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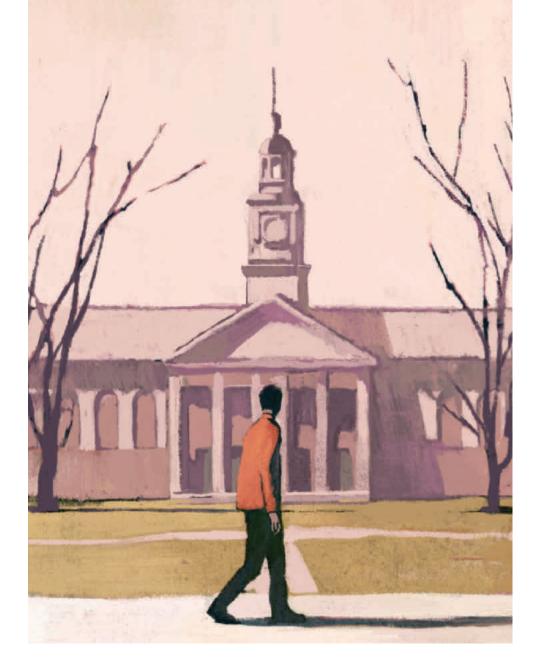
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The Heavy Cost of an Empty Campus

Decades of disinvestment left public research universities overexposed to Covid-19.

KARIN FISCHER AND LINDSAY ELLIS

#### The Great Calendar Revamp

Some colleges radically altered their schedules in response to Covid-19. Here's what happened.

**BETH MCMURTRIE** 



#### The Associate **Professor Trap**

Moving up the ladder means dealing with endless bureaucracy. For many, it's not worth it.

THE REVIEW PAULA RABINOWITZ



#### THE CHRONICLE OF HIGHER EDUCATION

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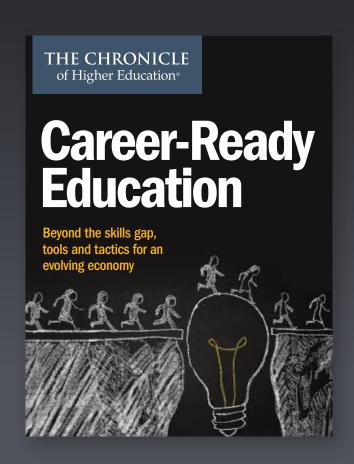
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# Career-Ready Education

Beyond the Skills Gap, Tools and Tactics for an Evolving Economy



Academic leaders, economists, and employers are constantly debating whether or not there's a "skills gap." But the talk doesn't help students who enroll in college aspiring to rewarding careers, employees who worry that a lack of education will hold them back, or institutions trying to keep up with the future of work.

The Chronicle's latest report, "Career-Ready Education: Beyond the skills gap, tools and tactics for an evolving economy," goes beyond the definitions of the skills gap and the accompanying blame game to explore the forces driving change and the challenges ahead. The goal isn't to turn every institution of higher education into a jobtraining center, but there's no shame in adding relevance.

"While the degree remains a reliable signal now, colleges should recognize that pressures are building against it."

#### **LEARN HOW TO:**

Build effective relationships between employers and colleges

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Structure academic programs to foster employability

Identify barriers to innovation in majors and degrees

Evaluate new opportunities for partnerships

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THE CHRONICLE of Higher Education







#### A New Administration

**WITHIN HOURS OF HIS INAUGURATION,** President Biden was handing down executive orders at a dizzying pace, undoing years of Trump-administration policies in a single day.

In higher education, it felt like whiplash. Just months ago, colleges were suspending diversity training at the behest of former President Donald J. Trump, only for Biden to reverse course on his first day in office.

Editors at *The Chronicle* knew we needed a way to help readers keep track, and make sense, of the rapid-fire changes. That's why we launched our "Higher Ed Under Biden-Harris" tracker, offering rolling updates as the administration's governing agenda begins to take shape.

A few things are already clear:



**Equity is a guiding principle.** Many of Biden's executive actions — from a plan to reopen schools, to an order affecting Title IX — emphasize equal access to quality education for people of all socioeconomic backgrounds, races, and genders.

**So is science.** Under Trump, institutions were mostly left to their own devices to make pandemic reopening decisions, which meant local politics and financial pressures sometimes outweighed scientific evidence about how Covid-19 spreads. The Biden-Harris administration, on the other hand, has directed federal agencies to provide evidence-based guidance for reopening, including to colleges.

**Student-loan debt relief is still on the table.** Biden has extended the moratorium on student-loan payments and appointed officials who voiced support for student borrowers. Moreover, the Education Department has renewed its scrutiny of student-loan servicers.

**International-enrollment prospects are looking better.** With the end of a travel ban on mostly Muslim countries, and a measure that makes it easier for foreign graduate students to stay in the U.S., international enrollment is primed to bounce back, if we can get the pandemic under control.

**Unions could make a comeback.** Biden has replaced a pro-business National Labor Relations Board official with one that previously supported a college football team's right to unionize, an encouraging sign for higher-ed labor organizers.

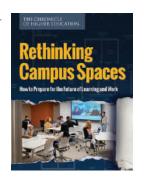
To keep tabs on the latest moves of the Biden-Harris administration, and their effect on higher education, visit chronicle.com/biden-tracker. Elsewhere, in print and online, we will continue to deliver news, analysis, opinion, and advice that helps you navigate these topsy-turvy times. Thank you for reading.

—RACHEL CIERI MULL, SENIOR EDITOR



#### **New from the Chronicle Store**

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.



The pandemic and political polarization have made risk management an increasingly high-stakes enterprise. **Think of it as a three-dimensional chess game** — three stacked playing boards, separate but intricately related.



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



To find these and other Chronicle Intelligence products, go to Chronicle.com/TheStore.

# **FIRST READS**

Job insecurity | Consumer protections | Grave lessons | Pressured pupil

#### Job insecurity

# **Tempering Tenure Protections**

KANSAS' BOARD OF REGENTS voted unanimously last month to create a process by which the state's six public universities can more expeditiously suspend and fire employees, including tenured faculty mem-

It's an extreme move, Shane Bangerter, one of nine board members, acknowledged, but one that he felt was "absolutely necessary," given how Covid-19 has depressed higher education's finances. The tempoit degrades tenure down to nothing but a jobs-protection program, which I don't think anybody wants.'

No one wants layoffs, Bangerter said during the meeting. But, he said, these are "extreme times." He called attention to Gov. Laura Kelly's proposed budget, which would deliver, according to The Topeka Capital-Journal, \$33.4 million in cuts to the six state universities. That's a 5.3-percent reduction in the state's base appropriation for

advocate for better funding at the state and federal level.

Under previous board policy, a state university had to "formally recognize a financial exigency that required elimination of nontenured positions and operating expenditures," the Kansas Reflector reported. Under those circumstances, an institution could reduce its tenured ranks.

Now, under the new policy, employees can be suspended or terminated even if a



rary change, which will expire in Decem-





ber 2022, gives greater flexibility to university leaders, other regents argued. It's meant to be just one arrow in their quiver to deal with budget retrenchment.

Aleksander Sternfeld-Dunn, an associate professor of music at Wichita State University and president of its Faculty Senate, offered a different image. Approving the policy, he told the regents, is like cracking a nut with a sledgehammer.

It'll harm faculty morale, hamper recruiting, and basically suspend tenure for the time being, he said. He and other faculty observers said they worried that the temporary policy would later become permanent. undercutting faculty stability well into a post-Covid era.

While the regents said they appreciated Sternfeld-Dunn's position, his arguments ultimately did not sway the final vote, which was unanimous in favor of the new policy.

One regent, Mark Hutton, found Sternfeld-Dunn's assertion that the policy change would threaten tenure unconvinc-

"Handcuffing our ability to ensure financial strength in the name of tenure is counter to its purpose," he said, "and I believe

the University of Kansas, the flagship, and a 5.5-percent overall reduction for Kansas State University, the news outlet reported. (The governor's budget is a starting point and will be negotiated in the Legislature.)

The University of Kansas already projects a \$74.6-million shortfall for the 2022 fiscal year, which "will require us to eliminate programs and departments, reduce services, and implement furloughs and layoffs on a large scale," the university's chancellor, Douglas A. Girod, wrote in a recent letter to faculty and staff members, the Capital-Journal reported. Like many other institutions, Kansas universities have lost revenue during the pandemic. The text of the new policy singles out drops in program and university enrollment as a financial

Ultimately, said one regent, Cheryl Harrison-Le, "we're at a point where we must be lean. We must be efficient. And we must be

That argument did nothing to convince Lua Kamal Yuille, a professor of law and Faculty Senate president at the University of Kansas. "The way to relieve financial pressure isn't to fire people," whether faculty or staff, she told The Chronicle. Rather, it's to

university has not declared financial exigency or begun that process. The policy does not specify how universities should go about making those reductions. Instead, each university's chief executive officer needs to submit a plan to the board for carrying out the policy within 45 days. Such a framework may be based on factors such as "performance evaluations, teaching and research productivity, low service productivity, low enrollment, cost of operations, or reduction in revenues for specific departments or schools," the policy says.

Mark Criley, a program officer at the American Association of University Professors, told The Chronicle that existing financial-exigency procedures are supposed to give faculty members an ample role in determining if that condition exists and whether there are less-drastic means of dealing with it than terminations. So it's a concern, he said, if the Kansas policy cuts the faculty out of the equation.

Universities are not required to make use of the new policy. Four of the six state universities — Fort Hays State, Kansas State, Pittsburg State, and Wichita State — have said that they won't, at least for now.

— EMMA PETTIT

#### Consumer protections

# **Borrowers Get an Aggressive Advocate**

**PRESIDENT BIDEN** has named a strong advocate for student-loan borrowers to lead the Consumer Financial Protection Bureau, a peace offering to the energized left flank of his party, and also a sign that the incoming administration wants aggressive oversight of student-loan servicers.

Rohit Chopra, a member of the Federal Trade Commission, previously served as the bureau's student-loan ombudsman, where he was an ally of Sen. Elizabeth Warren, Democrat of Massachusetts, a key figure in the creation of the consumer-rights agency. Debtor advocates lauded

the move, calling Chopra a "trailblazer" who cracked down on predatory for-profit colleges and rooted out abusive practices in servicing student loans.

"Rohit's nomination means that the strongest advocate for student-loan borrowers in our current history will be leading the bureau," said Natalia Abrams, executive director of Student Debt Crisis, an advocacy group.

The choice comes at a time when such advocates are hopeful on two fronts: the prospect of mass debt cancellation (Biden has indicated he's open to forgiving \$10,000 in student-loan debt, and progressives will push him hard for more) and increased scrutiny of predatory lending practices after four years of diminished enforcement.

Seth Frotman, also a former student-loan ombudsman for the bureau, said Chopra was early in recognizing the perniciousness of student debt in American society. That debt has exploded in recent years, surpassing all other forms of debt held by Americans other than mortgages, and raising urgent questions about access to higher education for the most vulnerable. Student debt also has implications for racial equality, with Black borrowers carrying a disproportionate amount.

"Rohit was on the forefront of identifying how this afterthought in consumer finance was growing more significant, more nefarious, in tens of millions of people's lives," said Frotman, now executive director of the Student Borrower Protection Center. "He was one of the first people to talk about the unfortunate similarities between the breakdowns we see for student-loan servicers and how that mirrors the worst practices of mortgage servicing."

After President Barack Obama signed the Dodd-Frank Wall Street Reform and Consumer Protection Act in 2010, Chopra helped Warren start the bureau, in which he served as an assistant director overseeing its student-loan agenda. In this job, and the ombudsman role, he led efforts to

COLLEGE

ISTOCK

secure hundreds of millions of dollars in refunds for borrowers victimized by the practices of loan servicers, debt collectors, and for-profit college chains, according to his FTC biography.

Chopra also served as an adviser to the U.S. education secretary, a role he used to advance the department's efforts to improve student-loan servicing, reduce defaults, and beef up enforcement, according to the bio. He earned his bachelor's from Harvard University, and his M.B.A. from the Wharton School at the University of Pennsylvania. Before entering government, he worked at the global consultancy McKinsey & Company, where he focused on financial services, health care, and consumer technology.

"He's not a lawyer. He actually comes from a business background, so this is good news for consumers, and it's not terrible news for businesses either," said

Dalié Jiménez, a professor of law and director of the Student Loan Law Initiative at the University of California at Irvine, who worked with Chopra at the bureau during its first

> year. "He wants the marketplace to be such that people who do the right thing are rewarded."

Chopra could not be reached for comment.

The Education Department and the bureau have had a tenuous relationship from the start, as the new agency was trying to figure out how its watchdog role would intersect with the department's policy role.

Advocates for borrowers say the department under Betsy Devos obstructed the bureau's student-loan oversight, instructing servicers to not cooperate with enforcement agencies like the bureau and state attorneys general. A 2019 lawsuit against the Trump administration by Student Debt Crisis charged that the bureau and the Education Department "illegally abandoned student-loan borrowers and allowed large financial companies to avoid accountability."

Debt activists like Thomas Gokey, whose group, the Debt Collective, is pressuring Biden to wipe away all student debt, say Chopra will be an advocate for debtors, student or otherwise. Chopra, Gokey says, understands debt "inside and out" because it was his specialty during his previous bureau stint.

But after four years of Trump, the bar for hope is low. "In general," Gokey says, "it will be great to have a functional CFPB again."

—VIMAL PATEL

#### Grave lessons

# **Dead Man Teaching**

IT WAS EARLY IN THE SEMESTER, but Aaron Ansuini already liked his art-history professor. His deep knowledge of the material was obvious, as was his enthusiasm. Sometimes, when he was talking about a painting, he would slip into his native French for a few words.

During one of the professor's recent video lectures, a question occurred to Ansuini that he wanted to follow up on. So he paused the video on his laptop and Googled the professor's name in order to find his email — that seemed quicker than hunting around for the syllabus on his desktop. What he found instead was an obituary. At first he assumed it must be for someone else with the same name. In fact, no: François-Marc Gagnon, an art-history professor at Montreal's Concordia University, had passed away in 2019 at age 83. Turns out Ansuini's favorite new professor was dead.

This was jarring for a number of reasons. One was that there was zero indication in the course description or the syllabus for "From Realism to Abstraction in Canadian Art" that Gagnon was not alive. Even more confusingly, Ansuini had been getting class messages that he assumed were from Gagnon, messages he realized now must

have been written by a teaching assistant. "It was just kind of a shock," he says.

"I just never ... I don't know. It's just weird when you're getting communication, and you think it's coming from someone, but it's not." He compared the feeling to finding out that your pen pal doesn't exist.

Ansuini tweeted about it. His tweets were followed by comments from others like, "so strange and so sad," and, "Gah this is so disturbing." One person wondered: "So like, who grades the assignments?"

Marco Deyasi, that's who. Deyasi, who has a visiting appointment in art history at Concordia, is officially listed as the instructor, though he's not really that involved in actually teaching the 200-student course, which is offered under the banner of the university's "eConcordia" (a joint operation between the institution and Knowledge-One, a Montreal-based consulting-services company). Deyasi's role is closer to oversight and administration. "My interaction with students is limited," he says.

Here's where it gets stranger. Deyasi started in the fall of 2019, and Gagnon had died in March of that year. The two never met. What's more, Deyasi, who — again — is officially listed as the instructor for Gagnon's course, didn't know the



damn.' You know? I just thought Professor Gagnon retired," he said. In fairness to Deyasi, along with being fairly new to the university, he is teaching three courses, each capped at around 90 students, along with serving as the instructor for the one Ansuini is in. Like a lot of professors these days, he's juggling a host of responsibilities in a challenging environment.

At the same time, you'd think someone at Concordia might have tipped Deyasi off that Gagnon wouldn't exactly be reachable in case he got, say, a question about the assigned reading.

Gagnon clearly loved teaching, and was an accomplished researcher as well. He was the founding director of the Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art. The current director, Martha Langford, said after his death that Gagnon had "transformed the field of Canadian art history." It would be hard to imagine a more qualified lecturer on the topic.

One of Gagnon's children, Yakir Gagnon, is a researcher in functional zoology at Lund University, in Sweden. He didn't know his father's lectures were still being used, and he thought it was strange, and a mistake, for the university not to let students know that their professor wasn't alive. He sympathized with Ansuini's dismayed reaction. That said, he believes his father would be thrilled that his lectures were finding an audience. "I remember him commenting on the epiphany of realizing that if he records himself explaining a subject really well, that video can be viewed by an enormous amount of people at the same time, and can be reused," says

Yakir. "He was ecstatic about that. He loved and appreciated that he could reach more people faster and forever."

Even though he was taken aback by the discovery that his professor was dead, Ansuini — who hopes to become an art teacher one day — plans to continue with the course. "It's a very well-designed class, especially compared to some of the others that I'm in with teachers who are still living," he says. "He obviously put a lot of work into it. I was just disappointed that I didn't get to thank him for his labor." — TOM BARTLETT

THE CHRONICLE

#### Pressured pupils

## The Strain on Students

As colleges begin their spring terms, they're still learning lessons about how students felt about the fall. One thing seems clear about the "new normal": Students are struggling to make online classes work while worrying about their finances and their health.

A new survey by New America and Third Way, which updates a survey the two think tanks conducted last August with Global Strategy Group, a public-affairs and research company, reveals that the challenges plaguing students since the pandemic began haven't disappeared. Some are getting worse.

The December survey provides, among other things, a look at the difficulties of online learning for students, their financial struggles, and their views on the value of a college education. Here's more about the ways Covid-19 has affected how students feel about their college experience. - AUDREY WILLIAMS JUNE

#### **Sagging Motivation**

Students have had more difficulty staying motivated, meeting requirements, and finding internet access for their online classes.

or professors

August Percent of students who said the following needs would be a "big" challenge if they 50% continued their education online. 35% 34% 33% 29% 29% 22% 22% 19% **Fulfilling class** Staying motivated Having a quiet place Getting proper Having access to a readings and assignments

#### **Health Worries Top of Mind**

Students have become more concerned about their mental health as they've continued coping with the social and economic consequences of the pandemic.

December

Percent of students identifying the following as of "significant" or "some" concern.



#### Job-Market Stress, Devalued Degree

After a semester of online learning, more students were concerned about whether their degree would be viewed differently than one earned when classes were in person.

Percent of students identifying the following as of "significant" or "some" concern.



#### **Grappling With Financial Woes**

Being able to pay tuition and finding a job have become more-pressing concerns for students since the summer.

December August

internet connection

Percent of students identifying the following as of "significant" or "some" concern.



#### Is College Worth It?

An increasing number of students — especially Black students — believed that college isn't worth the money.

August

Share of students who agreed with the statement "Higher education is not worth the cost to students anymore.



Note: Respondents were surveyed December 2-15. In all charts but this one, they could choose more than one answer. Source: New America/Third Way



# The Heavy Cost of an Empty Campus

When Covid-19 hit, public research universities found that decades of disinvestment had left them underprepared and overexposed.

ELL BEFORE COVID-19, Ed Walton, a top finance official at the University of South Carolina, would convene colleagues to plan for the future. Pressured by lower state appropriations, the university needed to expand enrollment and reduce costs. But over the years, the conversations would sometimes spin out to extreme hypotheticals. What if students didn't show up?

Walton tried to urge his colleagues to focus on more realistic possibilities — not, as he called it, the Zombie Apocalypse.

That particular scenario was especially scary. By 2018, tuition and fees accounted for almost half of the university's annual revenue. South Carolina had fanned recruiters across the country and had increased enrollment by thousands of students in just five years. These students didn't just pay tuition. They spent money on housing, food, annual fees, and parking. An empty campus was not only antithetical to the academic and cultural life of a public research university. It was a financially devastating prospect.

On a March afternoon in 2020, Walton was in his office when the campus's police chief and chief health officer entered the room.

They shared what they knew about Covid-19. The virus was extremely contagious. It was almost certainly going to pulse through a densely populated university, with tens of thousands of students moving through the grounds and facilities. Walton and his colleagues went straight to the president's office.

South Carolina, like campuses across the country, soon closed. The Zombie Apocalypse had arrived.

By the summer, however, universities had to contend with not just a public-health crisis but an economic one. After an interrupted spring semester that ended remotely, President Robert L. Caslen Jr. told professors in June, he saw projections of enrollment declines at residential universities — as steep as an estimated 3,500 lost freshmen at South Carolina. How committed would they be to staying enrolled if they had to study remotely for even longer?

Nearly a year has passed since Covid-19 tore up higher education's playbook, and the ghosts of past decisions are haunting its leaders. Just as the pandemic laid bare long-standing health and economic disparities in the United States, it has exposed the ramifications of choices made by flagship universities like South Carolina as they responded to years of state disinvestment.

Students and other visitors take part in an international fair in 2014 at Duke Kunshan U., in Kunshan, China. But in 2016-17, new international-student enrollment contracted across the U.S., partly because of Donald Trump's isolationist rhetoric and, as president, his restrictive visa policies.

They had built up the student body and changed its composition. They had made big commitments to new construction. They had supercharged athletics. Covid-19 threatened each of those levers, long coveted by regional public colleges and many private universities.

It is this very change in circumstances in recent years — the shift, as the saying goes, from state supported to state located — that has hemmed in public research universities as they respond to the pandemic. Now, their reliance on enrollment is on full display. The consequences of the long-fretted-about privatization of public education have caught up with them.

"Think of the university budget like a balloon," said Jason Owen-Smith, a sociology professor at the University of Michigan at Ann Arbor and the author of Research Universities and the Public Good. "In good times, if you squeeze one part of the balloon, it can bulge somewhere else. Right now, there's no elasticity in the bal-

To make an on-campus experience possible this fall, many large universities spent millions to enable social distancing, test for the virus, and conduct contact tracing. But the return of students hastened the spread of the disease locally, turning many college towns into viral hot spots. Now the spring semester is beginning as the virus rages through many parts of America.

In June, Caslen compared the risks of reopening with driving on a national highway. Driving 35 miles per hour would save lives. But drivers don't do that. We go 65 miles per hour, or 70, he said. There are rules of the road. "And we accept that risk."

UBLIC RESEARCH UNIVERSITIES like South Carolina, which avoided steep enrollment losses in the fall and brought back more than 25,000 students for face-to-face instruction that semester, haven't always been so reliant on enrollment. State disinvestment and the power of big donors laid the groundwork for a dependence on tuition that is now ingrained in how these campuses work.

One of those donors was a Texas energy executive named Robert

McNair. Back in the late 1990s, South Carolina's president at the time invited McNair, who had attended the university as an out-of-state student, to campus.

It was an opportunity to lock down a major investment as the then-president, John M. Palms, sought to make the university a top research institution. The timing couldn't have been better. South Carolina was poised to announce a new capital campaign, and it had just secured its largest donation in history, \$25 million from a Wall Street financier.

Palms invited McNair and his wife to stay at the president's house over a football weekend in the fall of 1997. Joining them was the develop-

er Charles S. Way Jr., McNair's friend and fraternity brother. One morning, Way recalled, he walked into the president's kitchen to find McNair scribbling on a yellow legal pad. He was making plans for a hefty donation that would back annual scholarships for outof-state students. The University of Virginia and the University of North Carolina at Chapel Hill were recruiting nationally with prestigious scholarships. Now South Carolina would join them.

They announced the donation in the spring. The president himself



called 10 student recipients to share the good news, expecting half to turn it down, the *Times and Democrat* reported. All accepted — so the campus had to ask McNair to speed up the gift transfer, according to the newspaper. South Carolina expanded its recruiting nationally, aiming to bring to campus "the cream of the crop" from out of state, said Kristi S. Cooper, the Robert and Janice McNair Foundation's executive director.

Out-of-state recruiting accelerated after the 2008 financial crisis, when the university's new president, Harris Pastides, saw a nearly 15-percent appropriations cut from the state, a reduction so impossibly large that he says he thought the fax that announced it was missing a decimal point. First the university laid off adjunct and part-time faculty, warned students to expect bigger classes, and even cut the grass  $\,$ less frequently. State appropriations at Columbia fell from \$165.5 million in the 2008 fiscal year to \$82.9 million in the 2012 fiscal year.

Increasing student revenue was the natural next place to turn. How big could the University of South Carolina get?

University leaders focused on the out-of-state recruiting network built over the past decade. They placed alumni and other staff around the country and had student employees telephone potentially interested high-schoolers, trying to turn them into applicants, and then students.

Between the fall of 2010 and the fall of 2013, the percentage of out-

"The more students we have in classes this fall, the less we will need to cut to recover."



QILAI SHEN FOR THE CHRONICLE

of-state freshmen grew from 43 percent to 49.6 percent. It would spike even higher — to 54.4 percent by 2016. Though the percentage of out-of-state students fell to below 50 percent in the years before the pandemic, the sheer number remained high, at more than 3,000 in the fall of 2019.

Drawing a direct causal link from enrollment pressures to decisions to resume on-campus courses during the pandemic is too simplistic, says David H. Feldman, a professor of economics at the College of William & Mary who studies college costs and higher-education policy.

Other drivers were in play, such as public-health conditions, academic mission, and state regulations. Campus leaders in Republican-led states were also less likely to plan for online instruction in the fall of 2020, the College Crisis Initiative at Davidson College found. The party and its torchbearers, especially former President Donald Trump, pushed for the reopening of schools, colleges, and businesses.

But it's clear that reliance on enrollment revenue was a key factor in decision making. "What you see with Covid is what happens when you build a model around the presence of students, around the presence of students as consumers," said Kevin R. McClure, an associate professor of higher education at the University of North Carolina at Wilmington.

The dynamic, he said, has "boxed institutions in, in terms of the choices they could take." College leaders debated not whether to have students on campus, but how.

■ HE UNIVERSITY OF KANSAS also went all-in on student recruitment, but it did not just look across state borders. In 2014, it set its sights on attracting large numbers of students from outside the country.

At that time, investing in international-student recruitment seemed like a good bet. The number of them coming to the United States was increasing at a never-before-seen pace, with enrollments surpassing one million students a year. Nearly three in four of those students chose doctoral-granting institutions like Kansas, a member of the elite Association of American Universities.

Kansas' goal was ambitious. It hoped to double its international-student population, which then stood at 2,283. The university hired an outside company to recruit students from around the globe and invested in programming to provide them with cultural immersion and to improve their English skills.

Administrators also hoped a sweeping campus renovation, including a state-of-the-art science building, modern student apartments, and a new student union, would boost the university's appeal. The two efforts, in fact, were mutually dependent — college officials were



Gov. Sam Brownback of Kansas (center) made severe tax cuts in 2012, meaning less money for state coffers. Without state funds, the U. of Kansas would have to find the money to pay for a sweeping campus renovation.

counting on international students to help fund the Central District. as the multimillion-dollar construction project was known. They would borrow to erect the buildings and use foreign-student revenues to pay their creditors.

Kansas had gone for years without a campus master plan, and administrators suggested they were playing catch-up. "Our science facilities were built before we put a man on the moon," Bernadette Gray-Little, Kansas' chancellor at the time the Central District was conceived, pointed out at the time.

It wasn't alone among its neighboring institutions. The Kansas Board of Regents estimated in 2018 that the state's six public colleges had a deferred-maintenance backlog of nearly \$1 billion. Just keeping the buildings from deteriorating further costs \$100 million a year, the board said in that report.

Like many universities, Kansas looked to outside funding because state support, particularly for campus infrastructure projects, was insufficient. Extra state dollars were especially hard to come by because of severe tax cuts imposed in 2012 by then-Gov. Sam Brownback.

The lack of money coming in meant that the state government had to repeatedly make mid-year budget cuts — nine times in the five years the Brownback tax cuts were in place, according to the Kansas Center for Economic Growth. That left the state's public colleges uncertain about whether they could count on spending levels from year to year, never mind invest in bold new building projects.

Instead, Kansas planned to issue nearly \$330 million in bonds to pay for the construction through an affiliated nonprofit, the KU Campus Development Corporation. Such arrangements, known as public-private partnerships, or P3s, have become increasingly common vehicles for financially strapped colleges to obtain cash.

Still, the approach alarmed faculty members. The university would have to make payments of \$21.5 million a year, for the next three decades. They questioned whether Kansas should lock itself into such a lengthy financial commitment based on students who had yet to be recruited.

Kirk McClure taught in KU's urban-planning program for 40 years before retiring last May. Before his academic career, he worked in real-estate underwriting. Borrowing \$327 million to construct the Central District made no sense, he said. "I wouldn't loan \$27 on a completely unproven revenue stream."

"It was a gamble, all of it was on spec," said Joseph Harrington, an English professor who, like McClure, is a former president of the Faculty Senate. "I remember thinking at the time, maybe I'm a more cautious investor, but I wouldn't invest in those bonds."

Lawmakers, too, raised questions about the Central District and its funding, worried that taxpayers could be on the hook if Kansas couldn't pay its debt. Still, in the spring of 2016, the university was free to move forward with construction.

But even as it did, a core source of financing began to look shakier. That same year, new international-student enrollment across the United States began to contract, and the declines worsened after the election of President Trump, whose isolationist rhetoric and restrictive visa policies scared off foreign students. Rather than doubling, the number of foreign students at Kansas actually declined slightly. Moody's Investors Service downgraded KU's outlook, citing overly optimistic international-enrollment targets. (Its stable rating has since been restored.)

In 2018, Kansas posted a \$20 million shortfall, prompting faculty

buyouts and early-retirement incentives. Positions were left unfilled, and salaries were frozen. Kansas now ranks lowest among all AAU institutions in financial compensation. Carl W. Lejuez, then the interim provost, pointed a finger at the construction boom. "A lot of it is the buildings," Lejuez said in a town-hall meeting. "These are wonderful buildings, but they cost quite a bit of money."

A university spokesman later told the *Lawrence Journal-World* that Lejuez was not referring specifically to the Central District project. Still, the episode gets at a central tension in modern university budgeting: Colleges are increasingly reliant on money paid by students, beyond just tuition, to underwrite and maintain campus infrastructure. They need international students to pay room and board for residence halls, commuters' parking fees to cover the bonds for parking garages, student-recreation surcharges to build new athletic facilities. Quite literally, student revenue — revenue frequently tied to students' physical presence on campus — keeps the lights on.

This reality hasn't gone unnoticed by students during the pandemic. A recent survey by the think tanks Third Way and New America found that 50 percent of students agree with the statement that "my institution only cares about the money it can get from me."

What happens if students don't come? The obligation to pay for those buildings doesn't disappear, even if the students who are meant to use them aren't there. "You can't lay off a building or put it on furlough," said Ben Chappell, an associate professor of American studies at Kappens.

Even so, colleges may continue to borrow through the pandemic, or to refinance existing debt, because of rock-bottom interest rates. In its 2021 outlook for higher education, Moody's predicted that the practice would persist as institutions seek financial flexibility, but the service warned that borrowing could come to a halt if lenders deem colleges too big a risk.

Last spring, when Covid emptied campus, Kansas posted losses of \$35 million, mainly hits to housing, dining, and parking fees. Administrators were able to tap reserve funds, but as the fall semester approached, they had no such cushion. They forecast a financial blow of \$120 million, including a \$19-million drop in revenue from those auxiliary sources.

Faculty members and administrators making more than \$50,000 were asked to take temporary, graduated pay cuts. But the real solution, it seemed, was to get as many students as possible back to campus. "It's a simple and powerful formula: The more students we have in classes this fall, the less we will need to cut to recover," Barbara A. Bichelmeyer, KU's current provost, wrote in a June email to the faculty. "It's our best strategy for recovery now." The university would offer about half of its fall-semester credit hours primarily in person.

In the end, Kansas took a financial hit of about \$75 million. The university's enrollment declines were not as deep as administrators had feared, decreasing less than 3 percent from the previous fall. Half of that drop, however, was attributed to the very students Kansas had banked on attracting a few years earlier. With borders closed and visa processing halted, it enrolled 18 percent fewer international students this past fall than before the pandemic.

planning professor, is quick to praise some parts of KU's Central District. Rebuilding the aging power plant? Long overdue. Expanding the campus day care where his own daughter went decades ago? Wonderful.

But other parts of the project, like a parking garage that sits half-empty when the Jayhawks aren't playing basketball at Allen Fieldhouse, reflect previous administrators' "edifice complex," he said.

Across the country, it's a common critique: That the college build-

ing boom begun nearly 10 years ago has been driven not by necessities but amenities, not by the must-haves but by the want-to-haves. To be competitive for full-paying students, colleges must meet their elevated expectations — posh dorms, luxurious football stadiums, lazy rivers, rock-climbing structures. South Carolina's top leadership toured other universities in the Southeastern Conference to make sure they were keeping pace, said Pastides, the former president. It added Chick-fil-A, a Mediterranean restau-

added Chick-fil-A, a Mediterranean restaurant, and a build-your-own pizza spot in the student center.

"When I went to college, we slept in a cinderblock room, in bunk beds," said Kevin Kinser, head of education policy studies at Pennsylvania State University. Today, "that wouldn't cut it."

In Lexington, Ky., the architect Michael Smith saw the building boom play out first-hand. By 2012, the University of Kentucky was taking steps toward turning over its entire housing stock to a private developer through public-private partnerships, a landmark step in privatization.

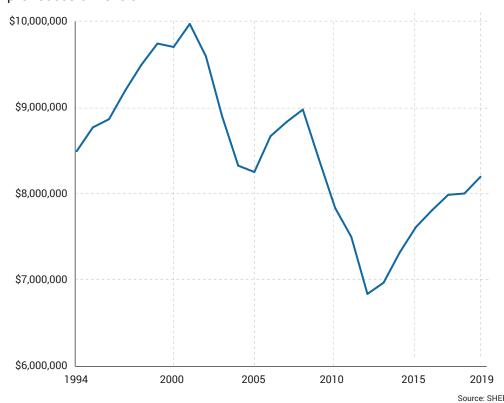
Smith's firm was brought on to design the new dorms. He had enrolled at the University of Kentucky in 1978, the natural next step after high school. Years later, his sons applied

to more than nine campuses each, all over the country, reflecting the more competitive market for applicants and colleges. The new residence halls at Kentucky had suites with single bedrooms and a shared kitchenette — a reflection of what students were used to, Smith said.

Student revenue – frequently tied to students' physical presence on campus – keeps the lights on.

#### **State Funding in Decline**

Educational appropriations fell in terms of dollars per full-time student in the years after the 2008 recession and have still not recovered to pre-recession levels.



#### **Share of University Budgets From Tuition and Related Revenue**

As state funding has decreased, universities have come to rely more on tuition and other revenue related to having students on campus. Below are the top 100 institutions in terms of the percentage of their total budget that came in 2018 from tuition and auxiliary services (such as residence halls, food services, and intercollegiate athletics), and what percentages came from those sources in 2008 and 2012.

Rank	Institution	2008	2012	2018
1.	Miami U. (Ohio)	71.8%	74.5%	72.8%
2.	Oakland U.	58.9%	57.1%	66.6%
3.	Indiana U. at Bloomington	55.4%	57.7%	62.9%
4.	U. of Oregon	49.3%	58.9%	60.3%
5.	Bowling Green State U., Main Campus	61.5%	59.6%	60.3%
6.	Central Michigan U.	62.8%	66.9%	60.3%
7.	George Mason U.	45.1%	57.3%	60.2%
8.	Arizona State U.	38.9%	49.7%	57.6%
9.	U. of New Hampshire	50.9%	55.8%	57.5%
10.	U. of Northern Colorado	67.5%	68.8%	57.4%
11.	Ohio U.	54.2%	59.1%	57.3%
12.	Kent State U. at Kent	50.6%	62.8%	57.1%
13.	Western Michigan U.	55.2%	56.0%	56.7%
14.	U. of Vermont	53.4%	59.3%	56.2%
15.	U. of South Carolina at Columbia	42.0%	48.2%	55.9%
16.	U. of Alabama at Tuscaloosa	45.2%	47.9%	55.4%
17.	U. of Massachusetts at Lowell	36.2%	45.8%	55.2%
18.		54.1%	52.8%	54.2%
19.	College of William & Mary	45.9%	57.4%	54.0%
20.	U. of Rhode Island	48.4%	52.3%	53.8%
	Auburn U.	35.1%	44.7%	53.7%
	Clemson U.	39.5%	50.3%	53.7%
23.	U. of Missouri at Kansas City	50.9%	53.3%	53.6%
24.	East Carolina U.	43.9%	48.7%	53.0%
25.	Old Dominion U.	42.7%	54.1%	52.5%
26.	U. of Louisiana at Lafayette	28.2%	39.8%	52.2%
	Portland State U.	48.9%	53.8%	51.9%
28.	Northern Arizona U.	33.7%	46.0%	51.4%
29.	Indiana U. of Pennsylvania	45.0%	52.0%	51.4%
30.	<u> </u>	42.1%	47.0%	50.4%
31.	Oklahoma State U. at Stillwater	36.4%		50.4%
			45.4%	50.3%
32.	Virginia Tech	39.9%	44.7%	
33.	West Virginia U.	42.2%	43.7%	50.1%
34.	Louisiana Tech U.	38.1%	42.1%	50.0%
35.	Cleveland State U.	50.9%	57.0%	49.9%
36.	U. of Oklahoma at Norman	38.5%	43.1%	49.6%
37.	U. of Akron	51.2%	55.7%	49.4%
38.	Texas Tech U.	44.6%	47.1%	48.0%
39.	Michigan Technological U.	42.6%	43.5%	47.7%
40.	Missouri U. of Science and Technology	31.7%	42.7%	47.4%
41.	Colorado State U. at Fort Collins	42.7%	43.0%	47.4%
42.	U. of California at Santa Barbara	29.6%	46.9%	47.0%
43.	Purdue U. at West Lafayette	41.6%	47.9%	47.0%
44.	Louisiana State U. at Baton Rouge	28.2%	36.0%	46.6%
45.	Ball State U.	38.1%	47.6%	46.0%
46.	U. of Texas at Arlington	36.9%	45.2%	45.8%
47.	U. of Wisconsin at Milwaukee	44.9%	47.7%	45.6%
48.	Kansas State U.	31.4%	31.1%	45.5%
49.	U. of Cincinnati	37.7%	45.3%	45.5%
50.	Iowa State U.	32.0%	38.5%	45.0%

Rank	Institution	2008	2012	2018
51.	U. of California at Santa Cruz	32.6%	46.7%	44.0%
52.	Indiana State U.	33.8%	41.0%	43.6%
53.	Texas A&M U. at Commerce	40.3%	43.0%	43.4%
54.	Illinois State U.	47.1%	50.2%	43.3%
55.	U. of Texas at Dallas	31.6%	37.6%	43.1%
56.	Michigan State U.	41.3%	48.7%	42.8%
57.	Binghamton U.	36.8%	41.8%	42.8%
58.	Texas Woman's U.	39.1%	46.5%	42.5%
59.	Montana State U. at Bozeman	38.7%	35.2%	42.4%
60.	Oregon State U.	29.7%	38.0%	42.4%
61.	U. of New Orleans	26.9%	39.9%	42.3%
62.	U. of Missouri at St. Louis	47.6%	46.6%	42.1%
63.	U. of Nebraska at Lincoln	31.2%	35.7%	42.0%
64.	Middle Tennessee State U.	35.1%	41.1%	41.9%
65.	U. of Massachusetts at Boston	37.5%	43.9%	41.5%
66.	U. of Maine at Orono	36.0%	36.5%	41.4%
67.	U. of Houston	33.4%	40.2%	41.3%
68.	Virginia Commonwealth U.	34.4%	38.6%	41.0%
69.	U. of Arkansas at Fayetteville	29.4%	33.8%	40.8%
70.	U. of Arizona	26.4%	34.5%	40.5%
71.	U. of Tennessee at Knoxville	22.3%	26.9%	40.2%
72.		31.6%	45.5%	39.7%
73.	Wright State U.	34.7%	39.3%	39.7%
	Alabama A&M U.	28.0%	27.3%	39.7%
75.	North Dakota State U.	34.1%	37.3%	39.7%
76.	U. of Maryland-Baltimore County	38.9%	37.0%	39.5%
77.	· · · · · · · · · · · · · · · · · · ·	27.4%	38.7%	39.3%
78.	South Carolina State U.	35.7%	43.5%	38.8%
79.	U. of North Carolina at Chapel Hill	30.6%	37.0%	38.8%
	U. of Maryland at College Park	33.2%	36.2%	38.7%
81.	Washington State U.	27.8%	39.6%	38.6%
82.	U. of North Dakota	36.2%	36.4%	38.3%
83.	Texas Southern U.	25.0%	33.6%	38.3%
84.	U. of Kansas	37.6%	34.5%	38.1%
85.	Mississippi State U.	21.1%	28.9%	37.8%
86.	Florida Atlantic U.	19.6%	35.2%	37.5%
87.	U. of South Dakota	27.3%	34.0%	37.3%
88.	Tennessee State U.	33.3%	35.0%	37.1%
89.	U. of Southern Mississippi	29.6%	33.3%	36.7%
90.	U. of California at Berkeley	23.6%	30.4%	36.6%
91.	<del>-</del>	31.9%	40.2%	36.6%
92.	South Dakota State U.	32.9%	35.2%	36.3%
93.	U. of California at Riverside	28.2%	42.5%	36.2%
94.	Wichita State U.	26.5%	28.9%	36.1%
95.	Wayne State U.	28.8%	31.3%	35.5%
96.	Idaho State U.	27.0%	36.1%	35.4%
97.	San Diego State U.	32.7%	38.9%	35.3%
98.		23.9%	31.2%	34.8%
99.	New Jersey Institute	35.1%	39.5%	34.4%
	Technology			
100.	U. of Montana at Missoula	41.0%	42.5%	34.4%

Note: This analysis includes 161 public insitutions classified as either very high or high research activity in the Carnegie classifications. The percent of total revenue are calculated by the sum of the percent of revenue from tuition and fees and the percent of revenue from sales and services of auxiliary enterprises.

Source: IPEDS

A big priority, he said, was to create community spaces for students to study and socialize. "The university," Smith said, "always had the students as the first priority."

Some colleges have turned on-campus amenities into year-round revenue streams, running camps, summer programs, and executive education sessions that keep the campus bustling even during lulls in the academic calendar. Penn State has two hotels, one with a conference center, putting it in the hospitality business.

Institutions have built their budgets on this broader base of support, and like airlines and hotels, they have been hit hard by the grounding of most travel and the halt to in-person programming. Twenty-five flagship and land-grant universities surveyed by the Association of Public and Land-Grant Universities reported a median of \$35 million in losses from auxiliary revenues, including dining halls and athletics — higher than the reported losses for two other major categories, tuition and fees and room and board.

"The diversified revenue streams were a way of hedging their bets," Kinser said. "But no one ever really considered what would happen to major universities if no one could come to campus."

TTRACTING NEW STUDENTS was a primary goal for the University of Oregon back in the early 1990s. It was a challenging time. While the country as a whole had dipped into recession, Oregon's budget problems were compounded when anti-tax activists won a victory at the ballot box, persuading voters to amend the state constitution to limit local property taxes. Although the tax restrictions didn't affect colleges directly, there was a spill-over effect: Lower local taxes meant less money for public schools, forcing the state government to pick up some of the funding slack and squeezing other spending priorities. Within a decade, the share of the state budget going to higher education would fall from 14 percent to 7 percent.

At the same time, college enrollments were flat. Some lawmakers openly mused about whether the state still needed two large research universities within an hour's drive from each other.

The University of Oregon had hired a senior vice provost, Gerald R. Kissler, who had previously worked in California. That state's master plan for higher education was beginning to strain at the seams. There were too few places for all the students clamoring — and qualified — for admission, particularly at the prestigious University of California campuses. If Oregon could recruit just a percentage of that population, the university could reap the benefits of higher-paying out-of-state students, Kissler proposed.

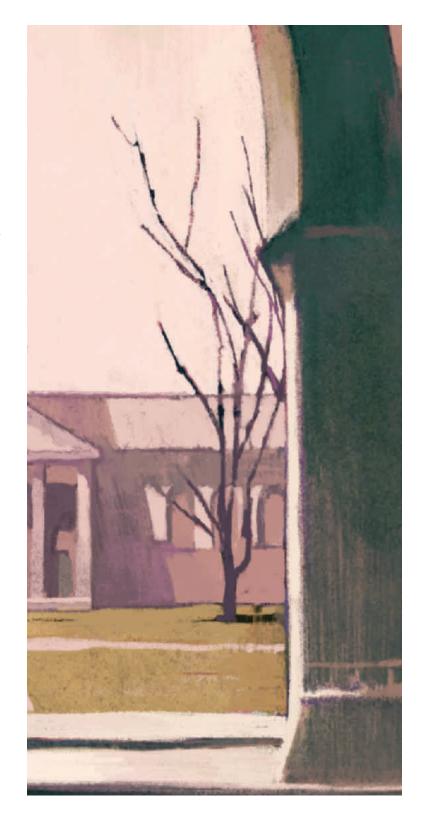
The question was, how? One piece of the answer turned out to be football.

That solution wasn't as obvious as it might seem today, now that Oregon is widely known as "Nike U." It was the "doormat" of what was then the Pac-10, said George P. Pernsteiner, who was the state's associate vice chancellor for higher education at the time.

But the Ducks had recently appeared in their first bowl game in a quarter century, beating the University of Tulsa Golden Hurricane in the Independence Bowl. Oregon's gridiron success had excited students and alumni alike, and Bill Byrne, the athletic director, was pushing the university to invest in a new workout facility to attract top recruits. If Oregon could field competitive sports teams, maybe it could attract Californians looking for both academic excellence and tailgating every Saturday in the fall.

Michael H. Schill, Oregon's current president, has called athletics the university's "front porch," the welcome mat for prospective applicants. Even for students for whom sports is not a major reason for attending the university, the Ducks are frequently their introduction.

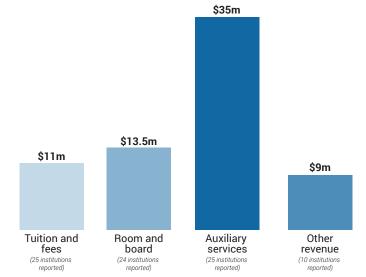
"Being flashy at sports," said Chris Sinclair, an associate professor of math who is president of Oregon's faculty union, "is a mechanism for attracting out-of-state students."



"No one ever really considered what would happen to major universities if no one could come to campus."

#### **Estimated Revenue Losses, Fall 2020**

Flagship and land-grant universities lost millions of dollars as institutions tried to make it safe for students to be on campus during the pandemic.

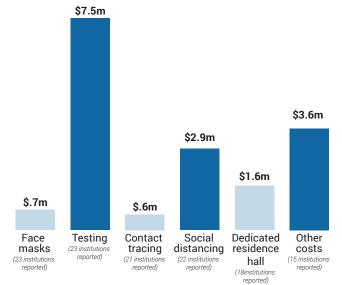


Note: Estimates are from institutions surveyed by the Association of Public & Land-Grant Universities Dollar figures represent medians. Auxiliary-services figure includes dining halls, student-health services, intercollegiate athletics, student unions, etc., but not residence halls.

Source: APLU

#### **Estimated Cost of Safety Measures, Fall 2020**

In their efforts to keep students, staff, and faculty safe, flagship and land-grant universities spent the most on testing, but other precautions and strategies added up.



Note: Estimates are from institutions surveyed by the Association of Public & Land-Grant Universities. Dollar figures represent medians

Source: APLU

Oregon isn't alone in this approach. Other institutions, like the Universities of Alabama and of Florida, have also attracted a national student body in part by promoting a college experience with sports at its core, said Willis A. Jones, an associate professor of higher education at the University of South Florida who studies college athletics. "Colleges justify paying \$5 million to a football coach," he said, "by talking about the returns in prestige, in alumni giving, in attracting students."

Drawing the line between cause and effect is tricky, but it's clear Oregon's student body changed. In a single year, 1992, the number of Californians enrolled there doubled. By the mid-1990s, four in 10 students were nonresidents, now nearly half are from out of state.

Pernsteiner, who went on to become chancellor of the Oregon University system, was initially skeptical of the returns of investing in athletics. But he recalls attending the Holiday Bowl in 2000; by then, an Oregon bowl game was pretty much an annual event. Oregon lost, but the couple sitting next to him had a good time, he said. The next day, they pledged \$1 million to endow academic scholarships for students. "People write checks," he said, "when you engage with them through football."

Phil Knight, Nike's founder and an Oregon alumnus, has been a generous donor to the university's academics and athletics alike.

The pandemic has threatened all of that. There could be no hobnobbing in skyboxes or tailgating outside the stadium. As the fall season approached, across the country university leaders wrestled with a difficult choice, weighing disappointing loyal fans (and players, many of whom lobbied to take the field) with the medical risks to athletes.

There was also the matter of the revenues associated with major college sports from television contracts, apparel licensing, and other sources. The Pac-12, in which Oregon competes, had total revenues of \$530 million in 2019. The wealthiest conference, the Big 10, brought in nearly \$782 million.

Still, in late summer, alarmed by reports of cardiac problems developing in otherwise-healthy athletes who had contracted the coronavirus, both the Pac-12 and the Big 10 decided not to play, only to backtrack weeks later, citing improved access to rapid testing. Gov. Kate Brown of Oregon had to give the Ducks an exemption to state restrictions on playing or practicing contact sports.

In a news conference after the Pac-12's about-face, President Schill, who is the chairman of the group's board of presidents and chancellors, said money didn't drive the decision, which was unanimous. In fact, he said, the issue of television and advertising revenue never once came up during the deliberations.

Sinclair, the faculty-union president, isn't convinced: "I have no doubt it was an economic decision."

Schill said college athletes had told him they wanted to play. "Covid-19 has taken so much away from these students," he said. "I didn't want to take this away from them. And so if I could feel comfortable with their health and their safety, that we weren't jeopardizing it, then to give them this ability to fulfill their dream was something I thought I should vote in favor of."

Even so, classes at Oregon remained primarily online except for a handful of laboratory and studio sections.

College leaders have said sports have helped students hold onto a sense of school spirit in an abnormal year. Kristina Johnson, president of Ohio State University, which lost to Alabama in the national championship, told The New York Times that during weekly video chats she held with students "there's at least one who said, 'Thank you for bringing back football.' And then you saw everybody else nodding and clapping. So it's a big deal."

Oregon, meanwhile, played in the Pac-12 championship game, replacing the University of Washington when too many of its players tested positive for Covid.

Across major college sports, at least 6,600 players, coaches, and athletic-department staff members have contracted the virus, the Times reports.

The health risks have not been confined to the playing field. While



When the state of Oregon faced budget problems in the early 1990s, new leaders at the U. of Oregon realized that, if the university could field competitive sports teams, it could attract out-of-staters looking for both academic excellence and tailgating every Saturday in the fall.

many colleges limited the number of fans in the stands or banned them altogether, football game days may have accelerated the virus's spread as students gathered for off-campus watch parties and tailgates. Despite the small number of students in face-to-face classes. when the Ducks's Covid-shortened season finally began in November, more than 200 students were said to have crowded into a house party that weekend.

The challenge of student football gatherings vexed other universities, too. On one football weekend, unmasked Penn State students congregated in off-campus apartment complexes — which Eric J. Barron, the president, wrote was "reckless and irresponsible." Thousands of people flooded Tuscaloosa's streets in January after Alabama's football team trounced Ohio State in the national championship, drawing rebukes from the mayor and a union representing campus staff.

Such concerns continue as pandemic fatigue sets in. Behavioral shifts, particularly social ones, require a major change for students, who for years have been recruited to their colleges based on perceived fit and cultural connection, said Brendan Cantwell, an associate professor and coordinator of the Higher, Adult, and Lifelong Education program at Michigan State University.

"It's become a part of people's identity, that they're going to behave the way they're going to behave. You're asking them to violate who they imagine themselves to be, and that's hard," he said.

The potential for a season-ending pandemic was unimaginable when institutions like Oregon decided to embrace college sports. Still, says Pernsteiner, who is now a higher-ed consultant, "Would they be playing football during a pandemic today if they hadn't gotten on that treadmill 30 years ago? I wonder that."

OLLEGES BEGAN THE FALL with uncertainty, and ended it that way, too. After early semester spikes, case counts fell off, then ticked upward again. In counties where large campuses reopened to in-person classes, cases of the virus increased 56 percent, a Centers for Disease Control and Prevention study found; numbers decreased in communities when college instruction was largely online. Now the United States is in a second Covid winter with deaths near record highs.

For most flagship institutions, the feared enrollment crash did not come to pass, but college officials began the spring semester taking little for granted. Campuses invested huge sums in public-health measures — a survey by the Association of Public and Land-Grant Universities of about 20 flagship and land-grant universities found that those campuses spent a median of \$7.5 million on testing, \$2.9 million on social distancing, and \$1.6 million on dedicated residential space for quarantine. But that might just be a down payment. As state legislatures gavel back into session, the budgetary picture ranges from bleak to grim.

With the pandemic stretching on, risk has become the new normal. Planning fatigue looms as a real vulnerability. And widespread vaccination, especially for college students, is a long way off.

In charting a path through Covid-19, the decisions of universities have been narrowed by their pasts. For college leaders, the hard choices aren't getting easier.

Karin Fischer writes about international education, colleges and the economy, and other issues. Lindsay Ellis is a senior reporter covering research universities.

# The Great Cale

#### Some colleges radically altered their schedules in response to Covid-19. Here's what happened.

S THE FALL APPROACHED and colleges considered what impact Covid-19 would have on their campuses, some of them settled on a solution: an altered academic calendar. Many made adjustments like delaying the start of the semester for a couple of weeks or moving classes online after Thanksgiving to keep students at home. But a number of small liberal-arts colleges did something more radical: They cut their semester into halves, on the idea that navigating two courses at a time — albeit at a much quicker pace — would be logistically and intellectually easier for students than juggling four at once.

Now, with one semester under their belts, these colleges are looking back on what they learned. The experiment with the academic calendar came with its share of stress. But as often happens with in-

BY BETH McMURTRIE

novations that emerge in response to a crisis, it also sparked other changes — in this case, to central elements of course design and

teaching — that were less obviously connected to the logistics of the class schedule.

Many of the colleges believe their decision to break up the semester in the midst of the pandemic was the right one, says Eric Boynton, provost and dean of Beloit College, which was among the first to convert to modules, or "mods" as many now call them. He helped organize a conference this month in which about 20 institutions that had transitioned to modules gathered virtually to talk about the experience.

Among the virtues of splitting up the semester: Colleges that went fully remote were relieved that students didn't have to shoulder four online courses simultaneously. Those that taught in person could safely socially distance because only half as many classes as usual

were in session. Others that enroll a substantial number of international students say time-zone differences were easier to manage with a smaller course load. Still others found that five days a week of contact between students and professors allowed people to form closer bonds and helped mitigate the alienating aspects of social distancing, including masks and the use of videoconferencing.

At the same time, when considering whether they want to continue with the shorter, more intense schedule post-Covid, many say no. Teaching at such a rapid clip, they found, is exhausting, makes it hard for students to catch up if

they fall behind, and can inhibit

"To quote Churchill, Democracy is the worst form of government except for all the others," says Boynton. "Mods is the worst delivery module in the time of Covid except for all the others."

NE potentially longer-term benefit, many say, is that professors had to ask themselves: What really matters in this course and what do I want students to get out of it? The transition to abbreviated terms ramped up training and campus conversation around effective teaching and learning.

"Being forced to experiment in a sense was, I hate to say 'exciting,' but it made my brain work in

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ways it hasn't had to," says Katrina Phillips, an assistant professor of history at Macalester College.

Like many professors, Phillips spent the summer reimagining her courses to make them adaptable to online teaching, such as videotaping her lectures in order to create a "flipped" classroom, in which students watch the video beforehand and spend class time in discussion.

But because of the shorter terms, she also had to strip her teaching down to the essentials. What did she absolutely need to cover in "American Indian History to 1871," for example, given that she had pnly 7.5 weeks to do so?

Because she is the only professor on campus teaching Native history, Phillips says, the hardest part was knowing she had to let go of some content. To compensate, she asked her students to collaborate on a timeline of key events, something that proved hugely successful. Not only did students cover material she could not get to in her lectures,

## The pandemic forced professors to strip teaching down to the essentials.

they learned from one another, as each focused on historical events that meant something to them.

As to whether students learned as much, or as effectively, in the shorter terms. Phillips says it's hard to know because of other limitations created by the pandemic.

Boynton says that was a common refrain at the conference. "One of the topics of this meeting was, How do you assess this thing? No one really can," he says. "It's hard to disentangle mods from Covid from online from no breaks in the semester. It made for this pressure-cooker atmosphere."

Karine Moe, Macalester's provost and dean of the faculty, says that when she's asked professors and students what they thought of the shorter terms, views were mixed. And sometimes what people complained about had more to do with the pandemic, like having to stare at screens for hours on end.

"I think we made the best choice

we could in a very hard situation. The module plan allowed us to pivot, to have as much in-class instruction as we were able to. It contributed to low Covid cases on campus."

T Mount Holyoke College, professors and administrators faced two key challenges: More than a quarter of their students are internation $al-including\ many\ from\ China-$  determine how much and how frequently to meet synchronously and asynchronously, says Elizabeth Markovits, associate dean of the faculty and director of the campus teaching and learning center at Mount Holy-

Some professors might come up with a weekly schedule: Mondays are for videotaped lectures, Tuesdays are for live discussions, Wednesdays are for one-on-one meetings, and so on.

ure and visiting faculty members got particularly involved in revamping their courses. About a third of the faculty decided to teach the same material as always, just at double the pace, she says. The rest were willing to rework their courses, and those that did tended to report better out-

"I talked to one scientist who said, 'I've known I should have flipped my classroom for years. But I never

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and the college remained online this year. That meant that students were learning together but in vastly different time zones.

As at many of the colleges that switched to modules, faculty members were given a lot of discretion in how to teach their courses. Aside from meeting federal and accreditation requirements for contact hours and course hours, professors could

"We wanted to give faculty the autonomy to make their choices," she says. "Dance class is going to look very different from an upper-level English

While faculty and student reactions were all over the map, Markovits noticed a few patterns. First-year students seemed to adapt the easiest, probably because they had nothing to compare it to. And pre-tenhad time." she says. "It's not like we had time to undertake major curriculum renovation, but what was the

When attending the conference on modules, Markovits was struck by how many campuses reported that there was widespread faculty engagement around course design. Mount Holyoke doesn't plan to continue with mods in the fall,

but she can see the benefits it has brought to the campuses that have tried it.

"It really has created this community of teachers," she says. "We talk about teaching in a way that we have never done, in such a sustainable, deep way."

One common element to teaching at an accelerated pace, several faculty and administrators say, has been a shift toward inclusive teaching. That students in an upper-level behavioral-ecology course performed better. Normally, says Brodie, she might have a few superstars in each class. This year, she saw a higher level of quality in all of the assignments, spread out more evenly among the students.

She attributes that to the fact that she reduced the number of projects from five to three but asked students to dive more deeply into learning less content, as many are, even at campuses that have retained the semester system, will that hurt them next year or the year after? She doesn't know the answer yet but is grateful for the chance to rethink her teaching this year.

"The mod system was hard — really hard to do. But it really forced you to look at your course and say, What is absolutely core?" she says. "Every frill had to come off. If you couldn't

While everyone has been exhausted by the intensity of modular teaching, he says, if physical-distancing requirements remain, then it might need to continue. The alternative would be adding classes nights and weekends.

Other campuses say they could see incorporating modules in some form, even after they revert to semesters. At Beloit, for example, two professors might be able to team-teach an interdisciplinary class, says Boynton, by combining two mods into one semester-long course. Others have talked about how short, immersive terms are particularly well suited for community-based learning, where students benefit from spending time together on projects outside the classroom.

Community colleges have a longer history with short courses, in part to accommodate the schedules of workers who may find eight weeks manageable but 15 weeks unworkable. Four-year colleges that enroll a lot of students with outside obligations might find mods similarly useful

Travis Frampton, provost and vice president for academic affairs at Schreiner University, a small, Hispanic-serving institution in Texas, says he was struck by how many academically strong students ended up dropping some of their courses last spring, after the pandemic hit. Sent back home, sometimes into chaotic circumstances, students had to take on additional family responsibilities, making it harder to keep up with multiple courses.

That was one reason Schreiner broke its semester into two terms this year, he says, and may be an argument for keeping that system even after the pandemic is under control. This fall, student grades were up over all and the number of D's, F's and withdrawals was down. Many students seemed to like the more flexible, concentrated schedule, he says. "Our students did not fail in the eight-week Covid environment."

While it's ultimately a decision that will be made in consultation with faculty, Frampton is optimistic that shorter terms can play a role in undergraduate education. "Let's give this a shot. It not only helps students with learning outcomes and concentration, but it also helps accessibility efforts."

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

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might mean, for example, breaking assignments down into smaller components, and spelling out expectations in greater detail. Professors say this has been helpful in keeping students on track when the fast pace leaves little room for procrastination or stumbling.

A surprise benefit, says Renae Brodie, a professor of biological sciences at Mount Holyoke, is that all of her each one. Because students spent time revising their work, with more immediate and intensive feedback from her instead of moving on to the next project, she says, everyone's writing and research skills improved.

Like a lot of professors, particularly those in STEM fields, she worries about the longer-term impact of learning under Covid. If students are justify something or it was repetitious, it had to go."

OOKING AHEAD, some colleges are keeping mods on the table, possibly because the pandemic will still be affecting college campuses into the fall.

"It remains an open question" at Bates College, says Joshua McIntosh, vice president for campus life.



# The Associate Professor Trap

Moving up the ladder means dealing with endless bureaucracy. For many, it's not worth it.

#### BY PAULA RABINOWITZ

"Sustained rejection of a total institution often requires sustained orientation to its formal organization, and hence, paradoxically, a deep kind of involvement in the establishment."

—Erving Goffman

T MAY SEEM COUNTERINTUITIVE, but there is a connection between the administrative university's push toward hiring contingent labor (now approximately 70 percent of college instructors) and the THE REVIEW status of a damaged species: associate professors. Long forgotten, these tenured professors find themselves burdened with extensive service and administrative tasks and with little guidance and few incentives to seek promotion.

The pathway to tenure for an assistant professor, while onerous and fraught, is also fairly consistent, obvious, and, despite the inflationary model that requires one to have more and more accomplishments to succeed, achievable. The dirty secret about tenure at all but the most elite universities is that almost everyone who seeks it gets rewarded — the weeding-out process occurs earlier in one's career.

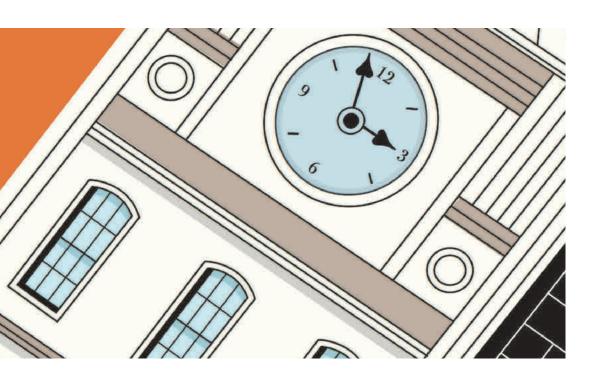
Departments that depend on contingent labor — graduate students, postdocs, adjunct instructors, and so forth - cannot presume that these already overworked and underpaid educators will also take on mentorship, administration, and committee work. At the same time, the full professors who have held these positions — as de-

> partment chairs, directors of graduate or undergraduate programs, and committee members further up the administrative food chain

> - want to extricate themselves from such du-

ties and concentrate instead on research and teaching.

Thus, associate professors are mired in an administrative trap for which they are often unprepared. If they are good academic citizens, they take on the work. That's how the system sustains itself: Scholars labor to peer-review journal articles and books for presses, serve on editorial boards, organize conferences, advise students, and assume administrative posts. This work is done for the profession and for one's colleagues and graduate students.



As productivity becomes increasingly commodified, the long stretch of time needed to think and write evaporates.

This long apprenticeship may appear cultlike to some (to those, for instance, who perceive that power resides in people rather than in their institution and its culture), but our system is premised on paying back by paying forward, by helping the next generation of scholars. This requires maintaining the institution itself through service. Yet this unspoken process fails to outline how one moves from associate to full professor. And the longer one lingers at the associate level, the harder it seems to move past it. Overcoming this hurdle takes a number of things, among them imagination — seeing oneself differently, as someone who is fully accomplished — as well as a senior colleague or chair who also takes time to help make this transition happen.

In Lydia Davis's marvelous one-paragraph take on academia, "A Position at the University," the narrator reveals this process of self-identification as a crucial, if somewhat soul-killing, institutional practice. Academia, after all, operates much like the many restaurants I worked in before graduate school: There is the obvious work to be done — making and serving food and cleaning up afterward — and then there is other, hidden labor. This latter category, at a restaurant, entails relationships developed with customers and co-workers. But it also includes the extra work necessary to keep the system running: filling salt and pepper shakers, scouring coffee pots, replenishing napkins.

Depending on the restaurant, one might take some pride in the quality of the food served, or in the elegant gestures required to deliver dishes to multiple tables at once, clear places for the lunch or dinner rush, and smooth the pace of labor. But there is also always the hidden psychic and physical strain of maintaining this system, avoiding catastrophes, and keeping one's dignity in the face of lecherous members of the kitchen staff and creepy customers.

"I think I know what sort of person I am," Davis's narrator comments, before clarifying, "I know I am not the sort of person I imagine when I hear that a person has a position at the university." The "problem," as the narrator sees it, is that "when others describe me this way, they appear to describe me completely," but this presumption fails to register "truths that seem quite incompatible with the fact that I have a position at the university."

Davis's narrator is describing the condition of Erving Goffman's "total institution," where one's sensibility is shaped by the routines and behaviors of the place and its system. The university is at once a physical workplace and an institution, like a monastery, that assumes those who enter into its halls will submit willingly to its precepts and endure the long apprenticeship required of them.

Intellectual labor is not the same as slinging hash, of course, and the university is a privileged site within late capitalist democracies, but there is also the daily slog of researching, writing, speaking, revising, submitting, more revising, editing, and proofreading, not to mention teaching and advising. We sometimes resent the unglamorous work beyond the glorious thinking that goes into making something happen with words, but it must be done, by someone, by ourselves, in the case of the person with the "position at the university."

Davis's meditation on surface and depth, self and university, is an update of Franz Kafka's 1917 short story "A Report to an Academy," in which the narrator, once an ape, has become a bourgeois scholar over the course of five years. The narrator explains that he has transformed "at full speed ... more or less accompanied by excellent mentors, good advice, applause, and orchestral music, yet essentially alone." This period of five years — almost matching the length of most graduate programs, tenure clocks, and the ideal interval between promotion to associate professor and promotion to full professor — offers enough distance from one's past identity to the present. The line conveys not only the energy but also the pathos accompanying the transformation from ape to academic, or from neophyte to senior scholar. This transformation entails

 $dogged\ effort\ as\ well\ as\ forgetting\ and\ alienation.$ 

Kafka's story allegorizes the process of acculturation and indoctrination that the academy demands of its members. Once you decide to leave your past (as an ape) and enter the halls of the human(ities), the doorway narrows, sending you irresistibly ahead. The ape becomes adept at the "artistic" performance of drinking and utters a first "Hallo!" The learned behavior brings "a success that could hardly be increased," but this success is trailed by the "insane look of the bewildered half-broken animal" clouding the eyes of a "half-trained little chimpanzee," a mate who waits at home. This achievement, pretensions to a bourgeois life, comes at a cost that cannot be completely registered or forgotten.

Both Kafka and Davis understand the intricacies of survival and abasement entailed in claiming a professional identity, of subsuming yourself into an institution. One submits, both willingly and unwillingly, to the university. Definite and indefinite articles slide through these tales, almost interchangeably, so that it becomes difficult to differentiate between a self and the institution. And that is the point.

By the time one moves from assistant professor to associate professor and then to full professor, there is no going back. If all goes as planned, one holds a position at the university for life. So why the reluctance or resistance or whatever it is that holds one back, if that is what is happening?

ore than a decade ago, when I was on the MLA Committee on the Status of Women in the Profession, we initiated the Associate Professor Project to investigate whether women were disproportionately getting stuck at the associate-professor level. It turned out, however, that almost everyone — no matter the gender — was stalling midcareer. One thing we learned back then was that funding often began to dry up and did not get restored until one became quite senior, and perhaps earned an endowed professorship. Another was that service was thrust upon people almost immediately after promotion to associate, and with little training.

Shortly after the report was published, I became chair of my department, and as a result of the committee's findings, I pushed a number of associate professors into promotion — 75 percent were women, 50 percent were people of color, and all were long overdue to become full professors. Why they had not already been promoted was complicated and telling: For one, they felt that there was little financial incentive. Because of this, I pushed the dean to drastically increase the pay bump for promotion.

These professors also felt, as I had, that at this stage in their lives they did not want to submit to a process that appeared to be degrading at worst, time-consuming at best. They were just too jaded. Nobody had suggested to them that they might seek promotion. It seemed there was little to be gained. None was a careerist; all were vastly accomplished. Helping these individuals become full professors was among the best things I achieved as chair.

In preparation for this essay, I interviewed a terribly unscientific group of associate professors about what they might want to see done for them if they were to move into more senior roles. Men and women, single and partnered, parents and not, gay and straight, people of color and not, ranging in age from their 30s to their 60s. They came from institutions across the country. Some worked in the humanities, others in the social sciences or STEM. Some worked at large, prestigious research universities, both private and public, while others held positions at small liberal-arts colleges of all types.

Each person in this diverse bunch echoed the thoughts of those I had helped shepherd into full professorships. They wondered: Was there a point to enduring the process? Blame must fall in part at

the feet of overstretched department chairs who (understandably) give priority to other pressing tasks, like tenure and hiring, budgets, staffing, curriculum, and so on. But of course, these departmental chores — ever expanding as bureaucracy bulges — derive from the same endless administrative bloat (another strategic plan!) fueled by deans and provosts and vice presidents that has resulted in the enormous increase in contingent faculty. This is the state of the academy today.

One newly minted associate professor at an elite private university (I promised anonymity to all who graciously spoke with me) commented on the pressures connected with promotion to associate professor — the endless time commitments, the countless urgent e-mails demanding immediate responses that come with being thrust unprepared into administrative and advising positions.

That professor also spoke about the anxieties of being responsible for someone else's career. Up to this point, as a graduate student, a postdoc, and an assistant professor, one needed to focus only on one's own work. Now, as a mentor to assistant professors, graduate students, postdocs, and undergraduates, and as an administrator trying to juggle advocating for these individuals and dealing with administrators beyond the department, proceeding further seemed unfathomable. Doing so would only mean getting bogged down in even more administration. The payoff, for this professor, did not seem worth it. The person was content to bide their time accumulating books and papers.

Another recently promoted associate professor, this one at a small liberal-arts college, had an epiphany while rereading *Das Kapital* for a course on Marxist cultural criticism. The concepts of absolute and relative surplus value, especially as these values are created through the "productiveness" and "intensity" of labor, changed how this professor viewed their workload. They grew disenchanted with the expectation that after all the teaching and advising accomplished during the academic year, one's unpaid summertime would be made productive by writing articles. In this light, researching, writing, and creating ideas were just more forms of alienated labor. Getting promoted meant aligning one's labor with that of the institution.

People become professors in part because they vehemently refuse to sit still in an office and churn out memos. But that is what is demanded of those of us who, as good academic citizens, find ourselves supporting our institutions. We toil over faculty activity reports, or FAR(T)s, as I used to call our yearly ritualized debasement of merit review. In exchange for polishing our scholarly bona fides/turds, we get pittance raises, often less than cost-of-living adjustments. This is the form of self-promotion one must master.

Some plod through the mire because they love their work and know that, at the end of a project, they will have produced new research and gained satisfaction from it. If they are lucky enough to work at an institution that recognizes the dynamic nature of scholarship — how thinking provokes new areas of interest and how research and theory breed new avenues of analysis — then this absorption in one's own work can eventually lead to promotion. But often this happens only if one has a chair or at least a senior colleague who is willing to push for it.

Some colleges actually restrict what can count toward promotion: It must be a book, and it must be a book in the field in which the scholar was originally hired. Such restrictions preclude the branching out of a curious mind into new areas; they also fail to consider that without the infrastructure needed to conduct research — without free time in the form of teaching reductions, sabbaticals, graders, and so on — writing a book is nearly impossible.

As productivity becomes increasingly commodified, the long

stretch of time needed to think and write evaporates. One associate professor observed that the neoliberal academy has seen:

The elimination of any pockets of slowness, meditation, or deep learning — of languages, of history, of reading, all of which require investments of time-money, of sleep, of off-screen time, of anything complex ... and [of] the attendant right to be bored, or even depressed, let alone out- and en-raged.

This is not the call for self-help implied in Maggie Berg and Barbara K. Seeber's *The Slow Professor*, but instead a fierce acknowledgment of the attenuation of passion about knowledge in the corporate university.

Another associate professor explained that some years ago, the policy of their English department was to double the college recommendation for research requirements for promotion to full professor, even though no one in the department had been promoted in the previous 10 years. Since that policy was adopted, no others have been promoted either. In such a context, dedicating one's summer months to writing and research seemed pointless — the professor was hoping to take a monthlong road trip to the West Coast instead (this was pre-coronavirus).

Associate professors are now assuming senior posts, including department chair, but must negotiate a mire of requirements that were often instituted by the very same full professors who feel they have already performed their service obligations yet are reluctant to assist those left in the middle. As much as I despise the term

*mentoring* — and the concept, which represents a mode of institutional infantilization — promotion does depend on the guidance of senior faculty members.

sthe ranks of assistant professors shrink as a result of the casualization of labor in humanities departments, and the slow attrition of full professors continues, the number of associate professors expands. Unless chairs (many of whom are associate professors themselves), deans, and provosts attend to this growing cohort's situation, full professors able to vote to promote associates will become a rarity. The pathways to the first promotion (and tenure) are relatively clear, but as Dante foresaw, "Nel mezzo del cammin di nostra vita / mi ritrovai per una selva oscura / che la dirrita via era smarrita."

In other words, the straightway was lost somewhere in the middle of one's journey — and Virgil is not stepping in to guide us out of this.

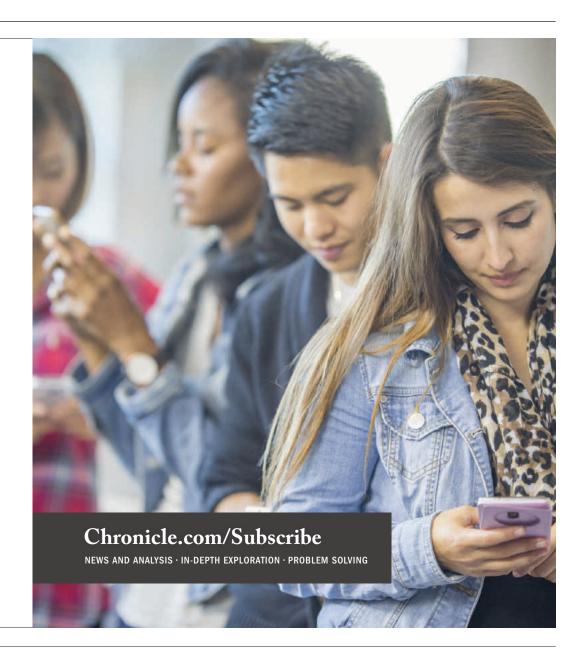
This story is not universal. Some newly tenured and promoted associate professors, many of them female, do feel the surge of liberation that job security and respect bring. They can relax and enjoy their status as scholars who have had an impact on their fields and who have been recognized for their contributions as teachers and researchers. They no longer feel beholden to an increasingly remote set of senior scholars whom they see as riding on the backs of energetic associate professors now given enormous departmental and programmatic responsibilities. Where some feel exploited by serving as directors of programs or being charged with revising the curriculum, others exult in the freedom to affect institutions, especial-

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ly if they are still young enough to look forward to years of working under conditions of their own making.

Rarely, though, do humanities associate professors find themselves in such happy situations. Their administrative responsibilities frequently consist of fulfilling departmental responsibilities, often as directors of graduate or undergraduate studies, an apprenticeship and prelude to eventually becoming chair. As one associate professor said of administrative work, "I'm good at it ... I like it, but it almost killed me."

Many who are newly tenured — and thus highly successful at garnering grants and leaves — are given a huge service load seemingly out of resentment. Service shirkers increase the scope and burdens placed on others. "In the neoliberal university, associates get the shaft — you're still a bit frightened … and if you are competent, you are punished because you then do the work others who pretend incompetence or actually fail to follow through on their work don't do," commented one associate professor.

In the eyes of associate professors, full professors appear either to have checked out or to be overly immersed in the bureaucratic and advising tasks required of them. Neither is attractive. These conditions foster a desire to leave rather than get promoted, because the consequent raise is not big enough and it is harder to find another job as a full professor. Moreover, promotion requires being in the middle of potential internal fights. In departments fraught with infighting (and whose isn't?), achieving tenure and promotion can mean pressure to choose sides in longstanding conflicts. Who wants that?

The feeling of having to choose sides or of being trapped resounds among newer associate professors who are still trying to stake out their careers, especially as teaching and advising loads increase when these scholars attempt to move from liberal-arts colleges to research institutions. Few at these larger universities understand the enormous amount of teaching, advising, and administrative work required of associate professors by smaller departments and colleges, so these energetic scholars feel stuck, despite their accomplishments.

Paradoxically, remaining an associate professor might improve one's chances of being hired by another, more suitable, institution — because one is cheaper to employ. But one cannot remain an associate professor for too long, either, because then one appears stale, old news, dead wood. As one associate professor put it, "Associate professors are running the show plus doing all the administrative work ... running 22 programs, hiring, staffing, advertising, curriculum. The ones who can leave, leave ... and those who remain become ghosts."

The process needs a wrench thrown into its machinery. Acquiescence to it only occurs, as one associate professor described it, "under the cover of a learned hypocrisy inculcated for decades: We support a broken system which pretends that all professors at all institutions have the same kinds of job," and that compensation across institutions and disciplines is similar even when the conditions of labor are radically different. As another associate professor in the later stages of their career put it: "The full professor mark is just the final hoop — but it signifies nothing ... The masquerade is exhausting for all concerned."

Paula Rabinowitz is professor emerita of English at the University of Minnesota and editor in chief of the Oxford Research Encyclopedia of Literature.

The author notes that she wrote this essay in 2019, before the pandemic brought death, disease, and economic destruction and with it wreaked havoc on education at all levels. One bright note: One of her informants will become a full professor in the fall of 2021.



"The ones who can leave, leave ... and those who remain become ghosts."

# **INSIGHT**

Testing turmoil | Jail break | Punitive administrators

# **Covid Is Speeding Change in Standardized Tests**

Two longtime fixtures in admissions testing are fading out. What might replace them?

FORGET THE HYPE, never mind the mystique. Whether you see standardized testing as useful or harmful, remember this: Even the most influential exams are mere products, made and marketed by human beings. And when the market changes, products once billed as essential can become obsolete.

The College Board announced last month that it would discontinue two of its offerings: SAT Subject Tests and the optional essay section of the SAT. Most admissions officers and college counselors will miss them as much as thirsty consumers miss Crystal Pepsi. Not. At. All.

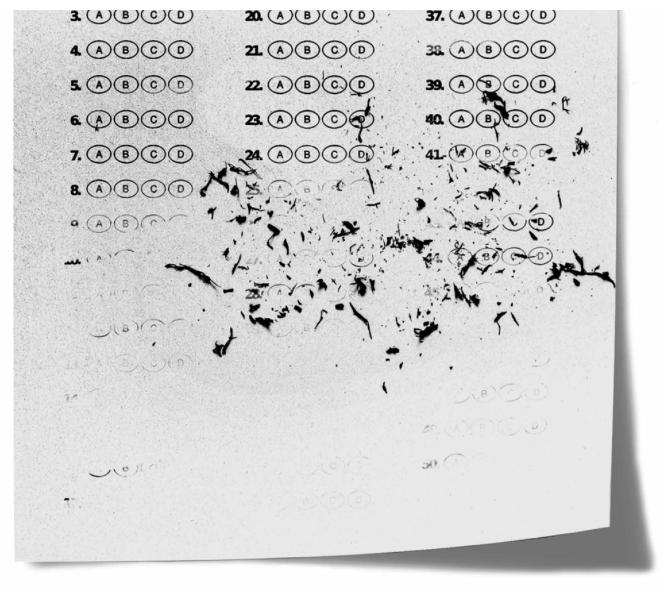
For years, demand for the soon-tobe-scrapped tests has been dwindling. Then Covid-19 upended the admissions realm, limiting students' access to exams and prompting most colleges to at least temporarily suspend their testing requirements. The pandemic, College Board officials wrote in a blog post, "accelerated a process already underway at the College Board to simplify our work and reduce demands on students."

Or, one could surmise, global disruption compelled the New York-based testing organization to cut its losses by nixing two flagging product lines, enabling it to double down on its biggest revenue-generating offerings. "We are investing," the College Board wrote in the blog post, "in a more flexible SAT a streamlined, digitally delivered test that meets the evolving needs of students and higher education." The organization said it would share more details of its plans this spring.

And that's not all. In the future, we might well see further expansion of the organization's Advanced Placement program, a curriculum-andtesting juggernaut.

But first, a moment of silence for the Subject Tests, which, effective immediately, will no longer be offered in the United States. (There will be two final administrations for international students, in May and June.)

In case you never took them, the



JUSTIN METZ FOR THE CHRONICLE

multiple-choice exams — given in 20 subjects, including biology, history, and mathematics — were long a means for high-achieving students to load up their college applications with additional evidence of academic prowess. Many of the nation's most-selective colleges once required or encouraged applicants to submit scores from one or more of the exams.

But those additional requirements — costly and time-consuming — were also a barrier for many low-income students. Over the years, more and more institutions stopped emphasizing the tests, and fewer and fewer students took them. Last March the Massachusetts Institute of Technology announced that it would no longer consider Subject Tests — even if students sent in their scores.

With fewer applicants taking Subject Tests, the exams "had become somewhat less predictive for us and more exclusive," Stu Schmill, MIT's dean of admissions, told The Chronicle last March. "It wasn't worth the cost, in terms of fair access in practice or principle, to continue to require them. And if we weren't going to require them from everyone, we didn't want to consider them for anyone."

The popularity of the SAT essay, which the College Board once promoted as a game-changer, had faded, too. Back in 2005, under pressure from the

University of California system, which sought a way to assess students' writing ability, the organization added a mandatory essay prompt to its signature exam. It proved more controversial than useful to colleges.

In 2016 the College Board rolled out a revised version of the SAT essay, making it optional. By then, only about one in 10 colleges were requiring it. One testing expert at the time called it "a superficial exercise that encourages students to write formulaically and adds little to a college application."

In recent years, several big-name colleges stopped requiring the writing sample after finding that it didn't help in admissions. Last spring the University of California all but killed the essay upon deciding to phase out the ACT and SAT altogether over the next few years.

Students will be able to complete the SAT essay through June. After that, its days as an admissions tool will be over (though it might still be used in states where it's required for accountability purposes).

The controversial essay lasted a lot longer than the Ford Edsel did, but its demise, too, affirms that even robust marketing campaigns aren't guaranteed to make a product successful.

**ANYONE** in the mood for a free-response question might ask what, if anything, the College Board's changes really mean. One prevalent answer last month was that life just got a bit easier for aspiring college students, who will have fewer testing options to consider, fewer potential headaches to endure.

Now, it would follow, beleaguered students can devote their time and energy to other things.

"Good riddance," Tara Miller, a college and career counselor at Stephen F. Austin High School, in Austin, Tex., said of the discontinued tests, which she described as a means of maintaining a culture of exclusivity among colleges that used them.

"Extra tests are never about access and opportunity, but rather hurdles to the many students who were already starting the race from behind," she wrote in a message to *The Chronicle*. "Students and parents who didn't have the luxury of personalized counseling and insider knowledge would often miss deadlines to register for these exams, they often lacked access to testing and study guides, and, quite frankly, would find the doors closed to certain colleges before they could even knock."

Matthew J. DeGreeff had a similar reaction. "This is a big win for college access," he told *The Chronicle*. "Kids who do well on these tests tend to come from well-resourced schools. They can test-prep the hell out of these tests and do really well."

Still, DeGreeff, dean of college counseling and student enrichment at Middlesex School, in Concord, Mass., acknowledged that the shift in the testing market, like most everything in admissions, is complicated.

After all, applicants' situations vary greatly. Many colleges have long recommended that home-schooled applicants submit scores from Subject Tests or Advanced Placement exams, for instance. Now they'll have fewer options. The same goes for domestic students applying to prominent colleges in Canada and Britain that either require, encourage, or accept the tests. And at independent schools that have dropped the AP program, Subject Tests are a popular way for students to show that they can handle, say, advanced chemistry or physics.

At Middlesex, top students tend to take four to six Subject Tests to demonstrate their mastery of the school's intensive courses. But many of the nation's applicants don't come from widely known high schools with strong reputations.

DeGreeff, a former Harvard University admissions officer, recalls reading applications from far-flung schools and struggling to gauge a student's level of preparation. In some cases, high scores on Subject Tests, he said, were "a confirming piece of evidence"



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

that an applicant was capable of succeeding in college.

"These changes are going to put more weight on the applicant's curriculum, course rigor, and performance in AP and International Baccalaureate courses," DeGreeff said. "That's the direction we're seeing things going already because of Covid."

Though many counselors applauded the College Board's announcement, Alicia Oglesby called it a "microscopic win."

Oglesby, director of school and col-

lege counseling at Bishop McNamara High School, in Forestville, Md., advises many students of color. Colleges, along with the College Board, she wrote in a message to *The Chronicle*, long chose to use the exams "after decades of evidence that it disproportionately and negatively affects Black people. So I'm not at all excited."

ting down and exams everywhere were being canceled,
Adam Ingersoll, founder and principal of Compass Education
Group, a college-advising and test-prep firm, made a prediction: "The more the value of standardized testing is diminished," he told *The Chronicle*, "the more all of that effort will flow somewhere. Mainly, it will flow to whatever opportunity there is to stand out on a transcript."

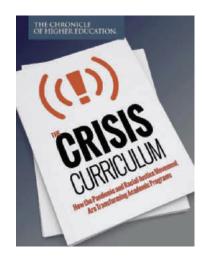
It would inevitably flow, he said, to specialized activities that are understood to reveal an applicant's academic merit, be it a math competition or Model United Nations. The tests we know and love (or hate) might diminish in stature, but the will to maximize advantages in admissions won't wane.

Last month, Ingersoll, who broke the news of the College Board's forthcoming announcement in an early-morning blog post, seemed to echo his previous remarks in an analysis of the changes. Even with no American college requiring Subject Tests for admission this fall, he noted, members of the high-school Class of 2020 took more than 400,000 of them, according to a tally of College Board data Compass published online.

That's a lot of teenagers, at least within a specific band of applicants, trying hard to stand out.

"This energy has to go somewhere," Ingersoll wrote. "Some of it will flow to heightened interest in APs and more pressure on schools to make AP-testing opportunities available to students."

Testing nerds know that AP exams were not designed as admissions tests. But everyone knows that when one product dies, another usually replaces it.



#### FROM THE CHRONICLE STORE

The pandemic and racial awakening have prompted a rethinking of college curricula. Experts caution, however, against empty virtue-signaling, or offering fare that's poorly thought out and might prove superficial and fleeting. Get this and other Chronicle Intelligence products at Chronicle.com/TheStore.

## Take a Chance on Prisoners Like Me

#### I'm a writer only because educators were dedicated to my success.

AFTER 26 YEARS, the ban on Pell Grants for prisoners has been lifted. About damn time. I mean, I've been publishing essays from prison for years calling for this. It finally happened in that omnibus bill, the one with the Covid relief that was 5,000 pages. You know Donald Trump didn't read that, but he signed it. His January antics made this great news a bit anticlimactic. But it's where we are.

THE REVIEW It's impossible to understand this opportunity without seeing how much was lost when Pell Grants were taken away. I call those who suffered the consequences the Lost Generation. Except they weren't jolly and drinking and flirting and taking trains across Eu-

John J. Lennon

is a contributing editor for Esquire magazine. He has been incarcerated for 20 years, and is currently in Sullivan Correctional Facility, in Fallsburg, N.Y. He will be eligible for parole in 2029.

rope. This Lost Generation was in prison doing nothing, and idl time in the joint is the devil's ... well, you know the rest of that cliché.

So when a good opportunity comes along, even the worst of us can spot it. I did. And maybe my story will help persuade you to see a nearby prison as a potential satellite campus.

I know it's quite the venture in these uncertain times — what with Covid still swirling, enrollment suffering, and national unrest — but it's worth the investment. Not just because it would help prisoners get jobs, lower recidivism, and save states money on incarceration costs. It's more than that.

Whenever the president of Hamilton College, who once approved funding for his English professor's curious venture to bring a creative-writing workshop into Attica State Prison, sees my writings, especially in The Chronicle, I hear the guy perks up and sends my old writ-

> ing mentor a beaming email. It's an amazing feeling, I'm sure, to see a student you taught

succeed, a brimful, humble pride. That's why you educators do what you do. If that president had passed on the idea, or the professor had been discouraged by the unkind guards, who would sometimes turn him away because they fumbled his gate clearance, you would never be reading these words, because I would never be a writer.

IN DECEMBER 2001, I was 24, doing drugs, selling drugs, and I shot and killed a man in Brooklyn. I was arrested, convicted, and sentenced to 28 years to life. When I was processed into state prison, I had a ninth-grade education, dumb as they come. About five years into my sentence, I landed in a facility in which the Bard Prison Initiative was interviewing students.

In order to apply for college courses, a prisoner has to have fewer than 15 years left in a sentence before coming before the parole board. With 23 years to go at the time, I was ineligible. I remember being at a table in the mess hall, hearing students talk about Kant and Kierkegaard and Nietzsche, discussing their essays on existentialism. Chewing Tater Tots, staring off like I wasn't listening, I felt envious and invisible. Trouble soon found me in the yard. A familiar face from Brooklyn, a friend of the man I killed, greeted me with a dap and a half hug, then shanked me in the chest six times, puncturing my lung. He got away with it. I wouldn't give the guy up, so I got transferred to Attica, New York's toughest joint.

It was 2009, and there were no educational programs in Attica. Mom paid for correspondence courses

from Ohio University. I took microeconomics, accounting, American government, and women's literature. I'd study game theory, balance sheets, the Great Compromise, and wrote reflection papers on Virginia Woolf's Mrs. Dalloway. I hated the book, and still remember the instructor's

One afternoon, while I was taking a proctored exam for microeconomics in the deserted Attica school building, the clerk, who used to be a teacher and was in for killing his wife, asked if I would be interested in joining a creative-writing workshop. I was. Doran Larson, a Hamilton Col-

#### When a good opportunity comes along, even the worst of us can spot it.

snarky red-ink comments: "Do they give you guys dictionaries in there?" The guy gave me a C. In a recent New York Times essay, the novelist Michael Cunningham wrote, "Woolf was among the first writers to understand that there are no insignificant lives, only inadequate ways of looking at them."

lege English professor, led a workshop geared toward publishing our work. It was 2010. Michelle Alexander had just published her seminal book, The New Jim Crow. Mass incarceration and criminal justice reform were growing issues. We read Best American Essays, and I'd take note of where the writings had originally appeared



and daydream that my words would one day appear in one of those publications.

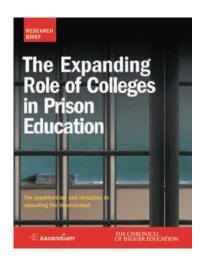
I was hoping to eventually get a transfer back to a prison with Bard College classes. (Transfers are only approved for a region; you never know the exact prison in which you will land.) When Larson secured funding for Genesee Community College to come in, I landed one of the 23 spots in the pilot program and decided to stay in Attica. I kept attending the workshop. In 2013, after perfecting an essay for months, I sent it off to The Atlantic. They published it.

Today I am a freeance writer with scores of publications, and I'm on the masthead of *Esquire*.

I got what I needed from those correspondence courses. They prepared me for what came next, which was the writing workshop, then community college, where I learned the layers of our nation's sins that helped me better understand why things are the way they are in this very moment. By the time I landed in Sing Sing and finished up my bachelor's through Mercy College, one of the several college programs in New York funded and

organized by Hudson Link for Higher Education in Prisons, I was already an experienced writer and journalist.

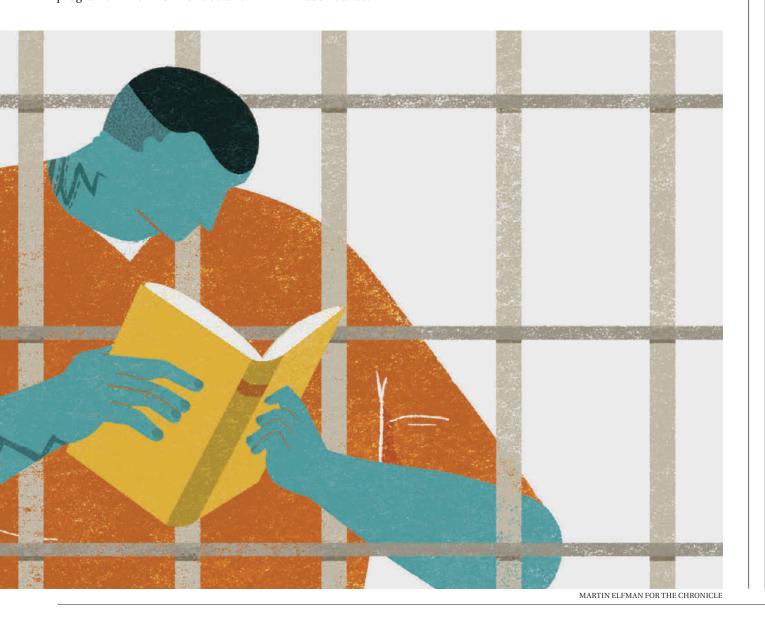
That writing workshop was my most important educational experience. A part of me feels Doran Larson sacrificed his writerly ambitions so we in that workshop could, if only for a moment, feel like we were something more than inmate, prisoner, murderer, this evil thing. That something more was a published writer. He gave me that. I owe my career to him. With writing, editors



#### **NEW FROM THE CHRONICLE**

This essay is from a new Chronicle report on prison education, which was underwritten by the Ascendium Education Group. To learn more, visit chronicle.com.

don't look at where you went to college, they look at your work, your bylines — and mine, I'm told, measure up with the best. That has a lot to do with grit. College presidents, I hear, want more college students to have it. Prison is where you can find that trait in abundance.



#### RUTGERS

School of Management and Labor Relations

Institute for the Study of Employee Ownership and Profit Sharing

J. Robert Beyster Fellowship, Louis O. Kelso Fellowship & Other Fellowships

The Institute for the Study of Employee Ownership and Profit Sharing invites applications from doctoral students and pre/post tenure scholars for the 2021–2022 research fellowship competition.

The fields are business, economics, finance, psychology, sociology, history, law, management, philosophy, political science, public policy, and the humanities and social sciences. Several \$25,000 and \$12,500 fellowships will be available for scholars from the United States, Canada, and internationally.

Stipends can be used for research, travel, or other expenses and are awarded for residence at the scholar's home university. The analysis of all forms of broad-based employee share ownership, equity compensation, emplovee ownership trusts (EOTs), worker cooperatives, profit sharing, and gain sharing are welcome, with emphasis on the Employee Stock Ownership Plan (ESOP) for the Kelso Fellowships.

Submit an application with a detailed research plan to carry out the study with three letters of reference (sent separately) by April 30, 2021 for decisions by May 15, 2021 to: fellowship\_program@smlr.rutgers.edu or beysterfellowships@smlr.rutgers.edu.

smlr.rutgers.edu/EOInstitute



# Is This Law Professor Really a Homicidal Threat?

The punitive overreactions of university administrators grow ever more demented.

YOU WOULD EXPECT, given the sanctions that the University of Illinois at Chicago's John Marshall Law School piled onto Professor Jason Kilborn, that he had done something horribly disgraceful. Disgrace there is in abundance, but it belongs to the school's administration. Indeed, in this story, Kilborn is the only one who looks good.

Last semester, Kilborn gave an examination in "Civil Procedure II." One



of the test's 50 questions offered a hypothetical in which a company, sued for discrimination, had obtained evidence that damaged its own defense. The question was whether the company must disclose that evidence to the plaintiff if requested — an ordinary question of law, entirely appropriate for an exam. In the scenario described on the exam, a former employee told the company's lawyer "that she quit her job at Employer after she attended a meeting in which other managers expressed their anger at Plaintiff, calling her a "n\_\_\_\_" and "b\_\_\_\_" (profane expressions for African Americans and women) and vowed to get rid of her." The exam did not spell out those words, which appeared exactly as you just read them. (The answer, by the way, is yes: The company must disclose the information if it is asked for probative evidence.)

Kilborn has used the same question



Andrew Koppelman

is a professor at Northwestern University's Pritzker School of Law.



CHRONICLE ILLUSTRATION

for years, but this time it provoked an uproar. One student declared that on seeing the sentence, she became "incredibly upset" and experienced "heart palpitations." The Black Law Students Association went to the law-school dean and to the central administration, demanding that Kilborn be stripped of his committee assignments. It denounced him on Instagram, LinkedIn, and Twitter, and filed a complaint with UIC's Office for Access and Equity.

This is the sort of overreaction that calls for firmness on the part of the administration. John Marshall Law School, which was founded in 1899 and recently merged with UIC, is the only public law school in Chicago. If lawyers are going to be competent to do their jobs, they must be able to cope with the fact that humans sometimes do and say very bad things. Discrimination is among those bad things.

Students must thus be able to see the facts of discrimination lawsuits, and be able to perform legal analysis in the face of those facts. In the real world, racist slurs are not bowdlerized as they were on Kilborn's exam. He did nothing inappropriate. A sensible and responsible administration would have told the students that.

Here's what it did instead, according to Kilborn:

In a 2-minute Zoom meeting at 8:30 am Tuesday, my dean placed me on indefinite administrative leave, all my classes were cancelled hours before one was set to meet for the first time (with 70 students curtly told to find another course, I'm told), my committee memberships were cancelled (including University Promotion & Tenure, to which I was unanimously elected by my faculty peers), and I'm barred from campus and from all faculty communications.

Kilborn was given no explanation for these sanctions, although the law

school told *Above the Law* that it "acknowledges that the racial and gender references on the examination were deeply offensive. Faculty should avoid language that could cause hurt and distress to students."

But Kilborn *did* avoid language that could cause hurt and distress to students. He censored the words. He did, concededly, allude to the words in a way that made it easy to know what they were. But if that is "deeply offensive," punishable behavior, how is it ever permissible for a professor to take note of the fact that racial slurs exist? How is one to teach a course in anti-discrimination law?

THEN, A TWIST: When I asked Dean Darby Dickerson (who, last year, was president of the Association of American Law Schools) for comment, she wrote: "The university will be issuing a response. You may want to check with Professor Kilborn tomorrow afternoon near your deadline."

Evidently she thought that the forthcoming clarification would put

the law school in a better light. It doesn't. The next day, Kilborn reported this:

While the battle over the exam language continues, it turns out I was actively misled into believing my suspension was related to that language.

On Thursday, January 7, I voluntarily agreed to talk to one of the Black Law Students Association members who had advanced this petition against me. Around hour 1 or 1.5 of a 4-hour Zoom call that I endured from 5:00 pm to 9:00 pm with this young man, he asked me to speculate as to why the dean had not sent me BLSA's attack letter, and I flippantly responded, 'I suspect she's afraid if I saw the horrible things said about me in that letter I would become homicidal.' Conversation continued without a hitch for 2.5 or 3 more hours, and we concluded amicably with a promise to talk more later.

He apparently turned around and reported that I was a homicidal threat. Our university's Behavioral Threat Assessment Team convened, with no evidence of who I am at all, and recommended to my dean that I be placed on administrative leave and barred from campus. [...] Having full discretion to implement or reject that recommendation, and knowing me fairly well, having worked with me quite a bit for the past four years, my dean decided that I was, indeed, a homicidal threat.

After that, Kilborn says, the dean placed him on administrative leave but refused to reveal the reason why. The Office for Access and Equity (which, Kilborn says, "is oddly in charge of threat assessment") also waited five days to explain what had happened and why. "The discrimination complaints about my exam, my dean's support of those complaints, and the OAE's investigation of potential action against me on that separate basis is proceeding," Kilborn says.

"The outrage that has been expressed about that whole debacle can and should continue, but as it turns out, I have not YET been suspended summarily on the basis of that exam question."

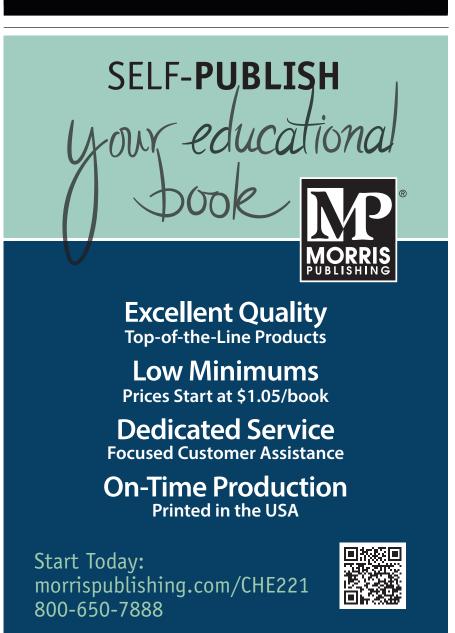
The university cannot possibly suspend and bar from campus everyone who uses the occasional violent figure of speech. Such metaphors are common in casual conversation. In context, no reasonable person could take his language literally (assuming that his report of what he said is accurate). Even if one did take it literally, his statement was a speculation about the dean's state of mind, not a statement about his own.

Policies of mandatory investigation are warranted when students report threats. But there needs to be an available mechanism of summary dismissal when such reports turn out to be frivolous, John Marshall Law School has two such mechanisms: First, the Behavioral Threat Assessment Teams are charged with determining whether threats are genuine, and, second, the dean has discretion to accept or reject their recommendations. It is hard to believe that Dean Dickerson would have reacted the same way if Kilborn's exam had not already provoked controversy. The complaints about the exam were apparently not sufficient to trigger the sanctions that might mollify the complaining students. The purported threat, however, offered that opportunity.

Given that this whole incident was occasioned by a "Civil Procedure" exam, it is hard not to remark upon the denial of due process. Kilborn has been given no opportunity to defend himself. When students make unreasonable demands, a school has an obligation to protect its faculty. The law school's behavior is reminiscent of indiscriminate blacklisting during the McCarthy era.

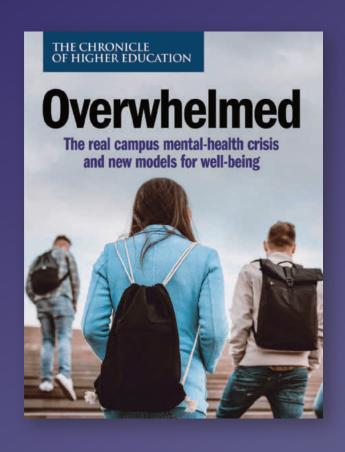
The administration's behavior creates a climate of terror. Faculty have been asked at many colleges to give more attention to issues of racial inequality. But how are they to do that without acknowledging distressing facts? Randall L. Kennedy and Eugene Volokh have argued that a ban on quoting epithets in the classroom is in tension with norms of accuracy and precision in the use of sources. They fear that the new norms will impede frank classroom discussion. This sorry episode supports that claim.





# Overwhelmed

# The Real Campus Mental-Health Crisis and New Models for Well-Being



"Overwhelmed students are seeking help, overwhelming their colleges."

The prevalence of anxiety and depression is rising across the country, particularly among young people. College students of all ages are more distressed than ever before, and more of them are enrolling with mental-health histories, in terms of diagnoses, treatment, and medication. But that is not the real campus mental-health crisis. The crisis is that the traditional model of providing services is broken. More and more overwhelmed students are seeking help, overwhelming their colleges. Even with growing staffs, counseling centers cannot keep up. Meanwhile, troubled students are left with unmet needs.

The Chronicle's in-depth report, Overwhelmed, explores how to handle the surging demand for mental-health services, fulfill legal obligations, and make well-being a campuswide priority. And providing that support creates the kind of environment where a diverse population of students can succeed, academically and otherwise.

#### **Purchase the report and learn how to:**

- Handle demand for counseling and get more students the help they need
- Identify options beyond individual therapy to suit different populations
- Interpret key legal issues related to mental illness and suicide
- Evaluate new resources to help students deal with common stressors
- Make students' well-being a priority across the institution

Purchase Your Copy: Chronicle.com/Overwhelmed

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# **CAREERS**

# College Presidents Need Help

More than ever, campus leaders are struggling with a long list of crises.

EARLIER IN JANUARY, a group of college and university presidents, meeting on Zoom to talk shop, ended up chatting about yet another American crisis: the attack on the U.S. Capitol. Every president reported drawing harsh criticism, no matter how they commented on the riot. Those who con-**ADVICE** demned the violence too pointedly got angry calls and emails from conservative alumni and trustees. Those who were too mild in their condemnation were shamed on social media.

But that's been the nature of the college presidency lately. Every campus leader woke up in 2020 to the ringing alarm clock of the three p's: pandemic, protests, and politics. And so far in 2021, those leaders haven't been able to hit the snooze button or turn the

In our executive-search firm, we work with many college and university presidents who say their job

age. Frequently these leaders say they are  $under\,intense\,pressures\,-\!\!\!-from\,trust$ ees, faculty and staff members, students, and local residents — to find immediate solutions to complex problems that are broadly societal and not specific to

has become almost impossible to man-

It isn't uncommon now for us to get calls from

presidents asking questions like: By any chance, are you recruiting for any openings at great foundations? In asking, they often acknowledge that their career experience simply has not prepared them for the avalanche of financial, medical, political, and social issues they now face on their campuses.

Certainly, presidents are very well paid to tackle those challenges, and some are rising to the challenge. But even their harshest critics must acknowledge that a president can't do it alone, and that some of these challenges are unprecedented. More than ever, presidents need help in dealing with this long list of crises, while also handling the



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standard business of running and improving their institutions.

So what kind of support do they need? Any or all of

A strong, supportive board. Presidents need a governing board whose members know their role and are in partnership — not in conflict — with the president or among themselves. Because of all the strife on campuses and in boardrooms, there is a great need for the board and the president to support one  $\,$ another and put the institution first in all decision making. Presidents easily blame boards for not understanding the slow pace of academic culture, and, in turn, boards easily blame presidents for not making institutions more market-driven. Perhaps having at least one board member with higher-education experience could be useful for perspective and balance, but the bottom line is that presidents and boards need to strongly support one another at this critical time.

A safe place to vent. Every leader needs someone — a coach, a colleague, a former trustee — to be a trusted ear. Presidents need to be able to discuss their concerns and anxieties, without fear of retribution or judgment, before presenting them to the board, the president's cabinet, or the campus. If the board is willing to pay for it, a leadership coach from outside the institution can be helpful. Presidents need thought partners to try out their ideas at a time when rapid response is critical.

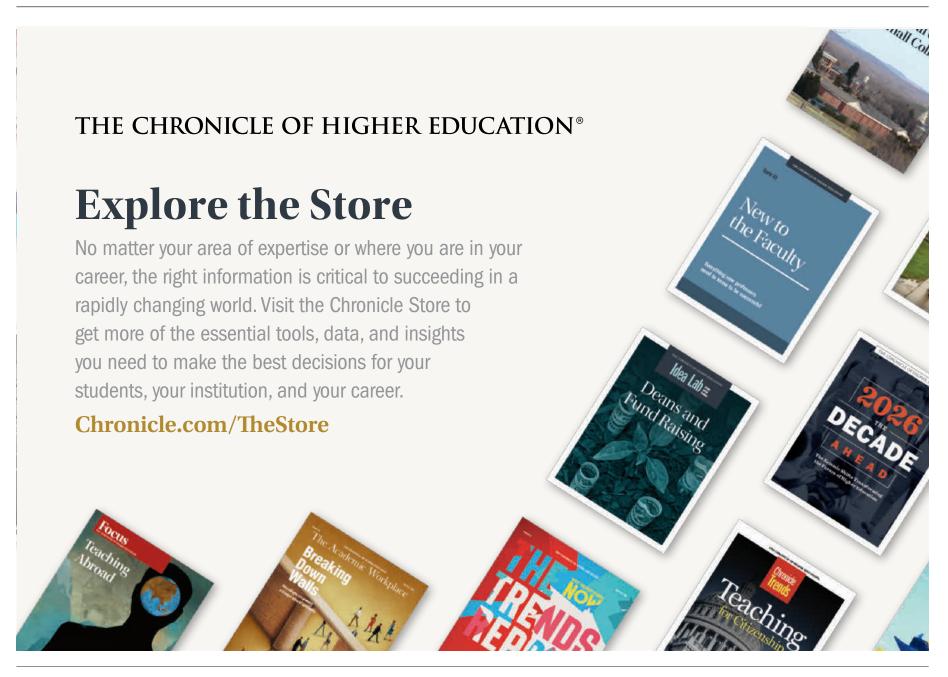
A strong, diverse management team. They may need help in locating, hiring, mentoring, and retaining that team. Presidents are only as good as the senior staff members who support and challenge them. The team should be not just a collection of effective individuals but a coherent group of people who know how to collaborate and disagree but who ultimately come to actionable conclusions. A diverse team is essential to bringing unique perspectives to the table and setting an example for hiring across the campus.

Stress-management and coping strategies. Presidents need an outside interest — a pet, a hobby, a meditation routine, a sport, a second home. Boundaries need to be set and respected, so that presidents have time to think and refresh. And they need to extend the same grace to all who work with them

Cultural-competency training. Many presidents think that if they have been to a seminar on diversity, equity, and inclusion, they are good to go. They really need experience and practice on those issues, especially when facing down mass hatred by any constituency. This includes knowing how to hold boundaries without inciting violent reactions. Again, a trusted adviser who has been down this road is essential. So is an outstanding communications team.

Experts. The pandemic has created all sorts of new issues, related to health care, technology, enrollment, athletics, and space management, for leaders to deal with. Presidents need advice from experts on all of those fronts. If the expertise does not reside on the governing board, the senior staff, or the faculty, the president needs the resources to hire external expertise. Who has experience in distributing Covid vaccines? Many of these issues are pressing, changing daily, and unique, so contemporary thinking is essential.

Creative ways to connect with students, staff employees, faculty members, and junior administrators. These might include open office hours, scheduled time to attend virtual events, unscheduled time



to walk the campus. When most presidents reflect on their past, they usually remember that they jumped into education because of the joy of working with students. Why not reignite that enthusiasm to regain a sense of purpose and nourishment?

Help in working with the neighbors. Town-gown relations are a perennial challenge for presidents for all sorts of reasons, but the fallout from the pandemic has heightened tensions. Many communities are worried about their economic health as colleges struggle to cope with the pandemic and maintain enrollment. Local citizens also worry that students, faculty members, staff employees, and administrators will bring Covid to their town. It's essential to designate someone — in addition to the president to work with the community.

Help in using social media effectively. Presidents need to have Twitter, Facebook, LinkedIn, and Instagram accounts that can be seen by readers on and off the campus. If this is not a strength of the president, then someone else needs to manage these communications. At a time when so much is changing so fast, it's important for leaders to offer quick, thoughtful reactions, without shooting from the hip.

Time! A president's schedule begins early and ends late, and is usually 24/7. The issues facing campuses need careful thought, consultation, and flexibility. Most presidents are highly intelligent people, and problem solvers by nature, but they need time to think through these complex problems and to consult on possible solutions. Few presidents in these times can arrange a sabbatical. Instead, short breaks — one day off a week, one free weekend a month, even one month vacation a year — need to be built into their calendars. Excluding a crisis, presidents need brief moments to disconnect. Every president needs a savvy scheduler who is a trusted player on the campus and skilled at time management.

The late Rev. Timothy S. Healy, who was president of Georgetown University, was famous for saying, "Every search committee is looking for God on a good day." Committees might still invoke God, but they are now asking for a "transformational" leader. The traumatic events of the past year will change our educational industry and its leaders, too. Who will those leaders be, and what will they need to succeed?



# **Shelly Weiss** Storbeck

is founder and managing partner of Storbeck Search, an executive-search firm, and leader of the education practice of the Diversified Search Group

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Iowa City, Iowa

The Board of Regents, State of Iowa, invites applications for the position of president of the University of Iowa (UI). UI is a flagship public doctoral university (R1), founded in 1847 and comprising 12 colleges, an academic medical center, membership in Big Ten athletics, and world class programs in creative and performing arts. The university is devoted to providing a liberal arts education balanced with professional preparation, research, and public service. The board seeks an individual who will build upon the University of Iowa's legacy and embrace its direction toward new chapters of exploration, discovery, creation, and engagement. The university community expects a strong advocate, a loyal and stable presence, and an agile leader with considerable social capital and foresight.

The new president must bring leadership characteristics that reflect a genuinely unifying, ethical, and inspirational presence. The successful candidate will be a leader who is motivating and expert in interpersonal and organizational awareness. Emotional intelligence, responsiveness, and adaptability are key qualities, along with the ability to effectively organize information and priorities and make prompt, sound decisions in the midst of complex and exacting circumstances. The president must shape productive, collaborative relationships on behalf of UI and be an articulate, courageous champion of

UI seeks a president arriving with an innovative, forward-thinking vision in mind, one that will be shaped through collegial discussions, listening, and learning about the university's culture and traditions. The UI presidency will be led by a fair-minded, critical thinker. The well-being of all students must be foremost, including recruitment, retention, and success with the guidance of an enormously talented faculty and staff.

The president will demonstrate commitment to diversity, equity, and inclusion explicitly and in narrative. The president will give particular attention to providing a safe and reassuring environment for a diverse population, setting an example of thoughtful leadership while exhibiting an action-oriented mindset in all aspects of diversity, equity, inclusion, and social justice. The university community will enjoy a visible and approachable president who expresses interest and concern about them at all levels of their endeavors and experiences.

The successful candidate must be able to master the fusion of academic and administrative excellence and be capable of advancing UI in keeping with the university's mission, vision, and values. The ideal candidate must be able to work effectively in a collaborative governance environment, using a consultative style.

The UI presidential search committee is committed to identifying a president who meets the leadership characteristics identified during listening sessions for the university constituency groups and stakeholders. The successful candidate will thrive in a public university system led by a Board of Regents and Executive Director. Toward that important end, the achievements, qualities, and attributes possessed by the ideal candidate are listed below:

- Record of success as an educator, scholar, and servant leader in the academic enterprise;
  Substantial understanding of undergraduate and graduate teaching, learning, creative scholarship, research, international education, and technology;
- Deep appreciation for the roles of liberal arts, professional education, and economic development within a research university;
  Demonstrated commitment to academic freedom, tenure, and ideals of shared governance;
  Success in implementing and embodying best practices for diversity, equity, and inclusion in all
- policies and procedures;
   Excellent listening, written, and oral communication skills with capacity to inspire and practice transparent communication with integrity;
   Proven skills in senior administrative level fiscal management, resource generation, and budget

- Deep knowledge of strategic planning and focused, clear decision making for the future;
  Understanding of national and international marketing and recruitment methods, retention, and
- enrollment management;
- Significant senior level management know-how and ability to attract, empower, and retain outstanding faculty, administrators, and staff;
- Proactive commitment to student needs and student-first, student-centered learning
- · Appreciation and support for student athletes, intercollegiate athletics, and athletic department operations;
- Desire to be the collaborative voice and face of the university with all stakeholders, including the Board of Regents; business community; Iowa's K-12 and higher educational systems; local, state, and federal elected officials; and the state's residents;
- Commitment to working with UI Center for Advancement and proficiency in alumni engagement, philanthropy, fundraising, and development of donor support opportunities;
  Preferred experience in connection with an academic medical center; and
  Earned doctorate or terminal degree from an accredited institution of higher education.

# APPLICATIONS AND NOMINATIONS

The University of Iowa offers the next president the opportunity to be academically ambitious and join a distinctive, energetic community as a trusted team leader, team player, and team builder. For best consideration, applications and nominations should be received by March 15, 2021, and must include a letter of interest addressing the qualifications described (not more than three pages); a current résumé or curriculum vitae; and the names of five professional references with each person's position, office or home address, e-mail address and telephone numbers.

The search is being assisted by Rod McDavis, Managing Principal, and James McCormick and Janice Fitzgerald, Executive Search Consultants, AGB Search. Contact may be made at rod.mcdavis@agbsearch.com, 804-514-1982; jim.mccormick@agbsearch.com, 651-238-5188; or janice.fitzgerald@agbsearch.com, 717-580-0663. Responses should be sent electronically (MS Word or PDF Format) to iowapresident@agbsearch.com. For more information about the UI presidential search, go to https://presidentialsearch.uiowa.edu.



It is the policy of the Board of Regents, State of Iowa to provide equal opportunity in employment and all aspects of Regent operations to all persons without regard to race, creed, color, religion, sex, national origin, age, sexual orientation, gender identity, disability, protected veteran or military status, or any other status protected by state or federal law.



# **PRESIDENT**

Louisiana State University is conducting a national search for the next President, who serves as chief executive and academic officer of both the LSU University system and the LSU flagship campus (a Land, Sea, and Space Grant institution). The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting Louisiana State University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to March 15, 2021. Please direct any confidential inquiries, nominations or questions to the search firm assisting the University. For a complete position description, please visit the Current

Opportunities page at: https://www.parkersearch.com

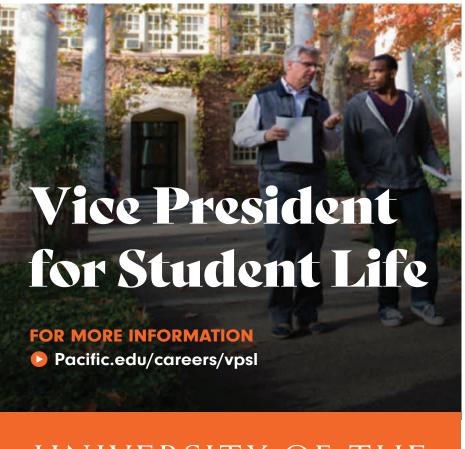
Laurie C. Wilder, President Porsha L. Williams, Vice President Grant Higgison, Principal Parker Executive Search

Phone: (770) 804-1996 x109, x118  $lwilder@parkersearch.com \parallel pwilliams@parkersearch.com \parallel ghiggison@parkersearch.com$ 

Louisiana State University is an exceptional university committed to serving its state, the nation, and the world through education, research, and public service. Located in one of America's most beautiful and unique locations, LSU is a community of scholars and professionals committed to opportunity without restrictions that are based on race, color, creed, religion, national origin, sex, age, marital status, mental or physical disability, veteran status, sexual orientation, gender identity, or gender expression.



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



UNIVERSITY OF TH 

# **PRESIDENT**



Northland Pioneer College Holbrook, AZ

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The District Governing Board of Northland Pioneer College (NPC) invites nominations and applications for the position of President. NPC is seeking an innovative, experienced, transparent, and empathetic leader who will work to support all students and especially advocate for the College's rural and underrepresented populations.

Governed by a five-member elected District Governing Board, NPC is driven by the mission to provide, support, and promote lifelong learning throughout its entire rural service area and beyond. NPC currently serves over 5,000 students annually throughout Navajo and Apache Counties on its four campuses and five remote centers. The 21,000 square-mile service area includes the tribal homelands of the Navajo, Hopi, and White Mountain Apache peoples.

NPC is a rural community college in the heart of the Southwest, where the Colorado Plateau meets the White Mountains of northeastern Arizona. The culturally and geographically diverse region offers wide open picturesque spaces, possesses high-quality technological facilities, and is working hard to grow a healthy economy for future generations. The lake-studded mountains provide ample opportunity for outdoor recreation, and the desert mesas feature wide-open, tranquil landscapes.

## The target date for applications is: February 24, 2021

For detailed information, the President profile, and information on how to apply please visit https://npc.edu/presidential-search or https://acctsearches.org/president-northland-pioneer-college az/

To apply, go to: https://acctsearches.org

For additional information, nominations or confidential inquiries, contact:

- Cecilia Cervantes, Ph.D., ACCT Consultant, ceciliayl@outlook.com 651-795-1992 Julie Golder. J
- Julie Golder, J.D., Vice President of Search Services, jgolder@acct. org, 202-775-4466 (office) or 202- 384-5816 (mobile)

Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, Arizona 86025, (928) 524-7471. The Section 504 Compliance Officer is the Coor dinator of the Office of Accessibility and Inclusion, 16115. Main Snowflake, A7 85937 (928) 536-6246. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

http://www.acctsearches.org



# **Executive Director of the German-U.S. Fulbright Commission**

Applications are invited for the position of Executive Director of the Fulbright Commission for Educational Exchanges in Germany (m/f/x), a bi-national U.S.-German educational organization based in Berlin that administers the Fulbright Exchange Program and other international education and exchange programs. S/he reports to a binational board of governmental and non-governmental appointees and is the public face of the Commission.

Responsibilities: The Executive Director manages and directs the administrative operations of the Commission within the framework established by the board and the requirements of the two governments.

**Qualifications**: Must have at least ten years of relevant work experience and be familiar with academic institutions, cultures, and practices in Germany and the

https://www.fulbright.de/about-us/jobs/executivedirector-of-the-german-u-s-fulbright-commission-m-f-x/articles/386 go here for more information.

The Fulbright Commission is an equal opportunity employer and welcomes qualified applicants without regard to ethnicity, race, color, religion, sex, age, national origin, disability, sexual orientation, or gender identity.

Please email your application (pdf file, max 5MB) for this position, including a **cover letter**, **curriculum vitae**, **relevant references**, and **earliest start date** to the Fulbright-Kommission at **hr@fulbright.de**, Lützowufer 26, 10787 Berlin, no later than February 28, 2021.

Information about the J. William Fulbright Program can be found at https://www.fulbright.de/ and http://fulbright.state.gov



# **DEAN**

# COLLEGE OF COMPUTING AND SOFTWARE ENGINEERING

Kennesaw State University invites applications and nominations for the position of Dean of the College of Computing and Software Engineering

The Dean of the College of Computing and Software Engineering (CCSE) acts as its chief academic and administrative officer and is charged with fostering growth and development of the college's 3, 899 students and 75 full-time faculty. The next Dean will have a body of high impact, peer-reviewed scholarship supported by extramural sources such as federal agencies, national/international foundations, and/or recognized corporate entities, and an ability to enable others to do the same. The selected candidate will have a strong track record of fruitful collaborative initiatives comprising varied constituents. The search committee is seeking an individual who will be a powerful advocate for each of the college's four departments (Analytics and Data Science, Computer Science, Information Technology, and Software Engineering and Game Design and Development), both within and beyond the university. Compelling applicants will be demonstrably committed to inclusive excellence principles incorporated in the teaching, research, and administrative operations among all the CCSE disciplines.

An integral member of metro Atlanta's thriving academic community, KSU is a growing Carnegie R-2 university and one of the 50 largest public institutions in the country. The CCSE is poised to act as a leader among the institution's eleven colleges in expanding KSU's research presence and stimulating its vital teaching mission. The University's vibrant campus culture, authentically diverse population, strong global ties and entrepreneurial spirit draw students and faculty from across the globe. A leader in innovative teaching and learning, Kennesaw State University offers more than 150 undergraduate and graduate degrees to its more than 41,000 students.

The successful candidate should possess an earned doctorate or foreign equivalent in a discipline relevant to the College of Computing and Software Engineering, as well as a record of success commensurate with the rank of a tenured full professor is required for this position. Additional information about the position may be found at:

# https://academicaffairs.kennesaw.edu/dean\_searches.php.

While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit their CV, a letter of interest and a diversity statement to our consultant at the address below by March 1, 2021 to assure optimal consideration.

> Kennesaw Dean CCSE Search R. William Funk & Associates 2911 Turtle Creek Boulevard, Suite 300 Dallas, Texas 75219 Email: krisha.creal@rwilliamfunk.com Fax: 214-523-9067

Kennesaw State University is an Equal Opportunity/Affirmative Action employer and does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, and/or veteran status.



# **PRESIDENT**

The Board of Regents of the University System of Georgia is conducting a national search for the next President of Georgia State University. The Search Committee invites letters of nomination, applications (letter of interest, comprehensive curriculum vitae, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University System of Georgia (electronic submissions preferred). Confidential review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to March 1, 2021. For a complete position description, please visit www.parkersearch.com/gsu-president.

> Laurie C. Wilder, President Porsha L. Williams, Vice President Parker Executive Search (770) 804-1996 x 109

lwilder@parkersearch.com || pwilliams@parkersearch.com || ianderson@parkersearch.com

The University System of Georgia is an Equal Opportunity / Affirmative Action Employer



SEARCH TIPS

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

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

Get more career tips on iobs.chronicle.com

Manya Whitaker is an assistant professor of education at Colorado College who writes regularly for The

issues in academe.



**CAREERS** jobs.chronicle.com **FACULTY** 



Towson University (www.towson.edu) was founded in 1866, is recognized by U. S. News & World Report as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls over 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has almost 900 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington, D.C., and 95 miles south of Philadelphia.

# FISHER COLLEGE OF SCIENCE & MATHEMATICS

Department of Computer and Information Sciences
Assistant Professor in Data Sciences and Distributed Systems
Tenure-track, 10-month Assistant Professor position in the Department of Computer and Information Sciences beginning August 2021. Ph.D., or comparable terminal degree in Computer Science, Information Systems, Information Technology or a related field. Highly-qualified applicants in all areas of Computer Sciences will be considered. Candidates with an expertise in data sciences will be preferred. With existing undergraduate and graduate courses in data science and ongoing research in utilizing data science in cybersecurity, software engineering and geographic ongoing research in utilizing data science in cybersecurity, software engineering and geographic information systems; a successful candidate will have expertise in teaching and research in one or more of the following areas: data analytics/visualization, big data, machine learning, and data/ text mining. Particular interest will be given to those who complement one of the department's current strengths. The selected candidate is expected to teach undergraduate and graduate courses, develop strong research programs, mentor undergraduate and graduate students, apply for external funding, and participate in department activities. The review of completed applications will begin February 15, 2021 and continue until the position is filled. FCSM-3409

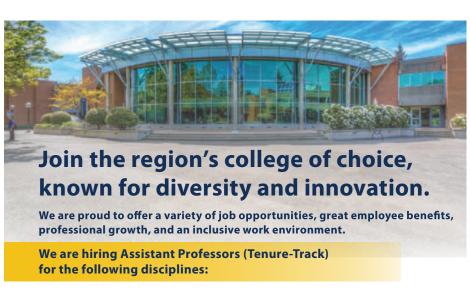
#### **Department of Mathematics** . Assistant Professor

are filled. FCSM-3403

Assistant Professor
Two tenure-track 10-month Assistant Professor positions in the Department of Mathematics beginning August 2021. Candidates must possess a Ph.D. (or equivalent) in mathematics, applied mathematics, or statistics by August 2021. For one position, the department's needs include actuarial science, risk management, probability or statistics. For the second position, the department's needs include operations research, computational mathematics or analysis. Outstanding candidates in other mathematical fields matching faculty research interests will be given full consideration. Faculty are assigned an instructional workload of six (6) course units (three credit hours each) per academic year. A strong commitment to excellence in teaching mathematics at all levels is per academic year. A strong commitment to excellence in teaching mathematics at all levels is essential. The successful candidates will establish a productive research program with an interest in research with undergraduate and graduate students, and show a willingness to pursue external funding opportunities. Review of applications begins immediately and continues until the positions

# For detailed information on these positions, please visit: http://www.towson.edu/provost/prospective/openpositions.html

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. These positions are contingent on availability of the funds at the time of hire.



- Open Educational Resource Librarian
- English
- **Cultural and Ethnic Studies**
- **Digital Media Arts**
- Political Science
- Health Promotion and Management

# https://apptrkr.com/2124291









Bellevue College does not discriminate on the basis of race, color, national origin, language ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at bellevuecollege.edu/policies/. The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2178, Office R130,

# 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  $% \left( \mathbf{r}\right) =\left( \mathbf{r}\right)$ 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  $% \left\{ 1\right\} =\left\{ 1\right\}$ 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.



**FACULTY** jobs.chronicle.com CAREERS



# HARVARD UNIVERSITY **DEPARTMENT OF STATISTICS**

# **Senior Lecturer on Statistics**

The Department of Statistics seeks applications for a senior lecturer in any area of statistics. The appointment is expected to begin on July 1, 2021. The senior lecturer will be responsible for teaching three courses over the academic year, advising undergraduate senior theses, providing academic and career advice to students, coordinating undergraduate departmental events, and helping to administer the undergraduate curriculum. The position is for five years and is renewable contingent on performance, enrollments, and curricular needs.

A Doctorate in statistics or related field is required. The successful candidate should have at least three years of recent experience teaching statistics and/or data science.

Please submit application materials through the ARIeS portal https://academicpositions.harvard.edu/postings/10008

Application submission by February 28, 2021 will ensure consideration.

We are 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.



# FACULTY OF ARTS AND SCIENCES COLLEGE FELLOWS

The Faculty of Arts and Sciences at Harvard University is pleased to announce that the College Fellows Program is now accepting applications for the 2021-22 academic year. This program identifies exceptional scholars who have recently completed their doctoral work and have demonstrated excellence in teaching. College Fellows teach within an area of specialization while given ample time to pursue their own research. The program provides College Fellows with mentoring on both pedagogy and career development. College Fellows are full-fledged members of the Harvard community.

College Fellowships are one-year positions with the possibility of renewal for one additional year. In 2021, they are expected to begin in August. College Fellows will receive a salary plus benefits.

Candidates are required to have a Ph.D. or an equivalent terminal degree by the expected start date. The program is limited to applicants who have received their Ph.D. no earlier than 2017.

To see the list of areas of specialization and to apply, please visit http://facultyresources.fas.harvard.edu/college-fellows-program. The deadlines for applications and letters of reference may vary.

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.



# Term Faculty (Non-Tenure Track) Game Art/3D (21-22)

DePaul University's Animation program invites Game Artists, 3D Modelers, Animators, and Technical Directors to apply for a full-time Game Art teaching position in the heart of downtown Chicago.

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

Our Animation and Game Art program was ranked #18 in the US by Animation Career Review, and is partnered with the #7 ranked Game Design program in the US.

Apply: https://apply.interfolio.com/82060

DePaul University is an Equal Opportunity / Affirmative Action employer



# **Assistant or Associate Professor** (Tenure-Track) Associate Director, Masters Entry into Nursing Practice (MENP) (21-22)

The School of Nursing at DePaul University seeks to fill the position, Associate Director for Masters Entry into Nursing Practice, program in the Lincoln Park Campus (LPC).

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in mathematics, psychology, physics and astrophysics, environmental science and studies, chemistry and biochemistry, biology, neuroscience, health sciences and nursing.

Apply: https://apply.interfolio.com/81934

DePaul University is an Equal Opportunity / Affirmative Action employer.

# **DEPAULUNIVERSITY**

# **Term Faculty (Non-Tenure Track) Instructor or Professional Lecturer** Dir. SIM and Nursing Laboratories (20-21)

The School of Nursing at DePaul University seeks to fill the position of Associate Director of Simulation and Nursing Laboratories.

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

The College of Science and Health is the third largest college at DePaul, enrolling over 3,000 students. The college includes programs in mathematics, psychology, physics and astrophysics, environmental science and studies, chemistry and biochemistry, biology, neuroscience, health sciences and nursing

Apply: https://apply.interfolio.com/81790

DePaul University is an Equal Opportunity / Affirmative Action employer

# INSTITUTE FOR ADVANCED STUDY

# Faculty Position in the field of the History of

professorial appointment in the School of Historical Studies in the field of the History of Art and Architecture. All specializations will be considered from candidates with

as email attachments to HSsearch@ias.edu or by regular mail to: Administrative Officer, School of Historical Studies, Institute for Advanced Study, 1 Einstein Drive, Princeton, New Jersey 08540. All communications will be held in strict confidence. The Institute for Advanced Study is an equal opportunity employer.



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

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

Get more career tips on jobs.chronicle.com

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



# **Art and Architecture**

The Institute for Advanced Study intends to make a distinguished scholarly accomplishments.

Expressions of interest, including a candidate's curriculum vitae and list of publications, should be sent by May 10, 2021

**CAREERS** jobs.chronicle.com **FACULTY** 



# **Stochastic Operations Research and Intelligent** Manufacturing

The Grado Department of Industrial and Systems Engineering (ISE) at Virginia Tech invites applications for multiple tenured/tenure-track faculty positions at the rank of Assistant or Associate Professor, effective August 2021. We seek outstanding candidates for two positions: *Stochastic Operations Research* (with a focus on health systems and policy, healthcare analytics, healthcare operations, and/or medical decision making) and *Intelligent Manufacturing* (with a focus on digital manufacturing, Industrial Internet of Things, cyber-physical systems, and/or automation/robotics).

The ISE Department has 36 full-time instructional faculty, 30 of whom are tenured/tenure-track. Four are recent early investigator recipients, and numerous other faculty have received international or national recognition. Academic programs and research in the department encompass Human Factors and Ergonomics, Manufacturing, Management and Systems Engineering, and Operations Research. Candidates will thus have the opportunity to work with a broad range of departmental faculty, as well as with faculty in many other colleges, centers, and institutes at Virginia Tech. The department is home to approximately 630 undergraduate students, 70 master's students, and 100 doctoral students. The undergraduate and graduate ISE programs are currently ranked fourth and sixth, respectively, by U.S. News & World Report. Additional information is available at: www.ise.vt.edu.

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world. Building on its motto of Ut Prosim (that I may serve), Virginia Tech is dedicated to InclusiveVT - serving in the spirit of community, diversity, and excellence. Virginia Tech actively seeks a broad spectrum of candidates to join our community in preparing leaders for the world. The College of Engineering undergraduate program ranks 13th and the graduate program ranks 31st among all U.S. engineering schools (USN&WR). The mission of the College of Engineering is to educate and inspire our students to be critical thinkers, innovators, and leaders. Our core values are inclusiveness, excellence, integrity, perseverance, and stewardship.

Virginia Tech's main campus is located in Blacksburg, Virginia, in an area consistently ranked among the country's best places to live. In addition, our programs in the Washington, D.C., area offer unique proximity to government and industry partners and is also expanding rapidly, with Virginia Tech's exciting new Innovation Campus in Alexandria, Virginia, slated to open in 2024.

Candidates are expected to lead innovative scholarship and research, develop and sustain an externally funded research program, teach and mentor undergraduate and graduate students, and serve the university and the profession. The positionsrequire a Ph.D. in industrial and systems engineering, operations research, or a closely related field

Applicants must apply online at **jobs.vt.edu** (posting number 514830). Application materials include a cover letter; CV; research statement; teaching statement; statement on contributions to advancing diversity, equity, and inclusion; three relevant research publications; and contact information for at least three references. Review of applications will commence January 29, 2021 and continue until the position is filled. Questions regarding the positions should be directed to the Search Committee at ise-search@vt.edu.

The department fully embraces Virginia Tech's commitment to increase faculty, staff, and student diversity; to ensure a welcoming, affirming, safe, and accessible campus climate; to advance our research, teaching, and service mission through inclusive excellence; and to promote sustainable transformation through institutionalized structures. If you are an individual with a disability and need an accommodation for the interview process, please contact Rhonda Hawley at **rhondah@vt.edu** or 540-231-6656.



# ANNOUNCEMENT OF POSITION

# NON-TENURE-TRACK POSITION

(Position begin August 16, 2021)

Assistant Research Professor of Special Education & Multiple Abilities Department of Special Education and Multiple Abilities

Further information about The University of Alabama is accessible at http://www.ua.edu. Information about the College is accessible at http://education.ua.edu. Questions regarding these positions can be directed to Amanda Dobbins at ahdobbins@ua.edu.

Application Process: Please apply online at https://facultyjobs.ua.edu. Non-Tenure Position: A cover letter of application, vita, research philosophy statement, 3-year detailed research plan, official tran-script with conferred Ph.D. or Ed.D. degree, two professional letters of recommendation, and sample of research publications are required to complete the online application process. See posting for de-tails of application process.

The University of Alabama is an Equal Opportunity/Affirmative Action employer and the College of Education actively seeks diversity among its faculty and staff.
Women and minority candidates are strongly encouraged to apply.



Towson University (www.towson.edu) was founded in 1866, is recognized by U. S. News & World Report as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls over 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has almost 900 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington, D.C., and 95 miles south of Philadelphia.

# COLLEGE OF BUSINESS AND ECONOMICS

# Department of Business Analytics and Technology Management

Assistant Professor – Business Management
Tenure-track, 10-month Assistant Professor position in the Department of Business Analytics and Technology Management beginning August 2021. This position is full-time with benefits. Salary will be commensurate with qualifications and experience. Towson University is committed to recruiting and retaining diverse and qualified faculty and encourages candidates to apply who will enrich Towson's dynamic academic and culturally inclusive environment. PhD degree in a discipline pertaining to the department's primary areas of teaching, including business analytics, supply chain management, project management, MIS, or operations management, from an AACSB accredited program or a closely related discipline is required. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 2022 or earlier. The successful applicants must show competence in teaching business analytics or related courses and demonstrate great potential to develop a research portfolio appropriate to their discipline. The candidate is expected to teach both undergraduate and/or graduate courses using various delivery modes (in-class, online or hybrid). The expected teaching load is 18 credit hours (6 classes) per school year with undergraduate class size averaging 32 students per class. Additional responsibilities include service to the Department, the College of Business and Economics, the University, and the profession, such as student mentoring, committee, and interfacing with the business community. Review of applications begins immediately and continues until position is filled. CBE-3408

# **Department of Finance**

Assistant Professor

Tenure-track, 10-month Assistant Professor position in the Department of Finance beginning August 2021. PhD in Finance from an AACSB accredited institution. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by August 1, 2021. Evidence of a strong commitment to teaching, advising/mentoring students, commitment to high quality research, and the ability to work in a collaborative manner with colleagues and professional peers. Professional certifications such as the Chartered Financial Analyst (CFA) or the Certified Financial Planner (CFP) will be helpful. Faculty assigned an instructional workload of six (6) course units per academic year. Teach traditional and online format courses within the finance discipline at the undergraduate and graduate levels. Primary areas of interest for teaching and research should be Investments and Corporate Finance. Secondary areas may be Financial Planning. Candidates who can teach new data analytical tools such as Python and/or Tableau are preferred. Review of applications begins immediately and continues until position is filled. CBÉ-3405

Department of Management
Assistant Professor in Entrepreneurship/Strategy
Tenure-track Assistant Professor position in the Department of Management beginning August 2021. PhD in Entrepreneurship, Strategy, or Business Administration from an AACSB accredited institution. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by Feb 1, 2022. Applicants will need to demonstrate potential for strong research, excellent teaching, and service aligned with the college's expected outcomes of impact, innovation, and engagement. Faculty member will be assigned a teaching workload of six (6) courses per academic year in entrepreneurship and strategy such as Entrepreneurship Foundations, Social Entrepreneurship, International Entrepreneurship, and Business Policy & Strategy. Faculty member is expected to pursue research leading to refereed journal publications in the field of entrepreneurship and strategic management. Faculty member is expected to engage in service to the department, college, university, community, and professional associations. The successful candidate will join a department that is committed to scholarly productivity, students excellence, and innovative and technology focused experiential teaching. CBE-3404

# **Department of Marketing**

Assistant Professor in Marketing – Sales/Analytics/Strategy
Tenure-track Assistant Professor position in the Department of Marketing beginning in August 2021. Applicants will need to demonstrate potential for strong research, excellent teaching, and service aligned with the college's expected outcomes of impact, innovation, and engagement. A PhD/DBA or equivalent in marketing or a closely related field from an AACSB accredited university is required. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2022. The position requires a teaching load of nine credit hours of undergraduate and/or graduate courses in marketing per semester (6 load of nine credit hours of undergraduate and/or graduate courses in marketing per semester (6 courses per year). Of particular interest are individuals with competency in personal selling/sales management, marketing analytics, and marketing strategy and an ability and desire to support the department's growing undergraduate sales programs. Faculty are required to conduct research leading to refereed journal publications and engage in university, community and professional association service. The faculty of the Department of Marketing will be conducting preliminary interviews (virtually) in January/February 2021. Review of applications will begin immediately and continue until the position has been filled. CBE-3406

# COLLEGE OF LIBERAL ARTS

Department of Sociology, Anthropology, and Criminal Justice

Tenure-track, 10-month, Assistant Professor position in Criminology in the Department of Sociology, Anthropology & Criminal Justice, beginning August 2021. PhD in Criminal Justice, Criminology, or Sociology is required. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2022. Research areas in criminology are open, but special consideration will be given to applicants with research interest and took in the professor position will be given to applicants with research interest and teaching experience in at least one of the following areas: violence, violent crime, victims, or gender. The successful candidates will have a strong commitment to excellence in teaching and to working with a diverse student population on our main campus and at our Towson University Northeast campus in Harford County, MD. The candidate will be required to teach Theories of Crime and/or Research Methods in Criminal Justice, Introduction to Criminology, and other undergraduate courses, depending on the candidate's area of specialty and needs of the department; maintain an active research agenda with consistent and demonstrated scholarship activity; advise undergraduate students; and participate actively in shared governance. Review of applications begins immediately and continues until the position is filled. CLA-3407

# For detailed information on this position, please visit: http://www.towson.edu/provost/prospective/open positions.html

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. This position is contingent on availability of the funds at the time of hire.

# **ARMENIAN STUDIES**

# Tenured Professor in

Harvard University, Faculty of Arts

The Department of Near Eastern Languages and Civilizations (NELC) seeks to appoint a tenured professor in Armenian Studies. The Department is open to expertise in ancient, medieval, early modern, and modern val, early modern, and modern time-periods. We welcome various disciplines, including, but not limited to, political, economic, social or cultural history, and various fields, including, but not limited to, the history of Armenian Christianity, Armenian art and architecture, and Armenians in the Ottoman and Safavid periods. in the Ottoman and Safavid periods, and in the modern Midflous, and in the modern Andi-dale East. The successful candi-date will have excellent skills in working with Armenian primary sources. We expect the position to be joint with another relevant department in the Faculty of Arts and Sciences. The appointment is expected to begin on July 1, 2021. The professor will teach and advise at the undergraduate and graduate levels. Basic Quali-fications: Candidates are required to have a doctorate. Addition-al Qualifications: Demonstrated strong commitment to teaching, advising, and research is desired. Candidates should also evince intellectual leadership and impact on the field and potential for significant contributions to the department, University, and wider scholarly community. Special Instructions: Please submit the following materials through the ARIeS portal (https://academicpositions.harvard.edu/ postings/9947). Candidates are postings/994/). Californiates are encouraged to apply by January 30, 2021; applications will be re-viewed until the position is filled. 1. Cover letter 2. Curriculum Vitae 3. Teaching/advising statement (describing teaching philosophy and practices) 4. Research statement 5. Statement describing efforts to encourage diversity, ing errors to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without reation for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gen-der identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other charac-teristic protected by law. Contact Information: Carrie Mountain, Department Administrator, Department of Near Eastern Lanuages and Civilizations, iin@fas.harvard.edu

# **DATA & TECHNOLOGY**

# **Assistant Professor in** Sociology of Data &

Technology
Rutgers University - New Brunswick
The Sociology Department at Rutgers University seeks to hire Rutgers University seeks to hire an Assistant Professor to perform research and teach undergraduate and graduate classes in the field of Sociology, focusing on the role of large-scale data and digital technologies within or across social and institutional domains. Candidate will be expected to apply understanding of mechanics of digital technologies and computational methods to perform research within substantive area research within substantive area of focus, particularly politics and/ or culture. This is a tenure track position. Requires Ph.D. in Sociology. Please upload a cover letter, curriculum vitae, and 1-2 writing samples to https://jobs. rutgers.edu/postings/125054. Three recommendation letters are also required, to be sent directly to https://jobs.rutgers.edu/ postings/125054.The Sociology Department is strongly commit-ted to increasing the diversity of our faculty and welcomes applications from women and historically underrepresented populations.
Offer is contingent upon successful completion of all pre-employment screenings.

#### **ENGINEERING**

# **Human Factors Engineer/**

Emory University Emory University seeks Instruc-tor in Atlanta GA & various Emory clinic sites throughout GA.
The Human Factors Engineer/
Data Scientist position at the rank
of Instructor within the Dept of
Pediatrics at Emory Univ will improve healthcare quality, enhance patient safety, & reduce clinician burnout. Req PhD in Human Fac-tors Engg, Indus Engg, Cogni-tive Psych, or rel fld. Travel req'd. Send cover ltr & resume: pcoltra@ emory.edu w/ job title in subj line.

### **ENGINEERING PHYSICS**

# Research Assistant Professor

mbrv-Riddle Aeronautica

Conduct & manage research emphasizing wave dynamics, process es & effects, using novel numeric es & effects, using novel numeric models & techniques, both independently and collaboratively; teach classes and mentor students; service to academic department and university. Requires: Ph.D. in Engineering Physics. Send resume to: Send resume to: C. Kelley, HR Manager/COA, Embry-Riddle Aeronautical University, 1 Aerospace Blvd., 213-L, Flight Operations Building, Daytona Beach, FL 32114. FL 32114.

Associate Film Curator
University of California at Berkeley
Associate Film Curator. Educate diverse campus stakeholders on film as an art form, as well as spe-cifically with regard to films in-cluded in various campus festivals and film series; lead, direct, curate and introduce film series required and introduce nim series required for credit in film course offerings; team teach graduate level course in film curation; present lectures, workshops and seminars on a variety of film-related subjects. Variety of Imm-related subjects.

Bachelor's degree, any field. Deep knowledge and experience in film curation. Must send cover letter and resume to: Susan Oxtoby, University of California Berkeley Art Museum & Pacific Film Archive, 2120 Oxford Street #2250, Berkeley, CA 94720 within 30 days to be considered.

# **FINANCE**

# **Assistant Professor of**

Finance Merrimack College Assistant Prof of Finance (North Andover, MA), Tenure-track; Teach courses re finance; Counsel & assist students in the dept; Substantial involvement in scholarly activities & college service.

REQS: Doctorate in Bus Admin or Finance, or any foreign equivalencies; Exp (which may be concurrent and gained during educational studies) must incl: 5 semesters teaching as Primary Instructor courses regarding fi-nance; 10 semesters teaching (as TA or RA) courses re finance; Authorship of publication in rele-vant journals or books re finance; Research paper presentations in finance. APPLY TO: Rebecca Chimwanda, Assistant Director, Comp & HRIS, Merrimack Col-lege, 315 Turnpike St., North An-dover, MA 01845.

# **HEALTH**

# Director - IU Regional Academic Health Center Simulation Center

Indiana University The Indiana University School of Nursing - Bloomington seeks a Director for the Regional Ac-ademic Health Center (RAHC) Inter-professional Simulation Center. This tenure track position - 40% administrative and 60% teaching, research, and service - has the following required qualifications: earned doctorate in nursing or related field; an MSN with teaching & research experi-ence related to high fidelity SIM; and demonstrated leadership of

multidisciplinary teams. Academic rank and salary based on scholar-ly, teaching, and service achieve-ments. The search will continue until the position is filled. Letter of application with CV and three references must be submitted online to https://indiana.peoplead-min.com/postings/10297. For additional information, contact Sarah Lewis, Asst. Director of Business Affairs, at silewis@iu.edu, (812)856-1784. IUSON BL is an Affirmative Action/Fauel Oppor-Affirmative Action/Equal Opportunity Institution M/F/D.

#### HISTORY

# Lecturer in Modern U.S.

History
Harvard University
The Department of History
seeks applications for a lecturer
in Modern U.S. History. The appointment is expected to begin on July 1, 2021 and end on June 30, 2022. The lecturer will be responsible for offering four undergraduate courses in US history (two per semester). The lecturer will be expected to evaluate senior theses in accordance with departmental practice and may also advise a se-nior thesis. Doctorate in History or related discipline required by the expected start date.

#### **INFORMATION SYSTEMS**

#### Assistant Professor

University of Hawaii at Manoa Assistant Professor. Will teach Assistant Professor. Wit teach undergraduate, graduate, and executive courses in information systems; conduct research; advise students; and perform service. Requirements: PhD or DBA in Information Systems or related field. Interpreted prosecutes should information systems of related field. Interested persons should mail CV to: University of Hawaii at Manoa, Shidler College of Business, Dept of Information Technology Management, 2404 Maile Way, Honolulu, HI 96822. UH is an EEO/AA employer.

# **MARKETING**

# Advanced Assistant Professor of Marketing -

Tenure System
Michigan State University
Michigan State University, Broad
College of Business, Department
of Marketing is seeking applications for an advanced assistant professor (tenure-system) position with primary responsibilities in research, teaching, and service ac-tivities. All areas of marketing will be considered, but we are particularly interested in candidates with research and teaching expertise in the Consumer Behavior domain. A doctorate in marketing is reresearch and teaching at an AA-CSB accredited university. The position will start in August 2021. To be considered for this position please submit your cover letter and CV through the MSU Jobs website: http://careers.msu.edu (Posting #687549). To be eligible for full consideration, all applica-tion materials should be received tion materials should be received by February 10, 2021, but the position will remain open until filled. Contact Professor Ayalla Ruvio, Chair of the Search Com-mittee ruvio@broad.msu.edu, for additional information or visit our website at http://www.broad.msu. edu/marketing

Assistant Professor
University of Hawaii at Manoa
Assistant Professor. Will teach un-Assistant Professor. Will teach undergraduate, graduate, and executive courses in marketing; conduct research; advise students; and perform service. Requirements: PhD or DBA in Marketing or related field. Interested persons should mail CV to: University of Hawaii at Manoa, Shidler College of Business Dent of Marketing 2404 Business, Dept of Marketing, 2404 Maile Way, Honolulu, HI 96822. UH is an EEO/AA employer.

# MUSIC

# Instructor of Music

Oregon State University Oregon State University is seek-ing an Instructor to: Teach undergraduate and graduate courses in Music; Direct concert bands and outreach programs. To be eligible, applicants must have: Master's Degree in Music or related field; 3 academic years of experience in instrumental high school teaching. To apply, submit a letter of interest and c.v. to Coleen.Keedah@ oregonstate.edu

### **OPERATIONS**

#### Assistant Professor of **Operations and Decision** Technologies

The Indiana University- Bloomington
The Indiana University Kelley
School of Business in Bloomington, Indiana seeks candidates for a tenure track assistant professor position in Operations Manage-ment and Management Science. Duties include teaching multi-lev el courses in operations manageen courses in operations management and management science both in-person and on-line, as well as research and scholarly activities and service to Indiana University Kelley School of Busi-ness and the University. Position requires a Ph.D. in Decision Sciences, Business Analytics, Business Management or related field. Interested candidates should send a letter of interest and curriculum vitae to: endriss@indiana.edu. Questions regarding the position or application process can also be directed to: endriss@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 em-ployment without regard to age, ethnicity, color, race, religion, sex sexual orientation, gender identity or expression, genetic informa-tion, marital status, national ori-gin, disability status or protected veteran status.

### PEDIATRIC CARDIOLOGY

# Assistant/Associate

ities of the faculty are primarily concentrated at CHOI, which is

the primary pediatric teaching facility for UICOMP and is a 132-bed facility that offers over 50

pediatric programs and services.
These programs represent over
100 pediatric sub-specialists in 24
different disciplines. CHOI is the
only full service tertiary hospital
for children in downstate Illinois.

It is a designated Level I Trauma Center, and a Pediatric Critical Care Center, as well as having a Regional Perinatal Center and a Level III neonatal intensive care

unit. Malpractice insurance is

provided by the University of Illi-nois system and an excellent ben-

Professor/Professor-Interventional Cardiologist University of Illinois College o Medicine at Peoria Medicine at Peoria
The Department of Pediatrics of
the University Of Illinois Col-lege Of Medicine at Peoria (UI-COMP) seeks Pediatric Cardi-COMP) seeks Pediatric Cardiology candidates for a position with specialization in Interventional Catheterization who have completed 3 years of pediatric residency, 3 years of fellowship in pediatric cardiology and has extensive training and/or experience in pediatric cardiac catheterization. The candidate must hold an MD/DO degree, be board-certified or board-eligiboard-certified or board-eligible in pediatric cardiology and hold or are eligible for an Illinois physician license. The candidate will join a well-established team of 10 pediatric cardiologists with over 35 years of success in the region. Professional efforts will be bolstered by the support of two pediatric cardiovascular surgeons and a fully staffed cardiac intensive care unit with cardiac intensivests. UICOMP supports a thriving education program with medical students, residents, and fellows. Clinical activities will include in-patient rotations and general cardiology clinic coverage and travel to outreach clinics located in surrounding community cities. In addition the candidate will have responsibilities geons and a fully staffed cardiac **VIETNAMESE** Tenured Professor of didate will have responsibilities covering all aspects of the cardiac catheterization program at OSF Healthcare Children's Hospital of Illinois (CHOI). Clinical activ-

Vietnamese History
Harvard University
Position Description: The Department of History and the Department of East Asian Languages and Civilizations seek to jointly appoint a tenured professor to fill the Kenneth Tyong Chair of appoint a tentucup rotessor to Im-the Kenneth T. Young Chair of Vietnamese History. Candidates are welcome who focus on any period of Vietnamese history. The appointment is expected to begin on July 1, 2022. The appointee will teach and advise at the undergraduate and graduate levels, and will contribute to the Har-vard Asia Center's initiatives in the study of Southeast Asia. Basic Qualification: Doctorate or equivalent terminal degree in His-tory or cognate field. Addition-al Qualifications: Demonstrated strong commitment to teaching, advising, and research is desired. Candidates should also evince in

efits package available including vacations, sick time, CME, health and life insurance and retirement plan, \*\*\*For fullest consideration please apply by February 5, 2021 at https://jobs.uic.edu/job-board/ job-details?jobID=139502 The University of Illinois may conduct background checks on all job canbackground 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 harasses. ual misconduct or sexual harassment and to authorize inquiries to current and former employto current and former employ-ers regarding findings of sexu-al misconduct or sexual harassment. For more information, visit https://www.hr.uillinois.edu/cms/ One.aspx?portalId=4292&page-Id=1411899

## STRATEGIC MANAGEMENT

University of Hawaii at Manoa Assistant Professor. Will teach Assistant Professor. Will teach undergraduate, graduate, and executive courses in strategic management; conduct research; advise students; and perform service. Requirements: PhD or DBA in Management, Entrepreneurship or related field. Interested persons should mail CV to: University of Hawaii at Manoa, Shidler College of Business Dent of Management. of Business, Dept of Management, 2404 Maile Way, Honolulu, HI 96822. UH is an EEO/AA em-

### **UROLOGY**

# **Assistant Professor Clinical**

The Ohio State University
Serve as Assistant Professor Clinical in The Ohio State University,
Department of Urology, Columbus, Ohio. Clinical teaching for medical students and residents in Urology; clinical inpatient, outpatient, and ambulatory clinic care for urology patients; research focusing on urology, including preparation and submission of research proposals; participate in department, division, college, medical center, and university committees and service activities. Work may be performed at various Ohio State University Medical Center facilities located in Columbus, Ohio. Requirements: M.D. (foreign equivalent acceptable): 48 months of residency able); 48 months of residency training in Urology (accredited by ACGME or RCPS-Canada); board-certified or board-eligible in Urology; Ohio Medical License or eligible for licensure in Ohio; or eligible for licensure in Ohio; active DEA certification; requires successful completion of a background check. Send CV and cover letter to: Attn: M. Slaper, Department of Urology, The Ohio State University Wexner Medical Center, Eye and Ear Institute, 915 Olentangy River Road, Suite 3110, Columbus, Ohio 43212. EOE/AA/M/F/Vet/Disability Em-

tellectual leadership and impact

on the field and potential for significant contributions to the de-partment, University, and wider partment, University, and wider scholarly community. Special Instructions: Please submit the following materials through the ARIES portal (https://academicpositions.harvard.edu/postings/9966). Applications should be submitted by March 15, 2021 and will be reviewed until the position is filled. 1. Cover letter 2. Curriculum Vitae 3. Teaching/advising statement (describing teaching philosment (describing teaching philosophy and practices) 4. Research statement 5. Statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law. Contact Information:
Taylor Maurice, Faculty Coordinator, Department of History,
Faculty of Arts and Sciences, Harvard University, Cambridge, MA 02138 Contact Email: tmaurice@ fas.harvard.edu

# **JOB** SEARCH TIPS

# **Becoming a** full-fledged candidate for a leadership post means getting your name in the pool that matters.

Conventional wisdom holds that your CV is what gets you to the airport interview, and after that "it's all politics and personal qualities.' That's neither entirely correct nor entirely wrong. Getting into the right pool is based on both your record and on many unquantifiable factors.

Get more career tips on jobs.chronicle.com

David D. Perlmutter is a professor in and dean of the College of Media & Communication



at Texas Tech University, He writes the Career Confidential advice column for The

# **GAZETTE**

Appointments, Resignations, Retirements, Awards, and Deaths

# **New Chief Executives**



James H. Ammons Jr., interim chancellor of Southern University at New Orleans since November 2019, has been named to the post permanently.



Gregg Chenoweth, president of Bethel University, will become president of Olivet Nazarene University on June 1. He will succeed John C. Bowling, who plans to retire.



Colleen M. Hanycz, president of La Salle University, will become president of Xavier University, in Ohio. She will replace the Rev. Michael Graham, who plans to retire, and be the first woman and first layperson to lead the university.

# Chief executives (continued)

# **APPOINTMENTS**

Barbara Bellefeuille, vice president for academic services at Bethel University, will become interim president on June 1. She will replace Gregg A. Chenoweth, who will leave to become president of Olivet Nazarene University.

Suzanne Allison Davis, acting president of Greenville University since May 2020, has been named to the position permanently. She will be the first woman to lead the university and will succeed Ivan Filby.

Mark Fuller, vice chancellor for advancement at the University of Massachusetts at Amherst, will become interim chancellor of the University of Massachusetts at Dartmouth on January 19. Fuller will replace Mark Preble, who became acting chancellor in August after Robert E. Johnson left to become president of Western New England University.

Shane B. Smeed, acting president of Park University, has been named interim president. Smeed became acting president after Greg Gunderson stepped down.

A. James Wohlpart, provost and executive vice president for academic affairs at the University of Northern Iowa, has been named president of Central Washington University. He will succeed James L. Gaudino, who plans to step down on July 31.

# **RESIGNATIONS**

Ruth V. Watkins, president of the University of Utah, plans to step down in April and become president of Strada Impact in the Strada Education Network.

# **RETIREMENTS**

Steve Wrigley, chancellor of the University System of Georgia since 2017, plans to retire on July 1.

Submit items to people@chronicle.com

# Chief academic officers

# **APPOINTMENTS**

Laura Furge, a professor of chemistry at Kalamazoo College, has been  $named\ provost\ at\ M\overset{-}{u}hlenberg\ College.$ 

Paul Goldbart, dean of the College of



Natural Sciences at the University of Texas at Austin, will become executive vice president and provost at Stony Brook University on March 22.

Malou C. Harrison, president of the North Campus of Miami Dade College, has been named provost at Miami Dade College.

Lena Hill, dean of the college and a professor of English and Africana studies at Washington and Lee University, will become the university's next provost on July 1.

Joumana McGowan, associate vice president for instructional services at Mt. San Antonio College, has been named vice president for academic affairs at Citrus Community College.

Charlotte Simmons, co-interim vice president for academic affairs at the University of Central Oklahoma, has been named provost and vice president for academic affairs.

Calandra Stringer, associate vice president for academic affairs at Tallahassee Community College, has been named provost and vice president for academic affairs.

Marilyn Sutton-Haywood, dean of the division of liberal arts and sciences at Pfeiffer University, has been named interim vice president for academic affairs at Mitchell College.

Alfred W. Tatum, dean of the College of Education at the University of Illinois at Chicago, will become provost and vice president for academic affairs at Metropolitan State University of Denver on March 16.

# Other top administrators

# **APPOINTMENTS**

Candace J. Boeninger, interim vice provost for strategic enrollment management at Ohio University. has been named vice president for enrollment management.

Kortni R. Campbell, senior associate dean of admission and financial aid and admission communications director at Davidson College, has been named vice chancellor for admission and financial aid at the University of North Carolina at Asheville.

Katherine Hammer, chief deputy chief financial officer for the City of Detroit, will become vice president for finance at the Massachusetts Institute of Technology on February 16.



Akua Johnson Matherson, interim chief financial officer and vice chancellor for administration and finance at North Carolina Central University, has been named to the post permanently.

Terry Mena, associate vice president and dean of students at Lamar University, will become vice president for student affairs/dean of students at Northeastern Illinois University on February 22.

Eduardo Prieto, vice president for access and enrollment management at Winthrop University, has been named the University of Mississippi's first vice chancellor for enrollment management.

Henry Torres, assistant vice chancellor and chief information officer at Arkansas State University, has been named the inaugural vice president for information technology and chief information officer for the Arkansas State University System.



Lesley Villarose, dean of students at Averett University, has been named vice president for student development and dean of students at Gardner-Webb University.

Janet Wormack, senior

vice chancellor for administration and finance at Houston Community College, has been named vice president for administration and finance at Salisbury University.

# **RESIGNATIONS**

Suzanne Goldberg, executive vice president for university life and founder and director of the Sexuality and Gender Law Clinic in the Law School at Columbia University, will step down to join the Biden-Harris administration.

Martin Tadlock, regional chancellor for the St. Petersburg campus of the University of South Florida, plans to step down and return to the faculty in December.

#### RETIREMENTS

Kevin Hegarty, executive vice president and chief financial officer at the University of Michigan, plans to retire at the end of April.

William Wanovich, commandant at the Virginia Military Institute, will retire at the end of the academic year after an investigation into a "clear and appalling culture of ongoing structural racism" at VMI.

Kevin White, vice president and director of athletics at Duke University, plans to retire. He will remain as an adjunct professor in the university's Fuqua School of Business.

# **Deans**

# **APPOINTMENTS**

Gabriel Barreneche, associate dean for advising and a professor of Spanish at Rollins College, will become dean of the Evans School of Humanities, Arts, and Social Sciences at Berry College on July 1.

Linda S. Greene, a professor in the School of Law at the University of Wisconsin at Madison, will become the inaugural dean of the College of Law at Michigan State University on June 1.

La'Tonya (LT) Rease Miles, executive director of first-year experience and strategic initiatives at the University of California at Los Angeles, has been named dean of student affairs at Menlo College.

David M. Post, a professor of ecology and evolutionary biology in the Faculty of Arts and Sciences at Yale University, will become dean of faculty at Yale-NUS College, a joint venture by Yale and the National University of Singapore, on July 1.

Amelia Smith Rinehart, associate dean of academic affairs and professor at the University of Utah S.J. Quinney College of Law, will become dean of the College of Law at West Virginia University on June 30.

## **RETIREMENTS**

H. Gordon Brooks, the first dean of the College of the Arts at the University of Louisiana at Lafayette, plans to retire.

# Department chairs

## **APPOINTMENTS**

Glenn Gaudette, a professor of biomedical engineering at Worcester Polytechnic Institute, has been named the inaugural chair of the engineering department at Boston College.

Stella Lucia Volpe, chair of the department of nutrition sciences at Drexel University, has been named head of the department of human nutrition, foods, and exercise in the College of Agriculture and Life Sciences at Virginia Tech.

# Other administrators

#### **APPOINTMENTS**

Christopher Bradford, chief executive and co-founder of the African Leadership Academy, has been named president of the Morehead-Cain Foundation at the University of North Carolina at Chapel Hill.

DeOnte Brown, assistant dean of students at Clemson University, has been named director of the Center for Academic Retention and Enhancement and assistant dean of undergraduate studies at Florida State University.

Wanda Heading-Grant, vice president for diversity, equity, and inclusion at the University of Vermont, will become the inaugural vice provost for diversity, equity, and inclusion and

1255 Twenty-Third Street, N.W.

Washington, D.C. 20037 (202) 466-1000

chief diversity officer at Carnegie Mellon University on April 1.

Patricia (Patty) Sengstack, academic director for the nursing informatics specialty in the master of science in nursing program at Vanderbilt University School of Nursing, has been named senior associate dean for in-

Richard R. Smith, a professor of strategic management and deputy dean of programs at Singapore Management University, has been named vice dean for corporate and global partnerships in the Carey Business School at the Johns Hopkins Uni-

Christopher Woods, a professor of Sumerology and director of the Oriental Institute at the University of Chicago, will become director of the University of Pennsylvania Museum of Archaeology and Anthropology on April 1.

# Faculty

## **APPOINTMENTS**

Sara Bleich, a professor of public-health policy at the T.H. Chan School of Public Health at Harvard University, has been named senior advisor for Covid-19 in the Office of the Secretary at the U.S. Department of Agriculture.

# RETIREMENTS

John Eastman, a professor of law at Chapman University, will retire. Eastman supported Donald Trump's claims of election fraud and participated in a Washington, D.C., rally with Rudy Giuliani.

# **Deaths**

Thomas G. Carpenter, founding pres-

ident of the University of North Florida, died on January 6. He was 94.

Willard J. Henken, founding dean of the Fond du Lac campus of the University of Wisconsin at Oshkosh, died on January 17. He was 93.

Roger Mandle, president emeritus of the Rhode Island School of Design. died on November 28. He was 79. Mandle led the institution from 1993 to 2008.

 $\textbf{Samuel L. Myers Sr.,} \ an \ economist \ and$ former president of Bowie State University, died on January 8. He was 101.

Deborah L. Rhode, a professor of law and director of the Center on the Legal Profession at Stanford University, died on January 8. She was 68.

Mark Richter, a professor of molecular biosciences at the University of Kansas, died of Covid-19 on December 26. He was 69.

Charles Shearrow, a professor of advanced manufacturing at Harrisburg University of Science and Technology, died of Covid-19 on January 12. He was 61. Shearrow led his students in 3-D printing face shields for healthcare workers during the pandemic.

Judith Jarvis Thomson, a professor emerita of philosophy at the Massachusetts Institute of Technology, died on November 20. She was 91. Thomson was known for her 1971 essay "A Defense of Abortion" and devising the standard form of the "Trolley Problem."

Chia-Kuang (Frank) Tsung, an associate professor of chemistry at Boston College, died on January 5 from complications due to Covid-19. He was 44.

Walter E. Williams, a vocally anti-welfare economist and a professor of economics at George Mason University, died on December 1. He was 84.

- COMPILED BY JULIA PIPER

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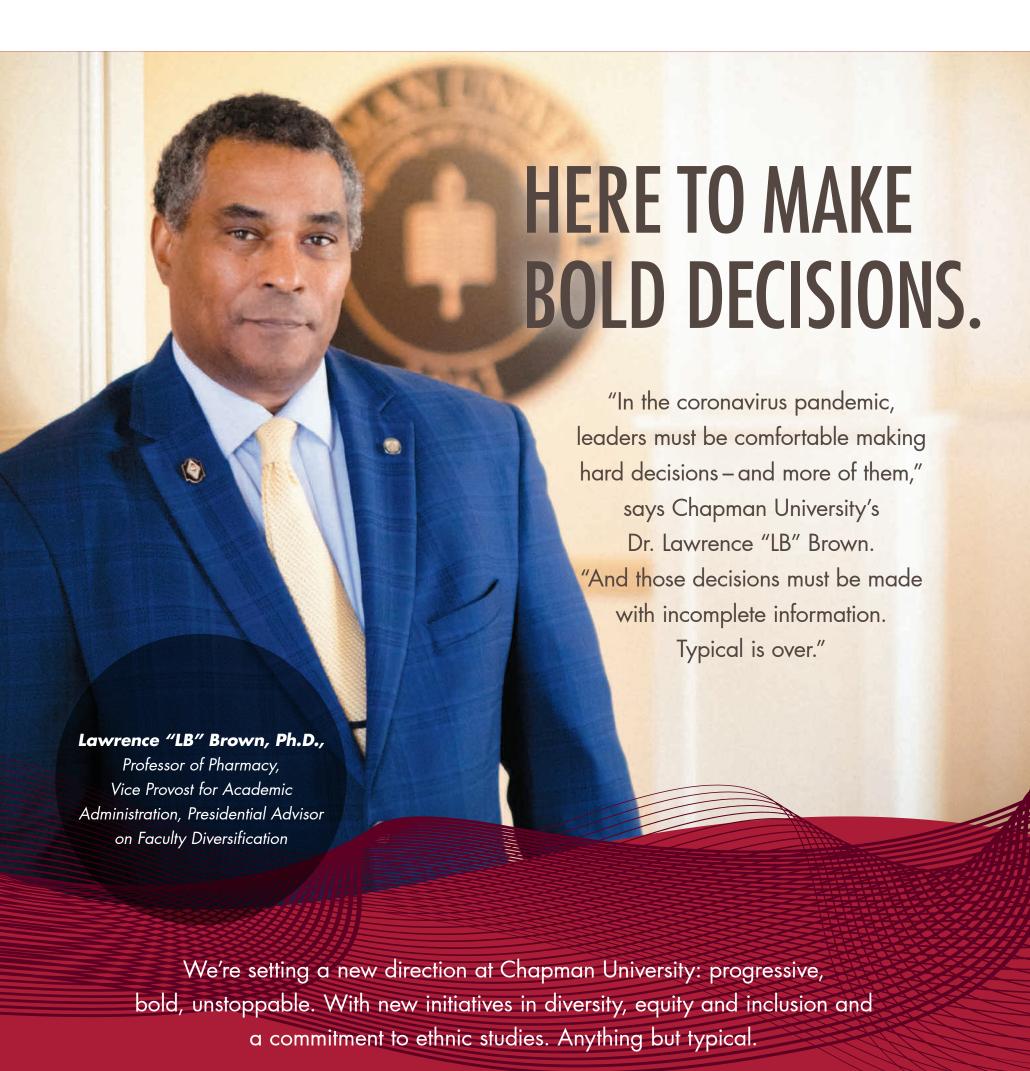
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