of excellence in teaching including graduate, undergraduate and executive MBA programs. Experience in designing and delivering curricula around core marketing classes as well as elective marketing classes is a requirement. Evidence of teaching excellence in marketing classes at a 4-year college or university is a requirement to be considered. Additionally, we seek applicants with a track record showing an interest and success in writing and publishing (articles, chapters or books) for practitioner communities. Applicants should submit statements describing their teaching experience and pedagogy, teaching evaluations for at least 3 relevant courses, syllabi and any evidence of scholarship and a copy of their current vita. APPLY HERE: <https://faculty-emory.icims.com/jobs/61712/job>.

All materials received will be reviewed by the appropriate area coordinator or recruiting committee chair. Visit our website at www.goizueta.emory.edu.

Emory University is an EEO/AA/Disability/Veteran Employer.



PennState

Director of the Earth and Mineral Sciences Energy Institute

College of Earth and Mineral Sciences
The Pennsylvania State University
University Park, PA 16802

The College of Earth and Mineral Sciences at The Pennsylvania State University, University Park, PA, seeks a collaborative and strategic leader to serve as the next Director of the Earth and Mineral Sciences (EMS) Energy Institute. The Institute is a leading research and development organization focused on energy science and engineering. Areas of interest include, but are not limited to, energy transitions, energy systems, solar energy, wind energy, geothermal energy, energy access, energy policy, batteries, biomass, hydrogen, and fossil fuels. The College seeks a distinguished scholar and educator with a strong record of leadership and service. The successful candidate will hold an earned doctorate that will lead to an appointment as a full professor in one of the five departments within the College; the scientific breadth and vision needed to foster and to lead multidisciplinary and collaborative research at the Institute; a strong record of scholarly research in an energy related area; demonstrated ability to attract human and financial resources for a successful research program; and the desire to be an enthusiastic and articulate spokesperson for Penn State's energy activities. The Director will report to the Dean of the College of Earth and Mineral Sciences and is expected to build upon the tradition of excellence already established by its internationally recognized research programs. The EMS Energy Institute is part of Penn State's Institutes of Energy and the Environment (IEE, <https://iee.psu.edu>), which is the umbrella organization for energy-related research at Penn State.

Review of applications will begin February 10 and will continue until the position is filled. It is expected that the successful applicant will start on July 1, 2021. To apply, candidates should upload the following application materials to the Penn State career page: a cover letter, curriculum vitae, a statement of vision for the Institute, a research vision, statement of teaching philosophy, statement describing ideas for fostering diversity, inclusion and equity within the institute and the applicant's research community, and contact information for five references. Please address all inquiries and nominations to Prof. Susan Sinnott, Chair of the Search Committee and send to Ms. Peg Yetter at may14@psu.edu.

Apply online at: <https://apptkr.com/2113435>

The Pennsylvania State University's College of Earth and Mineral Sciences takes an active role in building talented, inclusive, and culturally competent workforce. We understand that our shared future is guided by basic principles of fairness, mutual respect, and commitment to each other. Applicants should provide evidence, either woven through their application materials or as a separate diversity statement, of a commitment to fostering diversity, equity, inclusive excellence, and belonging and of engagement which creates an inclusive environment in their classroom, department, and the University.

To review the Annual Security Report which contains information about crime statistics and other safety and security matters and policies, please go to <https://police.psu.edu/annual-security-reports>, which will also explain how to request a paper copy of the Annual Security Report.

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



**FLORIDA
INTERNATIONAL
UNIVERSITY**

**FACULTY POSITIONS
FIU CENTER FOR TRANSLATIONAL SCIENCE**

Florida International University is Miami's public research university. FIU is focused on student success. According to U.S. News and World Report, FIU has 35 programs in the top 100 in the nation among public universities, including 15 in the top 50. FIU is a top U.S. research university with more than \$200 million in annual expenditures and is designated as an "Emerging Preeminent State Research University" by the Florida Board of Governors. FIU ranks 15th in the nation among public universities for patent production, which drives innovation, and is one of the institutions that helps make Florida the top state for higher education. The Next Horizon fundraising campaign is furthering FIU's commitment to providing students Worlds Ahead opportunities. Today, FIU has two campuses and multiple centers, and supports artistic and cultural engagement through its three museums: Patricia & Phillip Frost Art Museum, the Wolfsonian-FIU, and the Jewish Museum of Florida-FIU. FIU is a member of Conference USA, with more than 400 student-athletes participating in 18 sports. The university has awarded more than 330,000 degrees to many leaders in South Florida and beyond. For more information about FIU, visit www.fiu.edu.

Florida International University (FIU) is in the midst of a major expansion to become a TOP50 public research university. Translational Neuroscience is an area of immediate interest to strengthen our successful FIU-Emerging Preeminent Program - Brain, Behavior & the Environment. We invite applications to fill multiple full-time faculty positions at the newly acquired FIU Center for Translational Science (FIU-CTS) in Port St. Lucie, Florida. This location is adjacent to the Cleveland Clinic newly established Florida Research and Innovation Center, as well as the Cleveland Clinic Hospital. Candidates will be able to develop joint and collaborative research in FIU-Cleveland Clinic research programs.

Successful candidates will hold a primary position at the Robert Stempel College of Public Health and Social Work in the department of Environmental Health Sciences where the Brain, Behavior & the Environment program is located and will be part of the FIU-Translational Research Center at Port St Lucie, Florida. Successful candidates are expected to have and maintain a strong research program (external funding, peer-reviewed scholarly work, national/international collaborations), and to mentor graduate students and post-doctoral fellows. An attractive salary and start-up package are available to faculty with significant research funding. The FIU-CTS in Port St. Lucie, Florida is approximately a 2-hr drive from the FIU Modesto Maidique main campus in Miami, FL. Teleconference and seminar facilities are available to maintain close communication and collaboration amongst faculty, students, and staff. The cities of Port St. Lucie, Pembroke Pines and West Palm Beach are attractive and vibrant family-oriented communities with excellent school systems and housing.

Robert Stempel College of Public Health & Social Work: Stempel College is a US News & World Report TOP50 recognized public universities school of Public Health. It houses the department of Biostatistics, Epidemiology, Environmental Health Sciences, Health Promotion & Disease Prevention, and Health Policy & Management as well as the FIU-Emerging Preeminent Program in Brain, Behavior & the Environment (BBE). The BBE program is focused in understanding the impact of environmental pollutants on neurodegenerative disorders such as Parkinson's disease, Alzheimer's disease, and Amyotrophic Lateral Sclerosis. Other areas of research involve neuroinflammation, developmental effects of environmental pollutants and brain cancer. Stempel college has experienced an exponential growth in its research funding base and looks forward to the development of a cohesive and collaborative group of basic and translational neuroscience research to provide impactful solutions to the neurological disorders that our communities face today.

Qualified candidates are encouraged to apply to Job Opening ID **516691** at <https://facultycareers.fiu.edu/> and submit a cover letter stating interest in conducting research at FIU-CTS, a curriculum vitae that includes information on past and current extramural funding, a statement of research accomplishments and plans, preferably as a single pdf file. Candidates may be requested to provide names and contact information for at least three references as determined by the search committee. Review will continue until position is filled.

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



Tenure Track Faculty Openings

The University of Virginia's College at Wise, a division of the University of Virginia, seeks candidates for tenure-track positions in Software Engineering and Chemistry, and for an Instructor in Spanish.

A member of the prestigious Council for Public Liberal Arts Colleges, the University of Virginia's College at Wise is an inspiring place to teach, learn and call home. With a student faculty ratio of 13:1 and 2,000 students, UVA Wise is committed to excellence in teaching, personalized attention, and individual growth. On our beautiful campus nestled in the mountains of Southwest Virginia, faculty are encouraged to engage in scholarship and service that complements their teaching and mentoring, and our environment is ideal for the task. In addition to Appalachian arts and culture, on-campus wetlands and impressive geography, and a region full of opportunities for study and outdoor adventure, there are many opportunities to build partnerships with organizations, agencies, and businesses in the area and beyond.

Our student population is largely first-generation, often rural students, for whom we offer access and affordability along with challenging academic work in the liberal arts tradition. The result is well-rounded graduates who earn fulfilling positions at leading organizations and pursue graduate study at prestigious institutions, as evidenced recently when U.S. News & World Report ranked UVA Wise as sixth in the nation for promoting social mobility.

Software Engineering

The Math and Computer Science Department invites applications for a tenure-track faculty position in Software Engineering. The position is a full-time, 9-month appointment at the assistant professor level and with the potential for summer teaching and research support. Duties include creating and teaching courses in software engineering and related topics; serving the department and college on various committees; advising students; pursuing ongoing scholarly activity, particularly that involves undergraduates; and assisting the department chair with assessment and other duties as needed. In addition, as the only 4-year, public program in Software Engineering in Virginia and with expressed interest in software engineering graduates in the region and the Commonwealth of Virginia, the position opens the door for collaboration with industry and economic development officials.

Successful candidates must possess excellent verbal and written communication skills; should have the demonstrated ability for engaged and innovative teaching at the undergraduate level; must have a Ph.D. (ABD candidates will be considered but must have the Ph.D. completed by the date of appointment) in Computer Science, Computer Engineering, or Software Engineering, with at least 18 hours of graduate work in Software Engineering, and be eligible to work in the United States. Preference will be given to candidates who articulate a clear understanding of UVA Wise's public liberal arts mission and with relevant industry experience, particularly those who have potential to build a pipeline for internships and job placements for students.

Chemistry

The Natural Science Department invites applications for two positions in its ACS-approved Chemistry program. One position is the Van Daniel III Endowed Chair in Chemistry, a tenure appointment at the associate or full professor level, depending on the experience and accomplishments of the candidate. Applicants must hold a Ph.D. in a primary field of chemistry and have an exemplary history of teaching at the undergraduate level and research that involves undergraduate students. The candidate should also demonstrate a commitment to leadership in the department through the recruitment, advising, and mentoring of undergraduate students, and through the mentoring of junior faculty. In addition, the applicant should be prepared to serve as an advocate for the role of chemistry in a public liberal arts curriculum.

The second position is a tenure-track faculty position in Analytical Chemistry. The position is a full-time, 9-month commitment at the assistant professor level and with the potential for summer teaching and research support. Duties include creating and teaching courses in general chemistry and quantitative analysis and instrumental analysis, as well as upper-level courses in the applicant's field of expertise; serving the department and college on various committees; advising students; pursuing ongoing scholarly activity, particularly that involves undergraduates; and assisting the department chair with assessment and other duties as needed. Successful candidates must possess excellent verbal and written communication skills; should have the demonstrated ability for engaged and innovative teaching at the undergraduate level; must have a Ph.D. (ABD candidates will be considered but must have the Ph.D. completed by the date of appointment) in Analytical Chemistry.

For both positions, preference will be given to candidates who articulate a clear understanding of UVA Wise's public liberal arts mission and who express clear interest in overseeing undergraduate research and mentoring of students as they seek opportunities for post-graduate study in chemistry or health-related programs.

Spanish

The Language and Literature Department invites applications for an Instructor in Spanish. The position is a full-time, 9-month appointment as teaching faculty with the potential for summer teaching. The successful applicant will work collaboratively with other faculty in the Spanish division to teach lower level Spanish courses that serve the College's Liberal Arts Core requirement. The normal teaching load for Instructors is four courses per semester. Additional duties include serving the department and college on various committees and advising students.

Successful candidates must possess excellent verbal and written communication skills; should be proficient in both English and Spanish; should have the demonstrated ability to teach Spanish at the college-level, employing pedagogies that seek to develop communicative competence; must have a Master's Degree in Spanish and be eligible to work in the United States. Preference will be given to candidates who articulate a clear understanding of UVA Wise's public liberal arts mission.

Interested applicants for any of these positions should apply online at jobs.virginia.edu and complete a candidate profile that includes: 1) application, 2) cover letter, 3) current CV, 4) letter describing your teaching philosophy, 5) contact information for three references and 6) unofficial transcripts. Review of applications will begin in late January 2021, but will remain open until filled. Start date for all positions will be August 2021. Applicants must be eligible to work in the United States.

The University of Virginia, including the UVA Health System and the University Physician's Group are fundamentally committed to the diversity of our faculty and staff. We believe diversity is excellence expressing itself through every person's perspectives and lived experiences. We are equal opportunity and affirmative action employers. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

UVA Wise is committed to helping the campus community provide for their own safety and security. The Annual Security and Fire Safety Report containing information on campus security and personal safety, including alerts, fire safety, crime prevention tips, and crime statistics is available at www.uvawise.edu/ASR. A copy is available upon request by calling 276-328-0190 or 276-376-3451.



Penn State ESM/BME Data Sciences/Machine Learning Applied to Biological/Health Sciences

Position: The Departments of Engineering Sciences and Mechanics (ESM) and Biomedical Engineering (BME) seeks applicants for a tenure-track/tenured faculty position with expertise at the forefront of development of Data Sciences or Machine Learning and application to Biological or Health Sciences.

This position is a co-hire between ESM and BME. Engineering Science (<http://esm.psu.edu>) fosters a highly interdisciplinary environment, promoting collaborations across the engineering disciplines, materials sciences, mechanics, chemistry, physics, mathematics, and biological sciences. Biomedical Engineering (<http://bme.psu.edu>) combines traditional engineering principles with medicine and technology for the betterment of human health and society.

Candidates who enrich our diversity are strongly encouraged to apply.

Research Expectations: The successful candidates will have demonstrated expertise in the development of modern machine learning and data sciences approaches and expertise and applications to biological and health sciences. Research synergy with faculty of ESM and BME, will be viewed positively, especially in the areas of neural engineering, cancer, and cardiovascular disease research. Example topics of interest include but are not limited to: development of novel modeling and analysis of circuit wide electrophysiological recording; advanced acquisition and processing in neural prosthetics, reverse engineering of brain networks for design of new computing structures; identification of new treatment approaches to diseases including pharmaceutical interventions, development and validation of models to understand complex physiological and pathophysiological phenomena; and development of precision personalized medicine through modeling of electronic health records.

Teaching Expectations: The successful candidate will be expected to support the educational efforts in ESM and BME, to develop coursework targeted to enhancing data sciences training in our engineering education and enhancing data sciences practice in our research.

Institutes and Centers: Cross-disciplinary and cross departmental collaborations are encouraged at PSU and are facilitated through a range of institutes and research centers. This position is envisioned to leverage particularly the Huck Institutes for Life Sciences (<http://Huck.psu.edu>), Materials Research Institute (<http://MRI.psu.edu>), the Institute for Computational and Data Sciences (<http://icds.psu.edu>), and the Center for Neural Engineering (<http://cne.psu.edu>).

Penn State: Penn State's College of Engineering strives to build a welcoming, inclusive, and supportive environment for students, staff, and faculty. We rely on the expertise, sensitivity, and commitment of an inclusive faculty to enhance diversity, seek equity, and create a welcoming environment within our community.

We are committed to nurturing a learning and working environment that respects differences in culture, age, gender, race, ethnicity, physical ability, sexual orientation, and religious affiliation. In welcoming every candidate, we strive to meet the needs of professional families by actively assisting with partner- placement needs.

Qualifications: Required qualifications include a Ph.D. in an engineering-science or biomedical-related discipline, and track record of accomplishments in both research and teaching. Nominations and applications will be screened immediately and considered until the position is filled.

Application Process: Applicants should submit, in one PDF file: (1) a cover letter summarizing impact in advancing data sciences/machine learning methods, impact in a biological/health sciences, and synergies within the ESM and/or BME departments, (2) curriculum vitae, (3) statements of contributions and plans on (a) research, (b) teaching, and (c) diversity and inclusion, (4) three relevant publications, and (5) names and addresses of four references; to REQ_0000008921.

Application review will begin immediately and will continue until the position is filled. The expected start date is August 15, 2021.

Inquiries: Inquiries can be directed to either of the search co-chairs Dr. Bruce Gluckman or Dr. Keefe Manning, mailto:esm_bme_datasciencesearch@engr.psu.edu

Apply online at <https://apptrkr.com/2106722>

CAMPUS SECURITY CRIME STATISTICS: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report.

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



Great Careers With a Purpose!

Come Join Our Team.

Position title

Posting #

LSC-Kingwood

Faculty, Business 33760
Faculty, Process Technology 34094

LSC-North Harris

Faculty, Nursing 33846

LSC-Tomball

Faculty, Electrical Technology 33626
Faculty, Veterinary Technology 33761

LSC-University Park

Faculty, Music - Choral 33096

Position title

Posting #

LSC-Montgomery

Faculty, English 32163
Faculty, Math 32162
Faculty, Medical Radiologic Technology 32196
Faculty, COSC 33123
Faculty, Nursing 33946
Workforce Skilled Instructor, Patient Care -CTE-CE 33097



LoneStar.edu/Employment

LSC-CyFair • LSC-Houston North • LSC-Kingwood • LSC-Montgomery • LSC-North Harris • LSC-Tomball • LSC-University Park



Chair of the Department of Manufacturing and Mechanical Engineering Technology (MMET)

Rochester Institute of Technology, Department of Manufacturing and Mechanical Engineering Technology (MMET) **invites applications for the position of Department Chair.** The successful candidate will have academic and management preparation with professional experience in one or more of the following or related areas: mechanical, manufacturing, industrial and/or systems, biomechanical, mechatronics, energy, aerospace, aeronautics and/or automotive, or robotics/automation.

The selected candidate will bring excellent teaching, research/scholarship, and service experience to this position commensurate with the qualifications for tenure at the academic rank of Professor.

We are seeking an individual who has the ability and interest in contributing to a vibrant community committed to student-centeredness; professional development and scholarship; integrity and ethics; respect for diversity and pluralism; innovation and flexibility; and teamwork and collaboration. Follow the links to understand RIT's core values, honor code, and statement of diversity.

For complete details, required qualifications, and to apply go <http://careers.rit.edu/faculty>; then Search 5431BR. The position begins no later than mid-August 2021.



COLLABORATIVE RESEARCH AND PUBLICATION OFFER

Duy Tan University (DTU) in Danang, Vietnam is seeking external faculty who wish to work collaboratively with DTU faculty in the Social Sciences and Humanities. DTU offers paid research and writing collaborations for external faculty to research and publish jointly with the developing faculty of DTU. Stipends are available for jointly published research in Web of Science accredited journals. Visiting professorships and adjunct Summer teaching are usually available. Three year collaborative contracts are offered.

Areas of interest are specifically those of the Humanities and Social Sciences. DTU faculty research interests include but are not limited to: History, Literature, Architecture, Asian Area Studies, International Relations, Sociology, Psychology, Tourism and Business.

DTU offers serious opportunities to collaborate with Vietnamese faculty who are diligent researchers seeking to upgrade their publications skills. DTU is the first private university in Central Vietnam established in 1994 and is a top ranked University within Vietnam. This work will strengthen the newly formed Institute of Socio-Economic Research (ISER) and thus strengthen DTU's role as an institution for higher education in this developing nation.

Provide resume and areas of research, publication and teaching interests via email to: **Curtiss E. Porter, Ph.D., Visiting Professor, ISER**
curtiss.porter@duytan.edu.vn
 +1 412 901 0322



Multiple Faculty Positions University of Kansas School of Engineering

Multiple Faculty Positions – University of Kansas School of Engineering, Departments of Aerospace Engineering, Chemical & Petroleum Engineering, and Electrical Engineering & Computer Science

The University of Kansas School of Engineering has six open faculty positions in Lawrence, Kansas. The KU School of Engineering strongly values diversity and excellence in our research, teaching, and service. KU Engineering is one of the inaugural ASEE Diversity Recognition Program Exemplar Bronze Award program recipients. We are pursuing and committed to purposefully considering a diverse applicant pool, including but not limited to gender, race, veteran status, and disability. Applications should be submitted electronically as indicated. Application reviews will begin on the specified dates and continue until the positions are filled.

Department of Aerospace Engineering
 Tenure-Track Assistant Professor Position in Aerospace Engineering.
 Application reviews begin on February 1, 2021. Instructions at: <http://www.employment.ku.edu/academic/18145BR>.

Department of Chemical and Petroleum Engineering
 Tenure-Track Assistant Professor Position in Chemical and Petroleum Engineering.
 Application reviews begin on January 18, 2021. Instructions at: <http://www.employment.ku.edu/academic/18250BR>.

Assistant Teaching Professor Position in Chemical and Petroleum Engineering.
 Application reviews begin on January 4, 2021. Instructions at: <http://www.employment.ku.edu/academic/18161BR>.

Department of Electrical Engineering and Computer Science
 Tenure-Track Assistant Professor Positions in Computer Science (two positions).
 Application reviews begin on January 10, 2021. Instructions at: <http://www.employment.ku.edu/academic/18207BR>.

Tenure-Track Assistant Professor-Assistant Scientist Position in Radar Signal Processing.
 Application reviews begin January 10, 2021. Instructions at: <http://www.employment.ku.edu/academic/18203BR>.

KU is an EO/AAE, full policy at <http://policy.ku.edu/IOA/nondiscrimination>.



Mississippi College
 A CHRISTIAN UNIVERSITY

MICROBIOLOGIST

The Biological Science department at Mississippi College, a small liberal arts institution, seeks a microbiologist for appointment as an assistant professor. The department has an outstanding pre-medical program with approximately 300 undergraduate and 300 graduate students. Teaching expectations include microbiology for nurses, microbiology for biology majors and upper level courses in the applicant's field of expertise. While teaching is the primary responsibility, involving undergraduates in research is also expected. All faculty must be of the Christian faith.

Founded in 1826, Mississippi College, Clinton, MS, is a private, comprehensive University with over 80 undergraduate majors, more than 50 graduate areas of study and approximately 5,000 students. It is affiliated with the Mississippi Baptist Convention.

Review of materials will commence immediately and will continue until the position is filled. Candidate should submit a CV and reference contact information to Dr. Beth Barlow, Chair of Biology, Box 4045 Mississippi College, Clinton, MS 39058, or sent in Pdf format to email: barlow@mc.edu



Olin Business School at Washington University in St. Louis is recruiting teaching faculty, not on the tenure track, with the effective hire date of July 1, 2021.

All levels of Lecturers in:

**Accounting
 Finance
 Operations & Manufacturing
 Management
 Communications
 Data Analytics**

Olin Business School is highly ranked with a national and international reputation. We offer degree programs at the Bachelor's, Master's, and Ph.D. levels, and provide faculty with excellent general support for both research and teaching. More information about the school and current faculty can be found at <https://www.olin.wustl.edu/>.

APPLICATION PROCEDURE:
 Candidates should visit the Interfolio website at <https://www.interfolio.com/> to access and review specific postings and the guidelines for submitting application materials. Once on Interfolio website, create login, or login to existing account; select "Deliveries" then "New Delivery" to find search bar; type in Washington University. Note—not all faculty postings will be active at the present time, please check the website during the standard recruitment "season" for your area. Applicants must have a PhD.

Diversity and Inclusion are core values at Washington University, and the strong candidate will demonstrate the ability to create inclusive classrooms and environments in which a diverse array of students can learn and thrive.

Washington University seeks an exceptionally qualified and diverse faculty; women, minorities, protected veterans, and candidates with disabilities are strongly encouraged to apply.

Washington University is committed to the principles and practices of equal employment opportunity. It is the University's policy to recruit, hire, train, and promote persons in all job titles without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, protected veteran status, disability, or genetic information.



Open Faculty Positions

College of Management, College of Sciences, School of Urban Education, College of Nursing and Health Sciences, College of Liberal Arts, College of Individualized Studies, and College of Community Studies and Public Affairs

Our vision is to be the premier urban, public, comprehensive system university in the Minneapolis-St. Paul metropolitan area where the faculty, staff and students of Metropolitan State will reflect the area's rich diversity, build a culturally competent and anti-racist learning community and demonstrate an unwavering commitment to civic engagement.

Metropolitan State University has responded to the on-going COVID-19 pandemic by offering nearly all of its courses in a fully online format for the 2020-2021 academic year, limiting any in-person instruction to courses for which in-person learning is essential for students to achieve the learning outcomes. In addition, the majority of employees are working remotely, taking advantage of technological tools to engage students and complete their work. The search for this position will be conducted using web conferencing technology.

Visit our web site at <http://www.metrostate.edu>

Salary is commensurate with education and experience, and is determined by the salary placement process as outlined in the Inter Faculty Organization (IFO) Master Agreement.

* Employment for this position is covered by the collective bargaining agreement for the Inter Faculty Organization which can be found at:

https://www.minnstate.edu/system/working/docs/contracts/2019-2021%20IFO%20Contract_Final.pdf

For the most current information on the IFO, go to www.ifo.org

To apply, go to <https://metrostate.peopleadmin.com>

EOE/AA
The University provides reasonable accommodations to qualified individuals with disabilities upon request.



Term Faculty (Non-Tenure Track) Counseling & Special Education (21-22)

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

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

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

Apply: <https://apply.interfolio.com/82057>

DePaul University is an Equal Opportunity / Affirmative Action employer.



MILWAUKEE SCHOOL OF ENGINEERING

FACULTY OPENINGS

Milwaukee School of Engineering (MSOE), is a leading undergraduate and master's level private, non-profit educational institution. The institution serves approximately 3,000 students in the areas of engineering, mathematics, business, nursing and user experience.

The university prides itself on having students spend more time in laboratories than classrooms, showing our commitment to experiential learning. The university's primary mission is excellence in student learning, and university faculty are primarily evaluated on their teaching excellence. The MSOE community is guided by six values – collaboration, excellence, inclusion, innovation, integrity and stewardship.

To view open positions and apply, please visit www.msoe.edu/hr.

EOE, including disability/vets.

Leadership positions at Missouri S&T's Kummer Institute

The Kummer Institute for Student Success, Research, and Economic Development at Missouri University of Science and Technology (Missouri S&T) is seeking exceptional, visionary leaders to lead the Institute as it redefines higher education for the next 150 years. Established through a \$300 million gift from June and Fred Kummer, the new Kummer Institute promises to transform Missouri S&T by cultivating leadership and technological innovation, nurturing an entrepreneurial mindset, fostering expansion of academic-industry partnerships to address the emerging needs of industry, and creating economic growth for the region, state and nation.

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

We seek a new kind of leader for a new kind of college – an inspiring leader with an innovative mindset who will create an ecosystem of innovation at the nexus of technology, business, and other disciplines for this newly established college. **Reference 35334**

Distinguished Professor and Founding Director of the Kummer Institute Center for Artificial Intelligence and Autonomous Systems

The Founding Director of the Kummer Institute Center for Artificial Intelligence and Autonomous Systems will lead Missouri S&T students and faculty to national prominence for AI and autonomous systems engineering and science. **Reference 35335**

Distinguished Professor and Founding Director of the Kummer Institute Center for Advanced and Resilient Infrastructure

The Founding Director of the Kummer Institute Center for Advanced and Resilient Infrastructure will lead Missouri S&T students and faculty to national prominence for infrastructure engineering and science and will be recognized as an international thought leader in the broad area of resilient infrastructure. **Reference 35336**

Distinguished Professor and Founding Director of the Kummer Institute Center for Advanced Manufacturing

The Founding Director of the Kummer Institute Center for Advanced Manufacturing will lead Missouri S&T students and faculty to national prominence for manufacturing engineering and science and will be recognized as an international thought leader in the broad area of manufacturing. **Reference 35337**

Distinguished Professor and Founding Director of the Kummer Institute Center for Resource Sustainability

The Founding Director of the Kummer Institute Center for Resource Sustainability will lead Missouri S&T students and faculty to national prominence for the engineering and science of resource sustainability and will be recognized as an international thought leader in the broad area of resource sustainability. **Reference 35339**

How to Apply

Full descriptions and application instructions can be found at: hr.mst.edu/careers/academic-employment. Review begins February 1, 2021, and continues until filled. Missouri S&T is an AA/EEO employer. See full details at equity.mst.edu. Missouri S&T participates in E-Verify. For information on E-Verify, see www.e-verify.gov.

For more information about the Kummer Institute, visit KummerInstitute.mst.edu.



The University of Northern Iowa provides a high-quality education, purposefully guiding students to find and develop their strengths and prepare them for success after college. We have a bold vision that we will be a diverse and inclusive campus community that provides an engaged education empowering students to lead locally and globally.

As we advance our work to become an equity-oriented institution and realize our vision, we seek to elevate the diversity of our faculty across disciplines, departments, and colleges and to build an inclusive teaching and learning environment. Equity vision hires will be supported by faculty on campus who are working to reimagine our curriculum and pedagogy and to build equitable practices for tenure and promotion; policy review, development and implementation; and student retention, persistence, and success. They will be welcomed to join these efforts.



The University of Northern Iowa (UNI) seeks applications for faculty positions in the following disciplines to begin August 2021. Please visit <http://jobs.uni.edu> for position descriptions, ranks, and application instructions. UNI offers competitive salaries based on qualifications and market conditions with excellent benefits. Pre-employment background checks required.

College of Business Administration

- Real Estate/Finance
- Supply Chain Management

College of Education

- Biomechanics/Exercise Physiology
- Early Childhood Education
- Literacy Education
- Youth Leadership Studies

College of Humanities, Arts & Sciences

- Construction Management
- Graphic Design
- Music: Bassoon and Cello
- Science Education
- Spanish

College of Social and Behavioral Sciences

- History
- Psychology
- Social Work

Rod Library

- Humanities Librarian

UNI actively seeks to enhance diversity and is an Equal Opportunity/Affirmative Action employer. The University encourages applications from persons of color, women, individuals living with disabilities, and protected veterans. All qualified applicants will receive consideration for employment without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, protected veteran status, or any other basis protected by federal and/or state law.

UNI is a tobacco-free campus.



2021 Virginia and Derrick Sherman Emerging Scholar Lecture

University of North Carolina Wilmington Department of History
2021 Virginia and Derrick Sherman Emerging Scholar Lecture
Call for Applications

“Conspiracies – Real and Imagined”

The University of North Carolina Wilmington Department of History solicits applications for the 2021 Virginia and Derrick Sherman Emerging Scholar Lecture. We invite proposals that engage with the 2021 theme of “Conspiracies – Real and Imagined.” Possible topics may address, but are not limited to, seizures of power, elections, massacres and atrocities, health and medicine, technology, mass media, global economy, and international relations. Submissions concerning all time periods and all geographic regions are welcome.

The Sherman Lecture provides a forum for an outstanding junior scholar (untenured assistant professor or researcher) to offer his or her perspective on a selected topic related to this year's theme. The Sherman Scholar will meet with undergraduate and graduate students, share his or her expertise with faculty members in history and related fields, and be available to the local media. The centerpiece of the scholar's visit will be the presentation of a major public address, which the university will subsequently publish.

Applicants will be evaluated on the basis of scholarly accomplishment, relevance of the proposed talk to the year's theme, and evidence of ability in speaking before a diverse audience. The scholar will receive an honorarium of \$5,000. The lectureship will take place on the UNCW campus **October 26-28, 2021**.

Applicants should submit a letter of interest with the title and brief description of the lecture they propose to deliver, current c.v., the names and email addresses of three references, and a recent scholarly publication. Materials should be sent electronically to Meaghan Wright at wrightm@uncw.edu.

The application deadline is March 31, 2021. Finalists must be available for Zoom interviews between May 2 and May 21, 2021.

University of North Carolina Wilmington
Twentieth Annual Sherman Emerging Scholar Lecture
Call for Applications
UNC Wilmington is an EEO/AA institution.



WESTERN MICHIGAN UNIVERSITY
College of Health
and Human Services

Assistant or Associate Professor and Faculty Specialist positions in Nursing, Social Work and Interdisciplinary Health Programs

Western Michigan University invites applications and nominations for five faculty positions in the College of Health and Human Services.

- **Two tenure-track, academic year assistant or associate professor openings in the Bronson School of Nursing.** Assistant or associate professors with MSN degrees and doctorates in nursing or a related field will teach in-person and online graduate and undergraduate nursing courses, mentor students, engage in research and contribute to the mission of the school.
- **One tenure-track, fiscal year faculty specialist I or II opening in the School of Interdisciplinary Health Programs.** The faculty specialist will teach in and serve as the program coordinator for the healthcare services and sciences program, and will potentially contribute to the gerontology or health administration programs. This is fiscal year position that will have a 45 credit workload per year.
- **Two tenure-track, academic year assistant or associate professor openings in the School of Social Work.** The assistant or associate professors will contribute to an environment of research, instruction, and community collaborations. They will teach in macro and/or clinical practice within the School of Social Work and advise with graduate and undergraduate students.

Visit wmich.edu/hhs/careers for more information about these positions.

The University: Western Michigan University, located in Southwest Michigan, is a vibrant, nationally recognized student-centered research institution with an enrollment of nearly 20,000. WMU delivers high-quality undergraduate instruction, has a strong graduate division, and fosters significant research activities. The Carnegie Foundation for the Advancement of Teaching has placed WMU among the 76 public institutions in the nation designated as research universities with high research activities. Visit wmich.edu for more information.

The College: The College of Health and Human Services is preparing students for careers that are high in demand, high in meaning, high in satisfaction and unsurpassed in impact. Located in a modern, LEED-certified building with current teaching technologies and spacious research laboratories, the college enrolls almost 3,000 students, more than a third at the graduate level. Programs include blindness and low vision studies, nursing, occupational therapy, physical therapy, physician assistant, social work, speech, language and hearing sciences, holistic health care, alcohol and drug abuse, interdisciplinary health services, public health and a Ph.D. in interdisciplinary health sciences. The college has received grants from the National Institutes of Health, the Health Resources and Services Administration, and the US Department of Education. The college also operates the Unified Clinics, a multidisciplinary service/training clinic. Learn more about our college at wmich.edu/hhs.

Salary: Competitive and commensurate with qualifications and experience, with an excellent benefits package.

Expected start date: August 10, 2021

Application deadline: Submit complete application packet by March 1, 2021.

Required application documents: Each application packet must include a faculty credential summary and a letter describing qualifications, accomplishments and professional experiences related to the position. Specific positions may require additional documents. Visit wmich.edu/hhs/careers for links to more information about these positions.

WMU is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans, individuals with disabilities and all other qualified individuals are encouraged to apply.

ied educational experience to our diverse student body. For more information, and to apply, visit <https://middlebury.peopleadmin.com/>. EOE/Minorities/Females/Vet/Disability.

Assistant Professor (Chinese/English Translation) *Middlebury Institute of International Studies*

Assistant Professor (Chinese/English Translation and Interpretation) Middlebury Institute of International Studies in Monterey, CA, a graduate school of Middlebury College, seeks Assistant Professors to teach graduate-level courses in Chinese/English translation and interpretation. Assistant Professors advance knowledge and practices in the T&I profession, and collaborate to achieve academic excellence in support of the Institute's mission. Applicants must hold a Master's degree in Translation and/or Interpretation or a related field, have at least 2 years of experience as a translator or interpreter, and have native or near-native proficiency in Chinese. A successful candidate should have teaching experience in the field, preferably at the graduate level. Middlebury has a demonstrated commitment to excellence in faculty teaching and research, and is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our diverse student body. For more information, and to apply, visit <https://middlebury.peopleadmin.com/>. EOE/Minorities/Females/Vet/Disability.

FINNISH

Lecturer, Finnish Language

Indiana University- Bloomington
The Department of Central Eurasian Studies in the Indiana University Hamilton Lugar School located in Bloomington, Indiana, is seeking candidates for a lecturer position in Finnish language, pedagogy, and culture. Duties include teaching multi-level Finnish language, literature, and cultural courses both in-classroom/face-to-face and on-line, scholarly research related to pedagogy, curriculum development, grant application, and service to the department, school, and university. Position requires a Master's Degree in Finnish Language, Literature, language pedagogy, or related field as well as prior experience in teaching Finnish as a foreign language. Native-speaker or equivalent Finnish language proficiency is required for this position. Interested candidates should send a letter of interest and curriculum vitae to: zmuller@indiana.edu. Questions regarding the position or application process can also be directed to: zmuller@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.

FOREIGN LANGUAGES

World Languages Teacher

Enlightium Academy
Enlightium Academy, a private Christian online school, is seeking a full-time World Languages Teacher. Qualified to teach French, Spanish, German, & Russian for students in grades 3-12. English proficiency is required. Work from Spokane WA head-quarter office. Requires: Master's degree in Linguistics, TEFL Certificate, French, Spanish, German, and Russian Proficiency Tests, Formal or informal instructional experience K-12. Please Email resume and cover letter to Human Resources manager at administrator@enlightiumacademy.com

BE A PART OF PURDUE ENGINEERING JOIN OUR FACULTY OF INNOVATORS. TRAILBLAZERS. MENTORS.

BE A PART OF THE PINNACLE OF EXCELLENCE AT SCALE

LARGEST Top 10 engineering undergraduate program
World's LARGEST academic propulsion lab
25 Past and present NAE members
Birthplace of NSBE
700+ US patents
400+ faculty members
12 federally funded 10M+ research centers
Future home of nation's FASTEST hypersonic wind tunnel
LARGEST number of female engineers to graduate in one year
Most spin-off companies in 2019 among US public engineering colleges

[BIT.LY/PURDUEFACULTY](http://bit.ly/purduefaculty)



**PURDUE
UNIVERSITY**

College of Engineering

AGRISCIENCE EDUCATION

Assistant/Associate Professor of Agriscience Education

The Ohio State University
The faculty member will: Engage in advancing the agricultural education program in ACEL by demonstrating excellence in teaching, research, and extension outreach. Teach undergraduate courses that support agriscience education students and graduate courses that serve students across the ACEL graduate curricula. Create a focused statewide plan for professional development for agriscience education teachers. Conduct research in learning and cognition. Develop a comprehensive program that includes engaging in dynamic interdisciplinary scholarship, outreach, and teaching. For detailed position description and application instructions, please visit <https://go.osu.edu/B2HK> Applications and supporting materials should be sent by mail or electronically until position is filled to Dr. Caryn Filson, Co-Chair of Search Committee, Department of Agricultural Communication, Education, and Leadership, The Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1066. Filson.5@osu.edu

BIOCHEMISTRY

Postdoctoral research fellow

University of Michigan-Ann Arbor
A postdoctoral research fellow position is available in Frankel Cardiovascular Center, University of Michigan, Ann Arbor, MI, to investigate the role of mitochondrial oxidative stress in the pathogenesis of diastolic dysfunction and paroxysmal atrial fibrillation. We are interested in investigating age-related changes in cardiac remodeling and inflammation in the pathogenesis of diastolic heart failure and atrial fibrillation. Our studies will seek to define molecular mechanisms governing myocardial inflammatory response by

proinflammatory macrophages, role macrophage-fibroblast axis in myocardial fibrosis and electrophysiological abnormalities of cardiac myocytes. The candidate must have a Ph.D. in Biochemistry or Biology with a Biochemistry focus and experience in the generation of chamber-specific human iPSC-derived cardiomyocyte-like cells, FACS analysis, and cardiovascular phenotyping of mice. Send application, resume and three letters of recommendation to Andrea Jones at andreamj@med.umich.edu. The University of Michigan is An Affirmative Action - Equal Opportunity Employer.

CENTRAL EUROPEAN STUDIES

Associate Professor, Central European Studies

Indiana University- Bloomington
The Department of Central Eurasian Studies in the Hamilton Lugar School of Global and International Studies at Indiana University Bloomington seeks an associate professor for a tenured endowed chair position in modern and contemporary Central European Studies. Applicants must be specialists on modern and/or contemporary Central European studies with a PhD degree in history or political science, and research and teaching experience in national socialism and communism, diplomacy and diplomatic history, security studies, social and economic transitions and policies, the Cold War, and Post-Communist studies. Applicants are required to have published at least four articles in peer-reviewed academic journals and one monograph with academic presses in English and/or European languages. Candidates also should have held at least one academic year fellowship. Native or near-native fluency in Hungarian is required for this position as well as prior research experience in at least two other European languages, such as French, German, or Russian. Candidates must have at least two

years teaching experience at the graduate and undergraduate levels in modern and contemporary Central European Studies. Interested candidates should send a letter of interest and curriculum vitae to: zmuller@indiana.edu. Questions regarding the position or application process can also be directed to zmuller@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.

CHINESE/ENGLISH

Assistant Professor (Chinese/English Translation)

Middlebury Institute of International Studies
Assistant Professor (Chinese/English Translation and Interpretation) Middlebury Institute of International Studies in Monterey, CA, a graduate school of Middlebury College, seeks Assistant Professors to teach graduate-level courses in Chinese/English translation and interpretation. Assistant Professors advance knowledge and practices in the T&I profession, and collaborate to achieve academic excellence in support of the Institute's mission. Applicants must hold a Master's degree in Translation and/or Interpretation or a related field, have at least 2 years of experience as a translator or interpreter, and have native or near-native proficiency in Chinese. A successful candidate should have teaching experience in the field, preferably at the graduate level. Middlebury has a demonstrated commitment to excellence in faculty teaching and research, and is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied

GRAPHIC DESIGN

Teaching Assistant Professor of Graphic Design
University of Illinois at Urbana-Champaign
The School of Art + Design at the University of Illinois at Urbana Champaign invites applications for two full-time Teaching Assistant Professor of Graphic Design appointments with a desired start date of August 16, 2021. The selected candidate will join an exciting and diverse team of faculty engaged in active transformation of design education and practice at the intersection of traditional craft, emerging technologies, and demands for renewal in contemporary social and cultural systems. For full position description and to apply, please visit <https://jobs.illinois.edu> by January 25, 2021. The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO> that participates in the federal e-Verify program and participates in a background check program focused on prior criminal or sexual misconduct history.

HONORS PROGRAM

Director, University Honors Program
California State University- Long Beach
California State University at Long Beach (CSULB) invites nominations and applications for the position of Director, University Honors Program. The successful candidate in this national search will set a strategic vision to expand the Honors Program to insure it will deliver upon its distinctive educational practices that will serve a broad segment of CSULB's undergraduate students. Priority consideration will be given to materials received by March 3, 2021. To apply a candidate should submit: 1) a letter of intent, a current CV/ resume, an Equity and Diversity, and contact information for at least five professional references. Recruitment 2637. For full consideration, inquiries, nominations, and applications should be sent in confidence to: CSULBHonorsDirector@storbecksearch.com. Recruitment 2637. A full profile can be found at <https://assets.storbecksearch.com/files/resources/csulb-honors-pd.pdf?5ff-c84f92d9bf>.

INFORMATION/ COMMUNICATIONS

Tenure-Track Assistant Professor Faculty Positions
University of South Carolina
The schools in the College of Information and Communications at the University of South Carolina are searching for three new faculty members to enhance their diversity, equity, and inclusion efforts. The college's two nationally accredited schools seek candidates who have teaching and research interests that explore race and ethnicity at the intersection of data, media, and society. All three positions are tenure track at the Assistant Professor level and require terminal degree completion by August 16, 2021 as details in the USCJobs links below. School of Journalism & Mass Communications: This school is searching for two tenure-track positions at the Assistant Professor level. We welcome applications from candidates who would fit in any of our school's five areas - Advertising, Journalism, Mass Communications, Public Relations or Visual Communications - which serve about 1,700 undergraduate and 90 graduate students. To learn more about these positions and to apply, visit: <https://uscjobs.sc.edu/postings/92092> School of Information Science: The iSchool is searching for one tenure-track position at the Assistant Professor level. As a highly multidisciplinary academic unit, the iSchool welcomes faculty from all relevant backgrounds. We especially encourage applicants with expertise in certain specialties

(e.g., social computing, statistics, social/behavioral sciences, ethnic studies, etc.) with relevance to pressing social issues related to diversity, equity, and inclusion — especially furthering racial justice, reconciliation, and repair. To learn more about this position and to apply, visit: <https://uscjobs.sc.edu/postings/92380> The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.

MEDICINE

Assistant Professor of Medicine, Division of Pulmonary and Critical Care
Louisiana State University Health Sciences Center Shreveport
Treat patients, teach medical students and residents, maintain an active research agenda, and perform faculty service. MD or equivalent; LA License or eligible, BE/BC Internal Medicine and Critical Care. Interested persons should mail a cover letter and CV to: Robert Walter, Department of Medicine, Section of Pulmonary, Critical Care and Sleep Medicine, Louisiana State University Health Sciences Center, 1501 Kings Highway, Shreveport, LA 71130

NEUROPSYCHOLOGY

Neuropsychologist
Indiana University
The Indiana University School of Medicine is seeking candidates for an assistant professor position in neuropsychology. Duties include providing care to both hospitalized and ambulatory patients, including formulating treatment plans and directing an interdisciplinary team in achieving the goals set by the patient care plan; teaching medical students as well as neuropsychology residents and fellows; and attending national and regional association meetings and participating in section and departmental conferences. Position requires a PhD in Neuropsychology or closely related field with 24 months of post-doctoral training in clinical neuropsychology. Position also requires a Health Service Provider in Psychology (HSPP) license in the State of Indiana and an Indiana Psychology License prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: aworzala@iu.edu. Questions regarding the position or application process can also be directed to aworzala@iu.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

OPERATIONS MANAGEMENT

Faculty in Operations Management
Yale University
The Yale School of Management is seeking applications for full-time faculty positions in Operations Management at all levels. Responsibilities include teaching graduate, PhD and/or executive level courses; advising and mentoring students; and conducting high-quality research. All positions require a Ph.D. or equivalent degree in Operations Management, or a directly related field. Applicants should submit a letter of interest, curriculum vitae, and contact information to somfacultyrec@yale.edu by March 8, 2021. 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.

PATHOLOGY

Diagnostic Pathologist
University of California, Davis
Diagnostic Pathologist. Asst/Assoc/Full Professor of Clinical Anatomic Pathology in the California Animal Health & Food Safety Laboratory System (CAHFS) and Department of Pathology Microbiology & Immunology, School of Veterinary Medicine, University of California, Davis. The successful candidate will be working at the CAHFS laboratory in Tulare, CA. In addition to diagnostic responsibilities, there is a potential future leadership opportunity as Branch Chief for individuals appointed at Assoc/Full Professor level who have prior administrative/management experience. Salary is dependent on qualifications and experience. The candidate(s) will function primarily as a diagnostic pathologist in the CAHFS laboratory located in Tulare, CA. The diagnostic caseload includes a variety of livestock and avian species with an emphasis on disease conditions affecting cattle and commercial poultry. Timely interaction with veterinarians and livestock producers is an integral part of this position. Creative use of diagnostic case material including publication of results in appropriate journals is essential. The incumbent(s) will have limited local teaching responsibilities to veterinary and graduate students. Opportunities exist to teach in the DVM curriculum on the UC Davis campus. University and public service through departmental, school and university committee work, participation in professional organizations, continuing education, and other appropriate activities is required. DVM or equivalent degree with experience in mammalian/avian diseases required. Board certification or eligibility for board certification by the American College of Veterinary Pathologists (ACVP) or European College of Veterinary Pathologists (ECVP) required. Renewal for the 4th year of appointment requires ACVP or ECVP board certification. Demonstrated ability in diagnostic anatomic pathology required. Demonstrated experience in diagnostic disciplines, disease investigation and experience in diagnostic interpretation required. PhD degree in veterinary pathology or related field preferred. Knowledge of quality assurance, and bacteriology desired. The successful candidate will have: i) excellent interpersonal and communication skills to effectively communicate with veterinarians, producers, and government agencies; ii) client-focused, service-oriented approach to diagnostics; iii) demonstrated ability to work with others in a collegial team atmosphere, and iv) demonstrated (or potential) accomplishment in areas contributing to diversity and inclusion. UC Davis is committed to supporting a diverse community of scholars with an emphasis on recruiting faculty who will contribute substantively to diversity. To receive fullest consideration, applications must be received by January 31, 2021; position open until filled. Interested applicants should submit 1) a letter of intent outlining special interest in the position, overall related qualifications, experiences, career goals; 2) curriculum vitae; 3) a statement summarizing experience and professional contributions in the area of diversity and inclusion; and 4) the names and addresses of five professional references. Application material is to be submitted by using the University's online submission program at <https://recruit.ucdavis.edu/apply/JPF03409> The University of California, Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among

its faculty and staff. UC Davis supports family-friendly recruitments: <http://academicaffairs.ucdavis.edu/programs/work-life/index.html>

PEDIATRICS NEUROLOGY

Assistant/Associate/ Professor-Pediatrics Neurology
University of Illinois College of Medicine at Peoria
The Department of Pediatrics at the University of Illinois College of Medicine at Peoria (UICOMP) seeks Pediatric Neurology physicians for multiple positions at the level of Assistant/Associate Professor or Professor of Pediatrics to enhance a growing division. The ideal Child Neurology candidate will be BC/BE in Pediatrics or in Neurology with a Pediatric Neurology concentration and will hold or have applied for an Illinois physician's license. Extensive clinical experience in pediatric neurology with advanced training in EEG and epilepsy is desired. The position includes patient care services, teaching medical students and residents, and opportunities to pursue research. The primary teaching hospital of the UICOMP is OSF Children's Hospital of Illinois (CHOI), a tertiary care facility serving a 37 county region with a population base of over two million. CHOI provides comprehensive services to children, including Level IV NICU and a state-designated Pediatric Critical Care Center. CHOI is a major medical facility with 124 beds and a 32 bed critical care unit and the only Level I trauma center in Illinois outside of Chicago. The Jump Trading Simulation Education Center, a state of the art simulation facility with over 40,000 square feet of space for faculty and other resources, is a joint venture between UICOMP and CHOI and is located on the OSF campus. 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 January 22, 2021 at <https://jobs.uic.edu/job-board/job-details?jobID=140414> 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?portalId=4292&pageId=>

PUBLIC ADMINISTRATION

Assistant Professor
Seattle University
Assistant Professor. Teach in Masters of Public Administration and Bachelor of Public Affairs programs, including required MPA research methods courses. Ph.D. Public Administration or closely related. Specialization can include research methods, nonprofit management, ethics in public sector, economic analysis, and/ or public program eval. Ability to teach, conduct research in relevant speciality(ies). Interest in social justice issues. Strong commitment to teaching excellence, solid scholarly potential, demonstrated commitment to diversity, SU's mission and values. Mail cover letter, CV to: Andrew Asplund, Seattle University, 901 12th Ave, PO BOX 222000, Seattle WA 98122.

RUSSIAN STUDIES

Assistant Professor - Russian Studies
Central Washington University
Assistant Professor Russian Studies Central Washington University 400 E. University Way Ellensburg, WA 98926 Teach Russian lg. and culture, global film studies, Korean visual culture, and cross-cultural training in the World Lgs. and Cultures Dept. Coordinate Russian studies prog. Req Ph.D. in Russian, Slavic Lgs and Lit, or closely rel field, and fluency in Russian. Req 2 yrs exp. Strong publication record rel to modern cinema and pop culture in Slavic countries. Send resume to: B. Hodges, CWU, 400 E. University Way, Ellensburg, WA 98926

SOCIAL WORK

Assistant Professor
Portland State University
Assistant Professor. Teach social work and related courses, advise students, maintain an active research agenda and perform faculty service. ABD or Ph.D in Social Welfare, Social Work, or closely related field. Interested persons should send a cover letter and CV to: John Barnett, Portland State University - School of Social Work, POB 751, Mailcode: SSW, Portland, OR 97201.

VETERINARY MEDICINE

Director
University of California, Davis
The School of Veterinary Medicine, University of California-Davis, invites applications for the position of Director of the California Animal Health and Food Safety Laboratory system (CAHFS) and optional appointment as Professor/Associate Professor of Clinical Diagnostic Medicine, depending on the qualifications and interests of the successful candidate. Appointment in the Professor of Clinical (____) series will be without salary in CAHFS and an appropriate academic department within the School of Veterinary Medicine. CAHFS is a premier, state-of-the-art veterinary diagnostic laboratory system, accredited by the American Association of Veterinary Laboratory Diagnosticians (AAVLD). With laboratory facilities in four locations throughout California, CAHFS is responsible for laboratory diagnostic support to identify and control diseases that are detrimental to the animal health and public health of California. CAHFS provides a comprehensive array of diagnostic services including anatomic pathology, histology and immunohistochemistry, molecular and immunodiagnostics, virology, bacteriology, electron microscopy, milk quality testing, toxicology, and equine analytical chemistry and pharmacology. With 200 faculty and staff, and a \$30M annual budget, CAHFS tests more than 500,000 samples annually and offers an impressive catalog of tests designed to assist veterinarians, animal owners, public officials, and organizations in identifying, tracking and addressing animal health, public health, and food safety concerns. Qualifications: The Director must have a DVM degree (or equivalent) and to satisfy AAVLD accreditation, an advanced degree in a relevant field of study, at least 5 years veterinary diagnostic laboratory or relevant work experience; and at least 5 years of directing/supervising experience (including fiscal management). Experience can include regulatory/policy, industry, state/federal, and practice management. A PhD and/or board certification in a laboratory-related specialty are desirable, as is experience coordinating activities with, and obtaining funding from, government and non-government agencies, and demonstrated achievement in research, teaching, diagnostic medicine and/or outreach. The successful candidate must possess excellent leadership, administrative, management, and entrepreneurial skills,

in keeping with the CAHFS commitment to excellence in diagnostic service, research and teaching. The Director must possess excellent interpersonal and communication skills and a demonstrated ability to work with others in a collegial team atmosphere as well as demonstrated contributions to diversity, equity, and inclusion. UC Davis is committed to supporting a diverse community of scholars with an emphasis on recruiting employees who embrace diversity, equity, and inclusion, and uphold UC Davis' Principles of Community. Appointment and salary: This position is a full-time annual appointment. Initial and subsequent appointments as Director are for 5-year terms with review for reappointment initiated in the 4th year of each term. Salary and level dependent on qualifications and experience. The optional appointment as Associate Professor/Professor of Clinical Diagnostic Medicine is not a tenured title and is a without salary appointment that is contingent on continuing appointment as Director. Regular academic review occurs every 2 (Associate) or 3 (Professor) years with rank dependent on qualifications and experience. Application Instructions: For full consideration, applications must be received by January 31, 2021, but no later than June 30, 2021. Interested candidates must submit the following: 1) a letter of intent outlining special interest in the position, overall related qualifications and experiences pertinent to the position, and career goals; 2) curriculum vitae; 3) the names and addresses of three professional references; and 4) a statement summarizing their experience and professional contributions in the area of diversity, equity, and inclusion. Application material is to be submitted by using the University's online submission program at <https://recruit.ucdavis.edu/apply/JPF03948> The University of California is an affirmative action/ equal opportunity employer. UC Davis supports family-friendly recruitments: <https://academicaffairs.ucdavis.edu/work-life>

JOB SEARCH TIPS

Are you sure you want that interim job?

If you are approached about accepting an interim assignment, you might find it helpful to consider the following questions: Why am I being asked to serve in this capacity? What is the process for making this interim appointment? Can I be considered for the real role if I decide I am interested? What will I gain from this role? How will it feel to go back to my previous role?

Get more career tips on jobs.chronicle.com

Allison M. Vaillancourt is vice president for business affairs and human resources at the University of Arizona.



New Chief Executives



Loren James Blanchard, executive vice chancellor for academic and student affairs at California State University, has been named the sole finalist for president of the University of Houston-Downtown.



Bernard D. Bull, president of Goddard College, has been named president of Concordia University, in Nebraska. He will replace the Rev. Russ Sommerfeld, who has served as interim president since the Rev. Brian Friedrich stepped down at the end of 2019.



DeAnna R. Burt-Nanna, vice president for student and academic affairs at South Central College, in Minnesota, will become president of Monroe Community College, in New York, on May 21. She will replace Katherine P. Douglas, who became interim president in February.

Chief executives (continued)

APPOINTMENTS

Michael Licari, provost at Indiana State University, has been named president of Austin Peay State University. He succeeds Alisa White, who left to become president of Sam Houston State University.

The Rev. Thomas P. Looney, associate vice president for academic success, director of campus ministry, and a college chaplain at King's College, in Pennsylvania, will become president in July. He will succeed the Rev. John Ryan, who plans to retire.

David Russell, acting president of Columbia College, in Missouri, has been named interim president. Russell became acting president after Scott Dalrymple resigned in November.

RETIREMENTS

Cheryl Evans, president of Northern Oklahoma College since 2011, plans to retire on June 30.

Joel L. Kinnamon, superintendent/president of College of the Desert since 2012, plans to retire on March 31.

Chief academic officers

APPOINTMENTS

Terri Shelton, vice chancellor for research and engagement at the University of North Carolina at Greensboro,

has been named interim provost after Jim Coleman was removed "due to behavior that did not meet expectations for senior leaders at UNCG."

Michael Soto, associate vice president for academic affairs, student academic issues, and retention at Trinity University, in Texas, has been named provost at Point Park University.

RETIREMENTS

David P. Cordle, provost and vice president for academic affairs at Emporia State University, plans to retire at the end of the 2020-21 academic year.

Other top administrators

APPOINTMENTS

C. Edward Ashley, associate vice president for the Temecula campus of California State University at San Marcos, has been named as vice president for finance and administration at Elmira College.

Guillermo de Veyga, chief of staff to the president at New Jersey City University, has been named vice president for strategic initiatives and university relations at William Paterson University.

Ken Fincher, vice president for institutional advancement and executive director of the Foundation at Middle Georgia State University, has been named vice president for institutional

advancement and executive director of the Oregon Tech Foundation at Oregon Institute of Technology.



BRIAN HARPER

Brian Harper, an associate professor and chief medical officer at the New York Institute of Technology, has been named vice president for equity and inclusion in addition to his other roles.

Kevin Hearn, vice president for enrollment management and strategic communications at Chestnut Hill College, in Philadelphia, will become vice president for enrollment management at Robert Morris University, in Pennsylvania, on February 8.

Submit items to
people@chronicle.com

Christopher Sheffield, associate vice president for student affairs and institutional effectiveness at Niagara University, has been named vice president for student affairs.

Michelle L. Webb, director of academic assessment at Rocky Mountain University of Health Professions, has been named vice president for institutional effectiveness.

Lonnie Williams, interim vice chancellor for diversity and community engagement at Arkansas State University since June, has been named to the role permanently.

Deans

APPOINTMENTS

Michele Bachmann, former representative for Minnesota's 6th congressional district, has been named dean of the Robertson School of Government at Regent University.

Raheem Beyah, vice president for interdisciplinary research and executive director of the online master of science in cybersecurity program at the Georgia Institute of Technology, will become dean of the College of Engineering on January 15.

Brian Cronk, faculty assistant to the provost and chair of the psychology department at Missouri Western State University, has been named dean of the School of Arts and Sciences at Buffalo State College.

Sam Fulwood III, a senior fellow and vice president for race and equity at the Center for American Progress, will become dean of the School of Communication at American University in May.

Nick Gozik, director of the Office of International Programs and the McGillicuddy-Logue Center for Undergraduate Global Studies at Boston College, has been named dean of global education at Elon University.

Shannon Mathews, dean of the College of Liberal Arts and Social Sciences and a professor of social and behavioral sciences at Savannah State University, has been named dean of the College of Arts and Sciences at the University of La Verne.

Joan Phillips, dean of the Andreas School of Business at Barry University, has been named dean of the College of Business Administration at the University of Missouri at St. Louis.



NICOLE WADSWORTH

Nicole Wadsworth, site dean of the Long Island campus of the New York Institute of Technology College of Osteopathic Medicine, has been named dean of the College of Osteopathic Medicine.

Amy Waer, interim dean of the College of Medicine at Texas A&M University, has been named to the post permanently.

RESIGNATIONS

Wendy Nehring, dean of the East Tennessee State University College of Nursing, plans to step down and rejoin the faculty. Kathryn Wilhoit, former vice president and chief nursing executive for Mountain States Health Alliance, has been named interim dean.

Other administrators

APPOINTMENTS

Dava Newman, a professor of aeronautics and astronautics at the Massachusetts Institute of Technology, will become director of the MIT Media Lab on July 1.

Joseph Price, special projects director in the dean's office of the College of Arts and Sciences at the University of Nebraska at Omaha, has been named assistant dean of administration in the college.



OTONIEL REYES

Otoniel (Tony) Reyes, chief of the New Haven Police Department, has been named chief of the department of public safety at Quinnipiac University.

Organizations

APPOINTMENTS

Shalin Jyotishi, assistant director for economic development and community engagement and program director of the Innovation and Economic Prosperity Universities program at the Association of Public and Land-Grant Universities, has been named senior policy analyst in the Center on Education and Labor at the think-tank New America in Washington, D.C.

Kathleen Scott, director of organiza-

tional excellence and administrative operations at California State University at Fresno, has been named vice president for leadership development and partnerships at the American Association of State Colleges and Universities.

Deaths

DEATHS

William B. Boyd, former president of Central Michigan University and the University of Oregon, died on December 16. He was 97. Boyd led CMU from 1968 to 1975. He also served as dean of faculty and professor of history at Alma College and vice chancellor of student affairs at University of California at Berkeley.

Tom Burek, swim coach at Monmouth College, died complications of Covid-19 on December 12. He was 62.

Arthur Bushel, a retired dentist who taught at the Johns Hopkins Bloomberg School of Public Health, died on November 21. He was 99.

Edmund M. Clarke, a professor emeritus at Carnegie Mellon University, died of Covid-19 on December 22. Clarke was a co-recipient of the 2007 Turing Award, along with E. Allen Emerson and Joseph Sifakis, for the development of model checking.

Ted DeLaney, a professor of history at Washington and Lee University, died on December 18. He was 77. DeLaney began his career at the university as a custodian and later became the first Black department head. He was a leading voice in the university's reckoning with the legacy of Robert E. Lee on campus.

Scott Donaldson, a professor emeritus of American literature at the College

of William & Mary, died on December 1. He was 92. Donaldson wrote biographies of many figures in American literature, including F. Scott Fitzgerald and Ernest Hemingway.

H. Jack Geiger, a professor emeritus of community medicine at the City University of New York Medical School at City College of New York, died on December 28. He was 95. Geiger was a founding member of two advocacy groups that won Nobel Prizes: Physicians for Social Responsibility, which shared the 1985 Nobel Peace Prize for its efforts to end the nuclear arms race, and Physicians for Human Rights, which shared the 1997 prize for working to ban land mines.

Nancy Harrington, president emerita of Salem State University, died on December 12. She was 81. Harrington was the first woman to serve as president, which she did from 1990 to 2007.

Barry Lopez, the 1986 National Book Award-winning author of Arctic Dreams, died on December 25. He was 75. In addition to his writing on the environment and landscapes, he taught at Columbia University, Eastern Washington University, the University of Iowa, Carleton College, in Minnesota, and Texas Tech University.

James Mikolajczak-LaRosa, a clinical assistant professor of nursing at Carroll University, died of Covid-19 on January 1. He was 44.

C. Robert Morris, an emeritus professor of the University of Minnesota Law School, died on October 16. He was 92.

Hans-Olaf Pfannkuch, a former professor of geology and geophysics at the University of Minnesota for 42 years, died on November 19. He was 87.

James C. Renick, former chancellor of North Carolina A&T State University from 1999 to 2006, died of amyotrophic lateral sclerosis on January 3. He was 72. Renick also served as chancellor of the University of Michigan at Dearborn and worked at the University of South Florida and George Mason University over the course of his career.

Barbara Rose, an art critic and author of the textbook American Art Since 1900, died on December 25. She was 84.

C. Wade Savage, a professor emeritus of philosophy of science and former director of the Minnesota Center for Philosophy of Science at the University of Minnesota-Twin Cities, died on November 16. He was 88.

Ezra F. Vogel, a professor, co-founder, and former director of the Program on U.S.-Japan Relations, and former director of the Asia Center at Harvard University, died on December 20. He was 90. Vogel wrote several books on Japan and China, including a biography of Deng Xiaoping, which won the 2012 Lionel Gelber Prize and was a finalist for the National Book Critics Circle Award for biography.

Donald W. Whisenhunt, a former professor of history at Western Washington University, died from complications of Covid-19, on December 29. He was 82. Whisenhunt also served as a dean and vice president over the course of his career.

Theodore Ziolkowski, a professor emeritus of German and comparative literature at Princeton University, died on December 5. He was 88. Ziolkowski also served as president of the Modern Language Association in 1985.

- COMPILED BY JULIA PIPER

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