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THE CHRONICLE OF HIGHER EDUCATION

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FEATURES

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Politics and Principle

THE DECISIONS of public-university leaders are always subject to state lawmakers' scrutiny, but lately Marlene Tromp may be the most scrutinized college president in America. Tromp arrived at Boise State University two years ago with a plan to focus her energies on student success. Lawmakers in deeply conservative Idaho had a different agenda. Right off the bat, they alerted her that she should curb diversity and inclusion programs they felt had become "divisive and exclusionary."

CHRONICLE PHOTO

Even if she had not herself been a champion of such programs, student activists at Boise State weren't about to put social justice and antiracism on the back burner. And their behavior sometimes lent credence to stereotypes of coddled, intolerant undergraduates.

Tromp has worked to find common ground, and walk it. But as Vimal Patel reports in this issue, sometimes trying not to anger anyone angers everyone. Some of her administration's decisions have appeared to critics to trample on free speech, jettison academic freedom, and put politics over principle.

Beyond Idaho's borders, college leaders in many states face interference with their curricula and programs at the same time that they are trying to serve the students they depend on to stay viable. Standing on principle may be the ideal, but a college depleted of resources and disrupted by campus unrest will be hard-pressed to advance its mission.

Tromp will take to the road this summer to make the case for Boise State to Idahoans. Given the sharp partisan divide in views of higher ed, a national tour might be something for all college leaders to consider.

— JENNIFER RUARK, DEPUTY MANAGING EDITOR

Rutgers Faculty Recognized for Excellence

These highlights of recent Rutgers faculty honors and recognition represent what makes Rutgers an academic, research, and clinical powerhouse.

National Academy of Sciences

Gregory Moore, Physics and Astronomy; *Member, National Academy of Sciences*

Eileen White, Molecular Biology and Biochemistry; *Member, National Academy of Sciences*

Fellows and Scholars

Joan Bennett, Plant Biology; *Member, American Academy of Arts and Sciences*

Blakesley Burkhart, Physics and Astronomy; *Sloan Research Fellow, Alfred P. Sloan Foundation*

Nicole Burrowes, History; *Fellow, American Council of Learned Societies*

Jill Cox, Nursing; *Fellow, American Academy of Nursing*

Kristjan Haule, Physics and Astronomy; *Simons Fellow in Theoretical Physics, Simons Foundation*

Steffani Jemison, Art and Design; *Fellow, John Simon Guggenheim Memorial Foundation*

Seth Koven, History; *Fellow, John Simon Guggenheim Memorial Foundation*

Yanyan Li, Mathematics; *Simons Fellow in Mathematics, Simons Foundation*

Konstantin Mischaikow, Mathematics; *Simons Fellow in Mathematics, Simons Foundation*

Jedediah Pixley, Physics and Astronomy; *Sloan Research Fellow, Alfred P. Sloan Foundation*

Gary Rendsburg, Jewish Studies; *Villa Scholar, Getty Research Institute*

Salamishah Tillet, African American Studies and Creative Writing; *Andrew Carnegie Fellow, Carnegie Corporation*

Awards and Recognition

Eddy Arnold, Chemistry and Chemical Biology; *Antonín Holý Memorial Award, International Society for Antiviral Research*

Martin Blaser, Medicine and Pathology and Laboratory Medicine; *Prize Medal, Microbiology Society*

Elise Boddie, Law; *Commissioner, Presidential Commission on the Supreme Court of the United States*

Wei Dai, Cell Biology and Neuroscience; *CAREER Award, National Science Foundation*

Lynn Festa, English; *James Russell Lowell Prize, Modern Language Association*

Angélica González, Biology; *CAREER Award, National Science Foundation*

Yogesh Jaluria, Mechanical and Aerospace Engineering; *Holley Medal, American Society of Mechanical Engineers*

Joel Lebowitz, Mathematics and Physics and Astronomy; *Dannie Heineman Prize for Mathematical Physics, American Institute of Physics and American Physical Society*

Kimberly Mutcherson, Law; *Inaugural Impact Award, Association of American Law Schools*

Judith Surkis, History; *Book Prize, Association for Middle East Women's Studies*

Weiwei Xie, Chemistry and Chemical Biology; *CAREER Award, National Science Foundation*

To read more about recent awards and honors bestowed on Rutgers faculty, visit excellence.rutgers.edu.

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The UNC saga

Tenure, at Last

THE UNIVERSITY OF NORTH CAROLINA at Chapel Hill awarded tenure to Nikole Hannah-Jones on June 30, a dramatic turnabout in the saga that has come to symbolize public colleges' vulnerability to political forces in a polarized country. The university's Board of Trustees formally voted, 9 to 4, in favor of bestowing the status on Hannah-Jones, a Pulitzer Prize-winning *New York Times* journalist and lead author of the controversial "1619 Project," in a special meeting.

The board's vote capped a hectic few days in which the university's student-body president, Lamar Richards, had petitioned his fellow board members to officially vote on Hannah-Jones before July 1, when she was scheduled to begin work as the holder of an endowed chair in UNC's Hussman School of Journalism and Media. Hannah-Jones's lawyers had written in a letter that she would not start her position without tenure.

The process that led to the board's vote was a hazy one. Hannah-Jones was approved for tenure through the campus's typical process, but the bid came to a halt months ago, when a board member raised questions about her candidacy. University officials then changed Hannah-Jones's position from tenured to contract-based with the option to be considered for tenure at the end of a five-year term. The full board had never formally considered the tenure bid prior to the June 30 vote.

The revelation, in May, that Hannah-Jones would not be offered tenure drew an immediate firestorm of criticism from advocates of academic freedom nationwide. They charged that politics — the "1619 Project" is reviled in conservative circles and has been criticized by some historians — had gotten in the way of academic processes. North Carolina's Republican-controlled legislature determines appointments to the UNC system's Board of Governors, and those two bodies appoint and elect, respectively, nearly all of the Chapel Hill trustees.

The role of a prominent donor to the journalism school, Walter E. Hussman Jr., also came under scrutiny. Hussman privately expressed reservations about Hannah-Jones's hiring to the dean of the school, Susan King, who stood firm in support of the appointment. Hussman then sent emails expressing similar reservations to the university's chancellor and its chief fund raiser. The donor's objections appeared to center on whether Hannah-Jones's appointment squared with journalistic objectivity, a value central to Hussman's view of good journalism.

The precise cause of the derailing of Hannah-Jones's tenure appointment is still unclear. But news of it touched off a reckoning in Chapel Hill, where Black faculty members and employees argued that the episode was another demoralizing example of the devaluing of Black labor at the flagship. Several faculty members left the campus for other jobs, while others said they were considering it. Richards, the student-body president, publicly urged Black students and faculty members to go elsewhere.

Constituencies across campus issued statements calling on the board to grant tenure to Hannah-Jones, and supportive students staged protests. With just days remaining before Hannah-Jones's scheduled start date, Richards issued a formal call for the trustees to meet to consider the journalist for tenure. It appears that five other trustees — the number required to trigger a special meeting — signed onto his request.

Hours before the meeting, King, the journalism-school dean, published an oped in the student newspaper in which she thanked people across the campus for rallying in support of the tenure bid. "Why has the tenure case of Nikole Hannah-Jones galvanized so many of us to stand together?" she wrote. "I believe it is because we are committed to the idea that this first public university was created to foster a society that would stand for values and progress. That the university was intended to prepare our state for new centuries and new challenges."

— ANDY THOMASON

KARSTEN MORAN, REDUX

First-year sophomores

The Other Freshman Class

WYATT ASHTON'S freshman-year experience would sound familiar to many students who started college under the shadow of the Covid-19 pandemic. He met just one of his professors in person. He didn't participate in any extracurriculars or join any clubs. He mostly hung out with his three suitemates and four women from a suite in their hall, and figures he socialized with about 15 students, in total. The number grew that high, he says, only because one of the women in his core group at the dorm was particularly outgoing.

Ashton, a secondary-education major at Arizona State University, maintained a perfect grade-point average. But he withdrew from a mathematics class he feared he'd otherwise have failed. Meanwhile, he found his other courses not challenging. Often, Ashton says, "teachers didn't know how to adjust their lesson plans away from lectures." And, he adds, "lectures over Zoom were just insanely boring."

Freshman year is about figuring out who and what you like. Ideally, students interact with at least one instructor outside of class, and move from making acquaintances on campus to making friends. They begin pinpointing their interests, academically and otherwise, and figuring out how to pursue them. To facilitate that, colleges offer first-year students an abundance of people to meet and new things to try — and push them to take advantage of that at every turn.

This year's rising sophomores — even those, like Ashton, who technically spent a year living and learning on campus — didn't have access to the full abundance. And they didn't get that push. As a result, colleges this fall will in many ways have two cohorts of first-year students.

Sophomores don't want to be treated like freshmen. But they are eager to make up for lost time socially. "The No. 1 thing they want is to be able to get to know their fellow students," says Paula Patch, assistant director for first-year initiatives in the core curriculum at Elon University. "They want to expand their friend group." That means interacting with classmates in a more normal way, she says. It means gathering in larger groups without university supervision, too.

In their first year of college, rising sophomores know, many professors extended academic grace, so students haven't had courses at their full intensity yet. At the same time, many have seen their study habits crumble, adding to the fear that they're behind. Professors will have to act like trainers or coaches to get them back into condition, says Patch, who is also a senior lecturer in English. "We need to develop stamina," she says, "not assume it's there."

Rising sophomores transitioned into college with a lot less in-person support than they'd normally receive, on both the high-school and college sides, says Aaron Thompson, president of the Kentucky Council on Postsecondary Education. That made the adjustment harder for everyone, he says, but especially for first-generation students.

That's why the council included efforts to support rising sophomores when it awarded $1.5 million in competitive grants to support summer "bridge" programs at the state's colleges this year. "It's not whether or not they can handle a college course," Thompson says. "It's whether or not they can handle college."

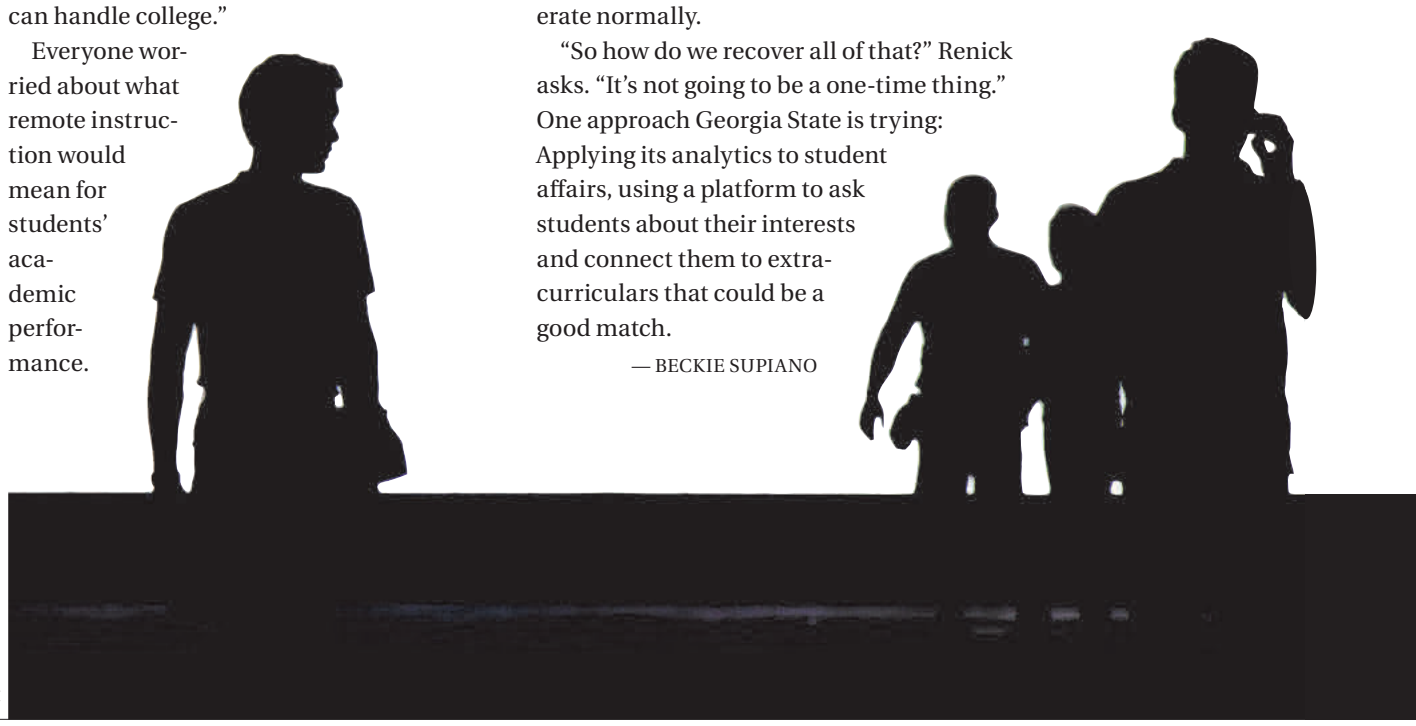
Everyone worried about what remote instruction would mean for students' academic performance. When officials at Georgia State University looked at students' grades during the pandemic, the distribution was pretty similar to that of previous semesters. But that's in the aggregate. The picture looked quite different when grades were broken down by class year, says Tim Renick, executive director of the university's National Institute for Student Success. Among freshmen, there was a significant increase in the number of courses in which students got a D, failed, or withdrew.

In response, Georgia State is running an accelerator program this summer to help rising sophomores get back on track. The university has identified a set of core prerequisite courses and has recruited instructors who excel in teaching freshmen to run them, with support from student peer mentors. Georgia State is using stimulus money to cover students' tuition, so that the program won't put a dent in their financial aid. Courses are being offered in person and online, and 750 rising sophomores are participating.

University leaders are thinking about students' lives beyond the classroom, too. Last year, Renick says, students who lived on campus might have been in a suite alone, where normally they'd have had three suitmates. Many clubs have not been able to operate normally.

"So how do we recover all of that?" Renick asks. "It's not going to be a one-time thing." One approach Georgia State is trying: Applying its analytics to student affairs, using a platform to ask students about their interests and connect them to extracurriculars that could be a good match.

— BECKIE SUPIANO



ISTOCK

Surveying speech

Legislating Viewpoint Diversity

GOV. RON DESANTIS of Florida signed legislation last month that requires public colleges to survey their level of "intellectual freedom and viewpoint diversity," among other things. Faculty groups have criticized the new law as unnecessary and potentially chilling.

Florida's more than three dozen public colleges and universities will have to determine "the extent to which competing ideas and perspectives are presented" and if community members "feel free to express their beliefs and viewpoints" in the classroom and on campus. The law, which took effect July 1, does not describe the survey's methodology but stipulates that it should be "objective, nonpartisan, and statistically valid." It will be selected or created by the state university system's Board of Governors and the state's Board of Education.

Under the law, those boards are barred from limiting "access to" or the "observation of" ideas and opinions that students, faculty, and staff members "may find uncomfortable, unwelcome, disagreeable, or offensive."

The legislation also allows college students to record lectures without their instructor's consent, for educational purposes or in connection with a complaint against the institution or a criminal or civil proceeding. (A recording may not be published without the instructor's permission.)

"It used to be thought that a university campus was a place where you'd be exposed to a lot of different ideas. Unfortunately, now the norm is really, these are more intellectually repressive environments," DeSantis, a Republican, said at a news conference, repeating a claim that Republican lawmakers and elected officials have voiced — and that many faculty members have scoffed at — for years.

The law does not say what, if anything, will happen in response to the survey results, which must be compiled and published by September 1 each year, starting in 2022. But DeSantis hinted at potential consequences for state institutions, saying that colleges should not be "hotbeds for stale ideology." That's "not worth tax dollars, and that's not something that we're going to be supporting going forward."

State Rep. Spencer Roach, a Republican who sponsored the bill in the House, told his fellow lawmakers in March that he was concerned that students were censoring their own viewpoints. A 2020 survey of nearly 20,000 undergraduates across the country found that about 60 percent had kept an opinion to themselves because they were afraid of how a professor, an administrator, or another student would react, *The Chronicle* previously reported.

Survey results "could shape whatever action a university president may want to take or whatever action a future legislative body may want to take," Roach said.

Faculty organizations and Democratic state lawmakers have questioned the legislation's intent and criticized its vagueness. Because colleges are prohibited from "shielding" offensive or unwelcome speech, does that mean that a professor "could be barred from enforcing respectful and appropriate classroom conduct by students?" asked the American Association of University Professors in its statement opposing the bill.

The legislation seems like a "solution in search of a problem," said Anita Levy, a senior program officer in the AAUP's department of academic freedom, tenure, and governance. The fear that the free exchange of ideas no longer occurs on campus is grossly exaggerated, she said.

It's worrying that the survey will examine if students, faculty, and staff members "feel" free to express their opinions, said Karen Morian, president of United Faculty of Florida, a union that represents more than 20,000 instructors. How people feel does not always reflect reality.

There hasn't been a rise in students filing grievances against faculty members or graduate assistants around the state, she said in an April interview. "That would be, to me, empirical evidence," she said. "But we're not seeing that."

Instead, she said, faculty members "work really hard to maintain a civil discourse in a classroom, to have students feel safe that they can openly discuss ideas and develop points of view … All of that is part of our mandate."

Now those ideals could be harder to achieve. If contingent faculty members, especially, think the Legislature is looking over their shoulder, they're going to think "twice and thrice" about what they teach and how they teach it, Levy said.

Students might also be wary of what they share, wrote Joe Cohn, legislative and policy director at the Foundation for Individual Rights in Education, in March. Whether it's appropriate for students to have the right to record their classes is a thorny question, he wrote, given the tension between transparency and maintaining an environment that does not impede speech. But the "mere existence of recordings in the classroom … has tremendous potential to chill anyone who might dare to express a controversial idea."

— EMMA PETTIT

JOHN RAOUX, AP

Merger metrics

One State's Plan to Consolidate Its Public System

ABOUT A YEAR AGO, the Pennsylvania State System of Higher Education, or Passhe, took the first step toward merging six of the 14 universities in a system that has weathered enrollment declines and financial pressures for a decade. And as early as next month, the system's Board of Governors could take a final vote on plans to make those six universities into two. California, Clarion, and Edinboro Universities would become one institution in western Pennsylvania. Bloomsburg, Lock Haven, and Mansfield Universities would become one institution in the state's northeast. All the campuses would remain open, but with a new name for each group of three institutions.

GETTY IMAGES

Mergers have been both common and controversial in recent years for public-college systems with declining enrollments and faltering finances. In Pennsylvania the proposals have elicited an abundance of comments from the public. And there's a lot for the public to digest. The "west" plan is 237 pages. The "northeast" plan is 199 pages.

If the mergers are approved next month, as scheduled, they would take effect for the 2022-23 academic year.

Here's a by-the-numbers look at the rationales and resources involved in the plans.

— AUDREY WILLIAMS JUNE

22%

The decline in enrollment at the state system's universities since the fall of 2010.

The drop in attendance at Passhe universities followed a decade of growth, with peak enrollment at 119,513 students in the fall of 2010. In the fall of 2020, enrollment was at 93,704, a drop of 21.6 percent. The overall decline was even steeper — more than 27 percent — without West Chester University, the system's largest and fastest-growing institution. Its student body, at 17,719, has risen 22 percent since 2010.

29,060

The number of students enrolled in the fall of 2020 at the six institutions slated for merger.

Bloomsburg University has the largest student body of the six, at about 8,400. The smallest: Mansfield University, with 1,792 — roughly half its number of students in the fall of 2010. Nearly 90 percent of the students at the six institutions are Pennsylvania residents. Left out of the merger plans are Cheyney (the system's sole historically Black university), East Stroudsburg, Indiana, Kutztown, Millersville, Shippensburg, Slippery Rock, and West Chester.

17 to 2

The vote by the state system's Board of Governors to proceed with the merger plans.

The vote, on April 28, kicked off a 60-day period of public comment that ended on June 30. The chair of the board, in a news release, called the vote "the most significant reimagining of public higher education since the system was formed, in 1982." In addition to public hearings, held in early June, the system accepted feedback via email and an online form.

73

The number of pages in the PDF of public comments about the mergers received in a one-month period.

In the first 30 days of the comment period, comments to the board poured in from all corners: students, alumni, parents, donors, faculty, and staff members. There was some support for the mergers, but many commenters pushed back against the idea. They cited a lack of specific information about how the plans would affect sports, as well as student recruitment and retention, and they said a timeline for the mergers was rushed, among other things.

25%

The estimated reduction in the cost of earning a degree, according to the merger plans.

Students would pay less to earn their degrees, even though cutting tuition isn't on the table. The cost savings is expected to come from a shorter time to degree, with students taking dual-enrollment courses, online classes, or both. Lower student fees and more federal work-study opportunities are among other factors expected to help students cut costs.

1,531

The number of systemwide jobs estimated to be cut as of 2023.

Details on how many jobs will be lost because of the mergers aren't made clear in the plans. But a report by the Political Economy Research Institute at the University of Massachusetts at Amherst says that the more than 1,500 job cuts represent a nearly 14-percent reduction in the system's work force, and include the loss of 809 faculty positions.

$50M

The money allocated in the state's budget for the redesign of the system.

The budget, which passed the legislature, is slated to be signed by Gov. Tom Wolf, a Democrat. The allocation is part of a $200-million commitment over four years.

PRESIDENT ON A T

Boise State's leader must tread carefully through the culture wars.

Marlene Tromp, president of Boise State U., arrived from UC-Santa Cruz with a plan to focus on student success.

JOAN WONG FOR THE CHRONICLE, PHOTOS FROM BOISE STATE U.

IGHTROPE

Others may soon walk the same line.

THE LETTER from 28 Republican lawmakers arrived before the president had even moved into her new home.

Typically, when conservative politicians send early demands to public-college presidents, they focus on the rising cost of college. But in this three-page missive, that concern was secondary to another target: programming designed to support the college's underrepresented students.

"This drive to create a diversified and inclusive culture," the lawmakers wrote to President Marlene Tromp of Boise State University, not even two weeks into her job in July 2019, "becomes divisive and exclusionary because it separates and segregates students." That is not, they said, "the Idaho way."

The letter proved to be a portent for Tromp, who has been caught between student activists' desires — and her own — for a more inclusive university and the ire of lawmakers who argue that inclusion efforts have gone too far.

BY VIMAL PATEL

Tromp had arrived at Boise State, after serving as provost of the University of California at Santa Cruz, with a plan to focus on student success. She grew up in a working-class family in rural Wyoming, and was sensitive to the needs of underserved students. Instead, she has found her time and energy consumed by the need to navigate partisan battles. How challenging is the political environment? Lawmakers refused to meet with her if she wore a mask, even though she is the sole caretaker for her 93-year-old mother.

As higher education has again become a punching bag in the national culture wars, lawmakers elsewhere have taken action against equity and inclusion programs and the teaching of critical race theory, or what state bills have vaguely called "divisive" topics. But legislators in Idaho, where Republicans are the supermajority, are especially keen to prove their conservative bona fides. This spring, they set out to wrest millions of dollars from the state's colleges explicitly as punishment for the institutions' social-justice programming.

Their main target? Boise State.

Meanwhile, student activists there were becoming more vocal about perceived injustices on campus. Tromp tried to avoid angering both groups, even as their demands increasingly left little room for compromise.

Tromp is in an especially tight spot, given the mood in Idaho, but the national mood is such that college leaders elsewhere may soon find themselves in a similar bind.

Tromp's supporters see a collaborative leader in an increasingly untenable situation, trying to protect the university from the budget ax. Her critics, on both ends of the ideological spectrum, see a president who has put politics above principle. Whichever is true, in making a series of decisions that have looked like acts of appeasement, Tromp's administration may actually have put the university on shakier footing.

IDAHOANS ARE WARY of changes in their state.

The population has exploded in recent years. New settlers, disproportionately from California, have discovered the Gem State's low cost of living and its soaring central mountains that pump crystalline water through powerful rivers across Idaho. In the decade since the 2010 Census, the population has grown by 17 percent, the second-highest growth rate after Utah's. Even though many Californians come to Idaho precisely for its brand of rugged conservatism, longer-time residents have a deep-seated worry that the state is losing its identity, says Greg Chaney, a moderate Republican lawmaker who has been critical of his party's attack on higher education.

Idahoans look southeast to Colorado, a state they saw turn from red to purple to solid blue, Chaney says. They look west to Portland and Seattle, liberal enclaves that dominate the political cultures of their otherwise relatively moderate states. They're worried Idaho will be next, and that universities are the footholds from which this change will spring.

While Idaho's Rocky Mountains aren't in danger of being washed away by a blue wave any time soon, Boise has in fact drifted left-

While many Republican lawmakers see a campus awash in white shaming and radical activism, Boise State has tried to create a culture welcoming to students of color.

ward. Donald J. Trump edged out Joseph R. Biden Jr., 50 percent to 46 percent in Ada County. Twenty years earlier, George W. Bush almost doubled Al Gore's share of the vote. Boise State poses an easy target; the state's other three public universities are in more conservative areas and harder to pigeonhole as liberal-indoctrination machines.

But while many Republican lawmakers see a campus awash in white shaming and radical activism, the university has struggled to create a culture that is attractive and welcoming to students of color. Only 2 percent of its students are Black. (As low as that is, it is actually double the share of Idaho residents who are Black.)

Administrators in recent years have tried to be more supportive of the university's underrepresented students. This has included offering graduate fellowships geared toward those students and cultural programming like "Black Graduation." But those very efforts — or fun-house-mirror versions of them — have rankled lawmakers.

The Black graduation wasn't a separate graduation ceremony, but rather an added event open to everyone to celebrate the achievements of Black students, a now-common practice at colleges. Still, the Idaho Freedom Foundation, a libertarian think tank that has played an outsize role in Idaho politics, elicited outrage about the event, which the foundation called a "segregationist" ceremony, in a fund-raising letter asking for $5 to help combat it. (For each $50 donation, the group promised to send a copy of *The Coddling of the American Mind*, a 2018 book about intolerance among college students, to a Boise State or University administrator.)

Administrators have been responding, in part, to increased demands from students for more diversity and parity. Tromp pledged to continue the campus's diversity efforts. It's the job of a public university, she told *Idaho Education News* in response to the lawmakers' letter, "to provide both the academic rigor and the support students need" to succeed in their careers and lives. The Black graduation, and similar events for other groups of students, were part of this effort, she explained at the time.

The death of George Floyd under the knee of a white police officer in May 2020 was a turning point. The student government, generally driven by low-octane issues of planning campus events and distributing money to university clubs, was consumed instead by acrimonious debates over racial justice and policing.

If lawmakers were in search of a narrative about the excesses of higher education, the university in the months ahead would give them one, just in time for the legislative session. It all started with a Snapchat post about a local coffee shop.

IN HEALTHIER TIMES, the Big City Coffee incident might have been a low-stakes business dispute. Instead, it became prime fodder for the Case Against Boise State, enraging many lawmakers sure that the university was infringing on free speech just as they were preparing their most pointed attack on diversity efforts. It was also a flashpoint for student activists, who were convinced the business owner was racist. The truth was far more complicated.

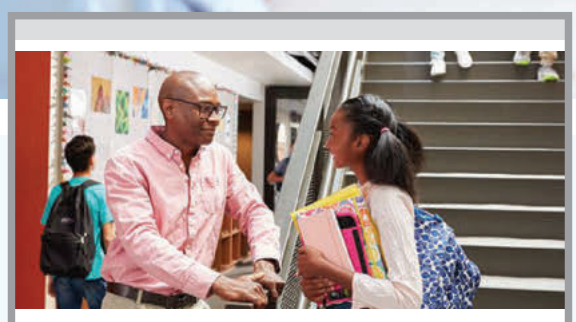
A student on Snapchat in October pointed out that Big City Coffee, which had an on-campus shop and one in downtown Boise, displayed a "thin blue line" emblem. Some who display the symbol, an American flag with one white stripe replaced by a blue one, say it represents solidarity with a much-maligned profession that protects and serves. But to many the emblem has come to represent a retort to the Black Lives Matter movement. The student, like many others, had supported the local business when it replaced the on-campus Starbucks. But that was before learning that the owner supported the police.

The owner, Sarah Jo Fendley, reposted that student's message on Instagram along with an explanation about why she displays the emblem at the off-campus shop: Her fiancé, a member of the Boise Police Department, had been hit with five bullets and paralyzed in a shootout with a fugitive. Fendley, who later described herself as a moderate who tends to vote for Democrats, said she deeply valued first responders and service members, noting that she has a brother who is a firefighter and another one in the Air Force. Her post didn't mention Black Lives Matter, but students were outraged.

The student government's vice president wrote an email to student leaders and Tromp the morning after the Instagram post. The message was "extremely harmful," she wrote. "How will Big City be held accountable?" The student government's ethics officer added his view: The university had not sought adequate student opinion before bringing the coffee shop to an on-campus location — an act he described as "oppressive." He called for "a complete and immediate removal of Big City Coffee from campus."

Responding to the growing outrage among student leaders,

YES, PRINCIPALS *REALLY* MATTER



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom VANDERBILT UNIVERSITY
Anna J. Egalite NORTH CAROLINA STATE UNIVERSITY
Constance A. Lindsay UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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university officials summoned Fendley to a meeting that very day — without, according to her, describing its purpose. She declined an interview request from *The Chronicle*. Top university administrators, including Alicia Estey, chief of staff and the university's chief legal officer, were present. Tromp was not. The university declined to comment for this story, but has said that it had convened the group to foster dialogue. To Fendley, the presence of legal counsel suggested otherwise.

What was said during the meeting is in dispute. But within a week,

JOAN WONG FOR THE CHRONICLE, PHOTO BY TANA RUUD

Angel Cantu, as president of Boise State's student body, wrote: "Sympathizing with an injured police officer and supporting first responders should not in itself be defined as a harmful act." He was unprepared for the backlash to that.

the on-campus coffee location was shuttered, and 18 students were out of a job, according to Fendley.

The university says it never asked the coffee shop to leave campus. "At no time did the administration ask Big City Coffee to compromise the owner's First Amendment rights," stated an official Facebook post on October 28. "Boise State was working with the owner to help find a successful resolution to the concerns regarding free speech on campus. Big City Coffee's recent actions signal that the business has chosen to leave."

The outrage flowed easily, in nearly 1,000 comments on the Facebook post.

"Hey Boise, enjoy becoming the next Portland."

"Cancel the cancel culture."

"This is a prime example of the crap being allowed on college campuses around the country."

The Idaho Freedom Foundation joined in, ensuring that right-wing lawmakers concerned with how they rated on the group's Freedom Index would pay attention. Chris Mathias, a Democratic representative and the state's only Black member of the Legislature, was exasperated at how the business dispute became "a right-wing fund-raising dream" — and a little in awe at how well the university's opponents created a narrative around the issue.

"Conservatives are really good at issue framing," said Mathias, a former Boise State student-body president. "Big City Coffee did not get 'kicked off campus,' yet even I still find myself using that phrase." Mathias said the owner wanted the university to clamp down on the speech rights of students calling for the removal of the business, and decided to end the relationship when the university refused to "support" her against the students' criticisms, as she asked.

The current student-body president was also frustrated, for different reasons.

ANGEL CANTU hasn't been afraid to challenge the dominant culture. He grew up in Southern Idaho, a working-class Hispanic kid in a town with many Mormon and affluent students. When he ran for his high school's student-body presidency, his opponent's father was a local businessman who brought in a food truck for his daughter's campaign. Cantu pieced together a coalition of refugee, Hispanic, and working-class students to win the election.

Now, as student-body president at Boise State University, he watched with unease as the emails came in that morning from fellow student leaders wanting to remove Big City Coffee from campus. For months, Cantu, who describes himself as liberal, believed other student leaders were becoming increasingly intolerant of conservative viewpoints. So he started typing.

"Sympathizing with an injured police officer and supporting first responders should not *in itself* be defined as a harmful act," he wrote to the group. "Only when individuals use support of police and first responders to undermine the struggles of the BIPOC community should it be considered harmful. However, this is not what the purpose of [Fendley's] post seemed to be."

Cantu concluded by noting that he would support student-government legislation calling for an end to the relationship with Big City Coffee if the shop displayed "a pattern of derogatory behavior toward our BIPOC community."

"I will not, however, support any legislation that uses 'sympathy toward first responders' as its sole reason for removing Big City Coffee."

Cantu says he felt obligated to speak up because he sensed that white students, afraid of being seen as on the wrong side of diversity and inclusion, didn't want to argue with the activists. He thought he would have more leeway to dissent. He miscalculated.

"Yikes," came the first response. "The white supremacy is spilling out."

"You silenced my voice and many others by invalidating our experiences and harm," wrote another.

Cantu's position in student government was already precarious. In the months following the killing of George Floyd, fellow student leaders had wanted the university to end its contract with the Boise Police Department immediately. Cantu was the student representative on a public-safety committee asked to make a recommendation to

Tromp about the contract. The committee recommended renewing it for another year, citing the lack of time to figure out a replacement for policing services.

Here, too, Cantu tried to make a nuanced argument. He was not necessarily opposed to ending the contract with the police department, but thought a replacement for policing services needed to be figured out first, and the committee was up against a tight deadline.

"In no way do I want to undermine the national movement to protect black lives and defund police departments," he wrote. "However we have to look at this complicated situation through a University scope, not a national one." Activists responded that Cantu wasn't meeting the urgency of the moment.

The day after the Big City Coffee controversy blew up, student leaders filed impeachment charges against him. The charges cover a litany of grievances that center on Cantu's failure to properly represent students. The document states that Cantu "continually perpetuates white supremacist culture, after all [Associated Students of Boise State University] officials pledged to eliminate toxic white supremacy behaviors in our organization."

In the hypercharged period in November after Americans went to the polls but before the news media declared Biden the winner, Cantu was impeached and removed from office.

The experience changed him. A political-science major who envisioned a career in politics, Cantu now has doubts. He's much less willing to "look the other way" at the excesses of activists in his own party. "This just opened my eyes to what politics is like nowadays," he says. "I know I'll have to face more of what I went through in the impeachment. Everyone picks a side, and they just cater to one side. The way I represent people — in a broad and fair sense — it just rubs people the wrong way."

Right after the impeachment, Cantu avoided speaking with local and national reporters. One professor offered to get him onto Tucker Carlson's top-rated TV program. Cantu did not want to be used as ammunition in the right-wing attack on universities, even though he believed administrators had caved in to the student activists on the Big City Coffee dispute.

Conservative lawmakers "have had a distaste for higher education and Boise State specifically and were just waiting for this opportunity," Cantu says. The budget cuts probably would have occurred regardless of the campus-culture skirmishes of the fall, he adds, "but they now had a perfect narrative about the university to sell to their constituents."

RON NATE was furious.

The Republican from eastern Idaho, a member of the powerful Joint Finance-Appropriations Committee, is not who you'd expect to be leading the charge to trim the higher-education budget: He's an economics professor at Brigham Young University-Idaho. "I love higher education," says Nate. Not all of it, however. "The student-equity office, the gender-equity office — that's actually critical race theory in action," says Nate, who took part in a mask burning in March. "It's dividing students into groups and treating them differently based on either their gender or race."

Much of Nate's critique of higher education sounds indistinguishable from the Idaho Freedom Foundation's talking points — he has a near-perfect Freedom Index score of 99 — filled with second- and thirdhand accounts about indoctrination on college campuses. But he did make a point about Big City Coffee that even supporters of the university found to be reasonable. He said the university ought to have used the Big City Coffee situation as a "teaching moment," forcefully explaining to students that the business owner had a First Amendment right to display a pro-police emblem rather than fearing the wrath of activists.

But when Tromp was called before the budget committee in January, Nate's language was more pointed. He lamented that Boise State was "shifting dramatically from being a premier institution of higher education toward becoming an institute of higher indoctrination." The campus-culture skirmishes of the fall were also on his mind. The university, he said, had ended its relationship with the local police department. (It had not.) It had "effectively expelled" the coffee shop from campus, a characterization the university disputes. Boise State had "singled itself out" for legislative scrutiny, he later said in an interview.

Tromp calmly corrected Nate. "There has been a great deal of misinformation that has fueled a sense that the university doesn't care about what Idahoans think," Tromp responded. "That is simply inaccurate." Far from cutting ties with the police department, the university had "renewed our contract at a time when there was a great deal of conflict around this issue."

Tromp tried to put the focus on student success. She cited a first-year retention rate of nearly 80 percent, a 20 percentage-point in-

JOAN WONG FOR THE CHRONICLE

Ron Nate, a Republican member of the Joint Finance-Appropriations Committee: "The student-equity office, the gender-equity office — that's actually critical race theory in action. It's dividing students into groups and treating them differently based on either their gender or race."

crease from 15 years before, and a six-year graduation rate nearing 54 percent, up from 30 percent a decade prior, according to *Idaho Education News*.

Nate was not satisfied. Neither were many of his colleagues. "Social-justice involvement has got support for BSU in the ditch with the legislature and with constituents," said Carl Crabtree, a Republican, according to the campus newspaper, *The Arbiter*. "We've tried for over a year to have our voices heard by that university and we've

JOAN WONG FOR THE CHRONICLE

Chris Mathias, a Democratic representative in Idaho and a former Boise State student-body president, was exasperated at how the business dispute became "a right-wing fundraising dream."

been largely unsuccessful."

Crabtree proposed a $409,000 cut from the university to send a message about its social-justice programming.

A Democratic lawmaker on the appropriations committee describes a surreal scene during a working-group meeting. "One of the Republican senators came into the room, and he's just like, 'We need to ban critical race theory,'" says Colin Nash, from Boise. "And the legislative drafter — nonpartisan staff — said, 'OK. If you want to ban critical race theory, you need to define it.' And he says, 'I don't know what critical race theory is.' And he was laughing at himself about it. That's a general sentiment among people who are legislating this, which is, 'I don't know, but someone told me this is real bad.'"

Many Republicans — though not enough to win the day — were frustrated by the emphasis on cultural wedge issues. Chaney, the moderate Republican, believes the attacks are not principled, but tactical. "It's a way to get a portion of the GOP really fired up," he says.

"Most people have a deep tradition of supporting our universities," he says. "They may resent some of the curriculum, but at the end of the day ripping on the universities is not a winning approach."

But that was the approach that dominated this legislative session. And Republicans weren't done. They didn't think the $409,000 reduction took away *enough* from Boise State to send a message.

Nate had another number in mind: About $18 million, mostly from Boise State. How did he arrive at the number? It was based on the Idaho Freedom Foundation's analysis of what social-justice programming at universities was costing.

AMID THIS BACKDROP, when it was unclear just how much of a funding hit the university would take, Tromp made a decision that floored many faculty members and academic-freedom advocates.

Responding to an unverified complaint that "a student or students" had been humiliated in class for "their beliefs and values," the university suspended all 52 sections of a diversity and ethics course, University Foundations 200, affecting some 1,300 students. To many, the decision felt Kafkaesque. It wasn't clear which student or students had complained, what precisely was alleged to have occurred, or what professor was involved. Or whether the alleged incident or incidents had even taken place.

Much as critics from Tromp's right thought she had appeased student activists in the Big City Coffee controversy, academic-freedom advocates now saw her caving in to right-wing lawmakers to ward off potential budget reductions.

The suspension was a "wild overreaction" that will have a "chilling effect" on academic freedom, says Adam B. Steinbaugh, an attorney for the Foundation for Individual Rights in Education. He says that in his five years with the free-speech group he's never seen anything like this. The proper course of action, he said, would have been to "expeditiously undertake an investigation into credible allegations of abuse or harassment," not suspend the course based on a vague allegation.

He added: "It's impossible to divorce this decision from the overall political context in which the legislature was breathing down the neck of the university about these very classes and the university suspended them, on the eve of a critical vote on the university's budget."

University officials say the class was suspended only for a week, and then resumed in an online format for the rest of the semester without any live classroom discussions. In interviews with *The Chronicle* and other news outlets, Tromp has denied that politics played any role in the decision to suspend the courses. She says her only concern was protecting students.

But emails obtained by *The Chronicle* show that her administration forwarded news that the diversity course would be suspended to a Republican lawmaker before informing the faculty. One minute after Tromp's executive assistant sent the release about the suspension to a handful of top administrators, the university's director of government and community relations forwarded it to Crabtree, the lawmaker who had proposed the $409,000 reduction. The Faculty Senate president received it 20 minutes later. Over the course of the day, according to the emails reviewed by *The Chronicle*, the government-relations director forwarded the message to several lawmakers — all of them Republican.

If the suspension bought any goodwill from the university's critics, it was short lived. Less than two weeks later, Big City Coffee filed a tort claim for $10 million against the university, for damages related to the shop's departure, reopening the painful wound from the fall.

The claim argues that university "forced" the business from campus "for the sole reason that the owner supports law enforcement and is engaged to a Boise police officer, which conflicts with the Administration's extreme social justice agenda." The claim reads as much as a political document as a legal one, painting the picture of a university that "elevates 'diversity and inclusivity' above all else."

The Idaho Freedom Foundation urged House lawmakers to read Fendley's complaint before voting on the budget for Idaho's colleges. The group called a $409,000 cut "barely a blip" in Boise State's budget and not enough to punish the university for its "continued institutionalized bigotry."

Citing the pending tort claim, Tromp declined to comment. "I can't tell you the nuanced and complex story right now, but there is one, of course," Tromp says. "One of the things I was fiercely committed to doing was not silencing our students. There were people who were angry that I did not do that."

House lawmakers rejected the budget, and the budget committee proposed another one. Citing Boise State's social-justice programming, it cut $1.5 million from its budget and threw in $500,000 cuts to the University of Idaho and Idaho State University, too.

Mathias, the Democratic lawmaker, voted "yes" on the new budget, not because he thought universities ought to be punished for their diversity and equity programming, but because he feared that each time the House killed the budget and kicked it back to the appropriations committee, the cut to higher education would keep getting closer to Nate's desired $18-million reduction. With the larger cuts to Boise State, and the critical race theory bill signed by the governor, the budget passed, and higher education's tumultuous legislative session was over.

Mathias worries that the university will be in the same spot next year. "Republican leadership in the state is trying to manage a situation that needs to be led," he says, arguing that GOP pushback against the Idaho Freedom Foundation hasn't been forceful enough. "There will be new controversies, and opponents of social justice and critical race theory will offer them up as additional evidence of indoctrination running amok. It's time for leaders in the Republican party to lead."

In late May, two weeks after the legislative session ended, the university released its investigation into the UF 200 incident. It found no incident that matched the complaint and concluded that the report, as many faculty members suspected, was unfounded. That didn't matter to the Idaho Freedom Foundation, which called on the governor to conduct "a truly independent investigation of the social-justice rot at Boise State."

"A university that ran the Boise Police Department off campus," the group wrote, repeating a debunked lie, "cannot be trusted to objectively evaluate its own political biases."

ASKED whether she plans to cut any of the programming that lawmakers have expressed concern about, Tromp skirts the question. "We will help students in a way that helps them be more successful," she says. "I will always be open to being in dialogue with our legislators about that."

Tromp says part of her job is separating the broadsides from the honest criticism, and always acting in good faith even when the university's critics may not be. "Everyday students and everyday people are truly afraid that their freedom of speech has been suppressed," Tromp says. "The report, which suggests that it's not happening in our classrooms in that course, doesn't mean that we don't have work to do as an institution."

She hopes to do some of that work through a new institute at Boise State she announced after the dust settled on the legislative session. The Institute for Advancing American Values would bring liberals and conservatives to campus "to model healthy dialogue," she says. Andrew S. Finstuen, an associate history professor who would be the institute's executive director, says it will host talks, panels, and research to explore "competing notions of the future and the past of the American story."

"We felt like we needed a new vehicle to help spur that conversation at Boise State," he said.

Finstuen puts the current crisis in historical context. Higher education has in some ways always been under a microscope, he says, because "what we're actually going to be conveying to our young people is paramount." Just think back to the Red Scare. Still, he says, this moment represents "a high pitch of concern," where universities are being accused of imposing their values on students. "We're maybe not speaking about values as openly as we ought to."

The new center is "exactly the right idea," says Keith Allred, the executive director of the National Institute for Civil Discourse, a nonprofit organization in Washington, D.C., created by the University of Arizona.

"You may not be able to communicate effectively and in good faith with the Idaho Freedom Foundation — and you don't need to," says Allred, who was the Democratic party's nominee for Idaho governor in 2010 and a professor of negotiation and conflict resolution at Harvard.

The critique of universities is "often expressed by the right in excessive ways," but institutions shouldn't use that as an excuse to not take a close look at how hospitable they are to conservative viewpoints, Allred says. "Even if 90 percent of what they're saying is exaggerated and extreme, is there 10 percent here of a message we ought to hear and respond to?"

"There will be new controversies, and opponents of social justice and critical race theory will offer them up as additional evidence of indoctrination running amok."

Tromp entered her presidency an outsider, warned by lawmakers that she must make sure the university upheld the "Idaho way." Two years later, she has further to go to persuade them it will.

This summer she will travel the state, making the case for her university. Idaho covers more than 83,000 square miles, but its population is tiny, about the size of Phoenix's. That has helped the university's critics tell stories that stick in a way they wouldn't in larger markets. Mathias says the pandemic, by preventing in-person meetings, has made those stories even harder to dispel.

"It's really hard to sit down in a room with someone face to face and tell them they're discriminating against white students because they're teaching critical race theory," Mathias says. "It's a lot easier when you're just posting on Facebook and trying to raise money."

Tromp and other administrators aren't naïve about the challenge. Ideologues may not be interested in the ideals of the new institute, which may even become a lightning rod, depending on who's invited to speak and how "American values" are defined. Her critics would like her to take a stronger stand against the partisans, but Tromp has made the calculation that to defeat the extremists she must expand the center. Whether or not that is possible in today's America is an open question. ■

Vimal Patel covers student life, social mobility, and other topics.

ANN ELLIOTT CUTTING FOR THE CHRONICLE

Do Colleges Need a Foreign Policy?

As higher education has grown more global, the geopolitical headaches have grown more intense.

BY KARIN FISCHER

WHEN CORNELL UNIVERSITY'S School of Hotel Administration announced plans for a dual-degree program with Peking University, in China, earlier this year, many professors opposed it with alarm.

Under President Xi Jinping, the Chinese government has become increasingly repressive, cracking down on pro-democracy advocates in Hong Kong and workers' rights supporters. The U.S. State Department has charged the Chinese with committing "genocide and crimes against humanity" against Uyghurs, a Muslim minority. That authoritarianism has extended to China's universities, where academic freedom and dissent have been squeezed.

One of the professors who opposed the program was Eli Friedman. An associate professor of international and comparative labor, Friedman had run a pair of student-exchange programs with Renmin University of China before suspending them in 2018 amid concerns about academic freedom and treatment of student activists. He was dismayed that Cornell was planning a far deeper collaboration with China.

"It's as if we're putting our name to that university," Friedman said. The hotel school was showing "seemingly willful ignorance of how the situation with China has changed."

ALEXANDER THOMPSON, THE TUFTS DAILY ARCHIVES

Tufts U. renewed its contract with the Confucius Institute, a Chinese government-funded language and cultural center, until 2021. The center had been protested by a Tibetan-student group, local activists, and elected officials.

ALEXANDER THOMPSON, THE TUFTS DAILY ARCHIVES

Demonstrators protest in front of the Confucius Institute at Tufts U. in October 2020.

Cornell leaders saw it differently. The partnership — only the fourth dual-degree program among hundreds of overseas partnerships — was a chance to build ties with a globally ranked university and to expand Cornell's reach into a booming market for hospitality and tourism. Mid-level hotel executives would earn a master's in hospitality from Cornell and an M.B.A. from Peking, bringing in $1 million a year once the program was up and running. And while some in the faculty were opposed, the program had support from another group, Cornell's Chinese-student association.

The Cornell debate mirrors the tensions playing out on campuses across the country around international collaboration. Much as with the current culture wars, colleges are feeling these geopolitical pressures from all sides: Students and professors question academic ties to places without the same protections for speech and expression, and government officials are wary of universities' willingness to engage with regimes that can be seen as hostile to American national interests.

Covid-19 gave colleges something of a reprieve, but as the pandemic comes under enough control to enable more travel to and from overseas, universities will once again find themselves caught up in geopolitical conflicts.

In June, the U.S. Senate passed a China competition bill that greatly increased disclosure requirements for contracts and donations colleges get from overseas and included a provision that could effectively give the U.S. government veto power over some international academic agreements.

"It is a more challenging environment for us and for other universities than it was even 10 years ago," said Richard K. Lester, the associate provost who oversees global activities at the Massachusetts Institute of Technology. Often, colleges find themselves in a reactive posture, responding to these international crises on an ad hoc basis. "It's not a strategy," said Hans de Wit, a professor emeritus and a distinguished fellow at Boston College's Center for International Higher Education. "It's risk management."

De Wit and other international-education experts argue that as colleges navigate an increasingly complex global environment, they need clear procedures and principles to help guide them. Essentially, they argue, colleges need their own foreign policies.

But adopting such an approach is neither straightforward nor easy. For one thing, colleges are homes to scholars and students from both the United States and abroad, so institutional interests are not always clear. Many college presidents resist cutting ties even with undemocratic regimes, believing that withdrawals hurt the citizens of those countries and deny them opportunities. And the calculus isn't simply about financial gain or research opportunities — as the shapers of young thinkers, colleges may also feel a moral imperative to get their international engagement right.

INTERNATIONAL CONFLICT has intruded on college campuses before. The Red Scare may have made some professors hesitant to collaborate with scientists in the Soviet Union for fear of being branded Communist sympathizers. After the Communist Party took over in China, the U.S. government forced many Chinese graduate students and scholars to leave the country because they could be spies — one went on to become an architect of China's missile program.

Under President George W. Bush, most study-abroad trips to Cuba were prohibited, part of broader sanctions meant to isolate the Communist country.

Students, faculty members, and alumni have also pressed college administrators to cut ties with foreign governments over political or human-rights abuses, most notably with South Africa during the apartheid era. In 1985, 10,000 University of California at Berkeley students walked out of classes to try to force the university system to divest $3.1 billion from companies doing business in South Africa. At Columbia University, students barricaded a classroom and administrative building, chaining and padlocking the front doors, to protest the university's connections with the segregationist regime.

More recently, campus critics of Israel's treatment of Palestinians have tried a similar strategy. In 2013, the American Studies Association voted to boycott Israeli higher-education institutions, sparking pushback from dozens of college presidents who said such an action would chill the free exchange of ideas. After renewed fighting between Israel and Hamas this spring, the University of California at Santa Barbara's student senate spent nearly 11 hours in debate before narrowly rejecting a resolution to divest university funds from companies that profit from "human-rights abuses and violence" against the Palestinians.

A key difference today is the increasing centrality of international engagement to colleges' work. Education and research have become far more globalized in recent decades.

An analysis of bibliometric data by Georgetown University's Center for Security and Emerging Technology found that about 40 percent of papers published in 2019 by American researchers had at least one co-author from another country, up from 20 percent two decades earlier. Half of all colleges include internationalization in their mission statements or among the top five priorities in their strategic plans, according to a survey by the American Council on Education.

The pandemic may have halted travel, but the coronavirus's reach underscores the global nature of the real-world problems higher education is called on to help tackle, from climate change to poverty. "I don't think it's possible to turn away from global engagement," said Kiki Caruson, interim vice president for USF World, the University of South Florida's office of global engagement.

And institutions, particularly major research universities, take in large sums from abroad. Over a recent seven-year period, colleges reported more than $10 billion in foreign grants, contracts, and donations to a database maintained by the U.S. Department of Education.

EVEN AS international academic collaboration has grown, so too have the qualms of elected leaders and national-security officials in Washington.

Policy makers fear that the openness of higher education could be exploited by foreign governments interested in obtaining American research and intellectual property and could make colleges vulnerable to influence from bad actors abroad, including Russia, Saudi Arabia, and especially China and its authoritarian leaders.

The sense that technological innovation is fundamental to global advancement — that brainpower is what it takes be a modern superpower — has put universities on the front lines of Sino-American conflict. If, for colleges, Chinese researchers have been their most frequent collaborators, to many government officials they are challengers in a zero-sum competition.

"Universities are seen as a key extension of national competitiveness," said Jenny J. Lee, a professor of education-policy studies and practice at the University of Arizona. "There's a danger of warping internationalization to serve national interests."

In the past, despite periods of tension, the U.S. government has largely seen higher education as a way to strengthen global ties. Throughout the Cold War, for instance, federal policy supported bringing international students to the United States as a way to enhance the country's global prestige and to spread democracy around the world.

> "To see knowledge as a national proposition is the intellectual equivalent of protectionism."

When the United States and China normalized relations in 1979, the agreement between President Jimmy Carter and the Chinese leader Deng Xiaoping included a plan to send Chinese students and midcareer professors to American colleges for training. Academic partnerships were a tool of rapprochement and a vehicle for soft diplomacy.

These days, rather than build up relationships, government officials often want to sever those links, to the alarm of college leaders.

"We get onto a dangerous pathway when we try to nationalize knowledge," said John Sexton, a former president of New York University who spearheaded its global expansion, with campuses in China and Abu Dhabi. "To see knowledge as a national proposition is the intellectual equivalent of protectionism."

That was the approach of the Trump administration, which threatened to bar Chinese students — a third of all international students on American campuses — on national-security grounds and ended key academic and cultural exchanges such as the Fulbright Program to China. The administration's China Initiative investigated American academics and researchers for allegedly hiding China ties; the first case, of Anming Hu, an associate professor at the University of Tennessee at Knoxville charged with wire fraud and making false statements, ended in a mistrial in June.

The U.S. government does have legitimate concerns, said Brad Farnsworth, a former vice president for global engagement at the American Council on Education. But he worries that the Trump

administration's actions may have been so aggressive as to deter global collaboration.

"I think the previous administration took a sledgehammer when a scalpel would have done the job," Farnsworth, now an educational consultant, said.

Still, suspicion of China is the rare issue that gets bipartisan agreement in Washington these days. The U.S. Senate in June approved by a wide margin, 68 to 32, legislation that would invest $250 billion in research and innovation to counter Chinese competitiveness. The bill would increase government oversight of colleges' global work.

> "The previous administration took a sledgehammer when a scalpel would have done the job."

Among its provisions, the bill would lower the threshold for reporting overseas gifts and contracts to the U.S. Department of Education, prohibit participants in foreign talent programs sponsored by countries like China and Russia from receiving federal grants, and restrict universities with Confucius Institutes, Chinese language and cultural centers supported by the Chinese government, from getting National Science Foundation or Education Department funding. It could also require that certain foreign gifts, contracts, or funding to colleges be approved by an interagency government panel that reviews international business deals for national-security concerns — although the measure also contains language that would bar such reviews.

This isn't the first time Congress has tried to legislate colleges' international ties. Lawmakers included language in the most-recent defense-authorization bill to prohibit institutions that have Confucius Institutes from receiving U.S. Department of Defense research grants. The centers' critics, who include both politicians and academics, argue that by accepting Chinese-government sponsorship, colleges risk eroding academic freedom and institutional autonomy.

Since 2017, the number of Confucius Institutes in the United States has declined by more than half. Of the 47 remaining centers counted by the National Association of Scholars, 15 are scheduled to cease operations, most by the end of this year.

Colorado State University is among the recent closures; it will shut its Confucius Institute's doors at the end of June to avoid losing millions in research support.

Kathleen Fairfax, vice provost for international affairs, said that Colorado State operated its Confucius Institute, which focused on cultural enrichment, without interference. But she said she believes the Chinese government does sometimes try to "meddle" on American campuses. "I'm not naïve. I used to be in the foreign service," she said. "I understand soft power."

THE SCRUTINY of international academic partnerships isn't coming just from D.C., but from state capitals as well. Florida Gov. Ron DeSantis recently signed legislation to require universities to report grants or gifts worth $50,000 or more from seven "foreign countries of concern" — China, Cuba, Iran, North Korea, Russia, Syria, and Venezuela. Those that don't disclose funds face hefty fines.

The new law also forbids public colleges from entering into international agreements that would be "detrimental to the safety or security of the United States," although it doesn't spell out what agreements would be prohibited. Institutions with large research budgets would have to screen foreign applicants for research positions.

"Academia is permeated" with foreign influence, DeSantis said during the signing ceremony.

The measure was prompted by investigations of professors at the Universities of Florida and Central Florida, as well as of scientists at a state-funded cancer-research institute, for failure to disclose research support from or ties to Chinese universities. One researcher was indicted in February.

Colleges are trying to figure out the impact of the new requirements, said Caruson of the University of South Florida. They will affect not only research and international offices but university foundations, which will have to report gifts from overseas donors.

Across the country, campus groups have also pushed college leaders not to engage with what they see as problematic overseas partners.

At Tufts University, a Tibetan-student group joined local activists and elected officials in protesting the Confucius Institute there, picketing it weekly for more than three months. They said they were disturbed that the university would have a relationship, at least indirectly, with the Chinese government, given its treatment of religious and ethnic minorities, such as Tibetans and Uyghurs, and its crackdown on pro-democracy protesters in Hong Kong.

Diana Chigas, Tufts's senior international officer and associate provost, said the decision to close the Confucius Institute wasn't a response to pressure from the protests; after a review process, the university had renewed its agreement to host the center for just two years, and the contract expires in September. Administrators felt they could better collaborate with their Chinese partner, Beijing Normal University, through faculty and student exchanges, Chigas said.

Still, she called the some of the concerns raised by protesting students "constructive" and said they "factored in" to the decision making.

At Cornell, objections to the dual-degree program with Peking University came from students and professors, with both the Faculty Senate and the Student Assembly passing resolutions opposing the partnership.

But Cornell's Chinese Students and Scholars Association advocated for the degree program, circulating a petition that said, "We sincerely hope that Cornell can carry out mutually beneficial cooperation with China and avoid ideological conflicts, political disagreements, and other factors affecting pure academic exchanges."

It's an example of another new wrinkle in colleges' international engagement — as the number of international students in the United States has increased in recent years, surpassing one million, they have become more vocal about the work colleges do abroad and about the overseas speakers and partners who come to campus.

In May, a Chinese-student group at the University of Chicago tried to block Nathan Law, a Hong Kong democracy reformer, from speaking at the university's public-policy school. They argued that the invitation to Law exposed the university's "insensitivities and disrespect" toward Chinese students and fell "outside the purview of free speech."

Chicago did not rescind the invitation, and Law delivered his lecture. In a Twitter thread, he warned that Chinese authorities were trying to stifle free speech and dissent on American campuses.

Similarly, Chinese students at Canada's McMaster University tried to disrupt a campus event with a Uyghur activist in 2019. Two years

SERGEY PONOMAREV, THE NEW YORK TIMES

John Sexton, a former president of New York U., spearheaded its global expansion, with campuses in China and Abu Dhabi, pictured above. Sexton says colleges should heed these broad principles: knowing themselves, their core values and standards, and knowing their collaborators.

before that, Chinese students at the University of California at San Diego objected to the selection of the Dalai Lama to be the commencement speaker. When the university went ahead with the invitation, some students walked out of graduation ceremonies in protest — and the Chinese government later canceled state-funded academic exchanges with UCSD.

STEERING through the complex web of global ties can require the deftness of a diplomat. But for academe, it's not entirely clear just what a foreign policy would look like — or whether to have one in the first place.

As scrutiny of overseas ties and revenue has mounted, colleges have increased their infrastructure for international engagement, especially around disclosure. Yale University, one of more than a dozen institutions investigated by the U.S. Department of Education for its foreign gifts and contracts, has set up a committee on international research and compliance, said Pericles Lewis, vice president for global strategy.

At Colorado State, Fairfax established a global-operations working group to troubleshoot potential risks in global engagement and reassigned one of her international-office staff members to support faculty research abroad, helping them manage grants and conflicts of interest.

Farnsworth, the international-education consultant, argues that if colleges don't act, the government will continue to set the rules of international academic engagement.

A good strategy should include a set of indicators to assess risk in areas including academic freedom, research, and security, experts say. It may articulate bright lines for partnerships, guiding areas for promising relationships, and trip wires for pulling out of deals. Restrictions on academic freedom may be one such nonnegotiable — at Wellesley College, professors pushed for reconsideration of a relationship with Peking University after the Chinese institution moved to fire one of its own politically outspoken professors. The strategy could also take on more prosaic stuff like employment protections for faculty and staff members hired as part of overseas projects.

Globally, some universities employ sophisticated approaches to analyze the risks of global engagement. Australia's Monash University, which has overseas campuses in China, India, and Malaysia, has a multidisciplinary team that looks at issues including political climate, regulatory environment, transparency and corruption, and economic capacity to help it decide where to establish and maintain international partnerships. "It's constructive to have depth in our due diligence," said Abid Khan, deputy vice chancellor and vice president for global engagement at Monash.

Closer to home, MIT has an international advisory committee that reviews international projects for security risk, economic risk, and political and human-rights risk, Lester, the associate provost overseeing global activities, said. Collaborations with three countries, China, Russia, and Saudi Arabia, get extra vetting, and those that are particularly complicated get scrutiny by a small group, consisting of Lester, the vice president for research, and the general counsel, in consultation with the lead faculty member on the project. While many of the projects still go ahead, they may do so with modifications as a result of this process, he said.

Of course, some of those interests may be in tension with one another. Countries with talented scientists and strong support for cutting-edge research might at the same time lack American-style protections for academic freedom, for example.

And there are some questions that may prove too complicated for colleges to navigate on their own, especially if government officials continue to be involved, chief among them whether American research universities should continue to work in China, Lester said.

Farnsworth said there could be value in having institutions come together to figure out an approach to international engagement for higher education as a whole, rather than leaving it to individual colleges to fashion a strategy. Collective action could provide consistency for potential partners while also making it clear to U.S.-government officials that higher ed is taking the risks of international engagement seriously by self-regulating.

German universities have begun to do such work. The German Academic Exchange Service, or DAAD, which promotes research and student exchange, has developed a guide to help universities and research institutes assess the risks and the potential of international partnerships. The guide doesn't set out any red lines for whether

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In 2017, Chinese students at the U. of California at San Diego objected to the selection of the Dalai Lama as the commencement speaker. Some students walked out of graduation ceremonies in protest, and the Chinese government later canceled state-funded academic exchanges with UCSD.

to collaborate but rather provides a framework to help institutional leaders evaluate partnerships based on factors such as rule of law, academic freedom, and the general security situation, said Christiane Schmeken, DAAD's director of strategy. "It's a way to help universities through the jungle and make sound decisions."

In addition to creating the guide, Schmeken and her staff are on call to help counsel German university administrators, although, for legal reasons, they don't tell institutions whether or not to go ahead with overseas projects. One of DAAD's advantages is that it has more than 50 offices around the world, Schmeken said, giving it breadth and depth of on-the-ground insight that few individual universities have.

YET MANY EDUCATORS are wary of being overly prescriptive. Chigas of Tufts said she is leery of "bureaucratizing" professors' work with global collaborators and that the complexity could discourage global engagement.

Colleges, after all, are fundamentally different actors than governments, less interested in regulating behavior than in encouraging engagement. They don't impose sanctions or enforce embargoes. MIT considered ending its work with Saudi Arabia after the killing of Jamal Khashoggi, a prominent dissident, but ultimately decided on a path of heightened scrutiny, evaluating collaborations on a case-by-case basis. Lewis of Yale said he resisted the idea of the university taking sides on geopolitical issues. Policy statements, he said, should be limited to "things that threaten academic freedom, science, international students."

A strategy for navigating geopolitical risks isn't a guarantee that a college won't get entangled in them. MIT was in the middle of developing its current procedures at the time of the Khashoggi murder. Earlier this year, a prominent professor at the university was arrested for allegedly concealing his affiliations with China; many of Gang Chen's colleagues have questioned the charges, and MIT is footing his legal fees.

Cornell has an advisory council that meets regularly to discuss its international strategy and practices. And two years ago, a university committee developed "Guidelines on Ethical International Engagement."

The document lays out a set of principles to follow when forging or assessing international collaborations, saying such work should be "consistent with Cornell University values," including open inquiry, free expression, diversity and inclusion, and human rights. When partners don't meet those standards, relationships can be re-evaluated, modified, or even terminated.

Friedman, the labor-studies professor, worked to help draft the 2019 guidance, which was advisory. He said he saw no evidence that hotel-school administrators had considered the ethics of the dual-degree program, as the principles lay out. "There certainly was some flaw in the process," Friedman said.

Wendy W. Wolford, Cornell's vice provost for international affairs, argues that it worked, saying that groups that studied the agreement with Peking University found that it protected core values like academic freedom. Still, Cornell is considering modifications to the process for approving international or dual degrees.

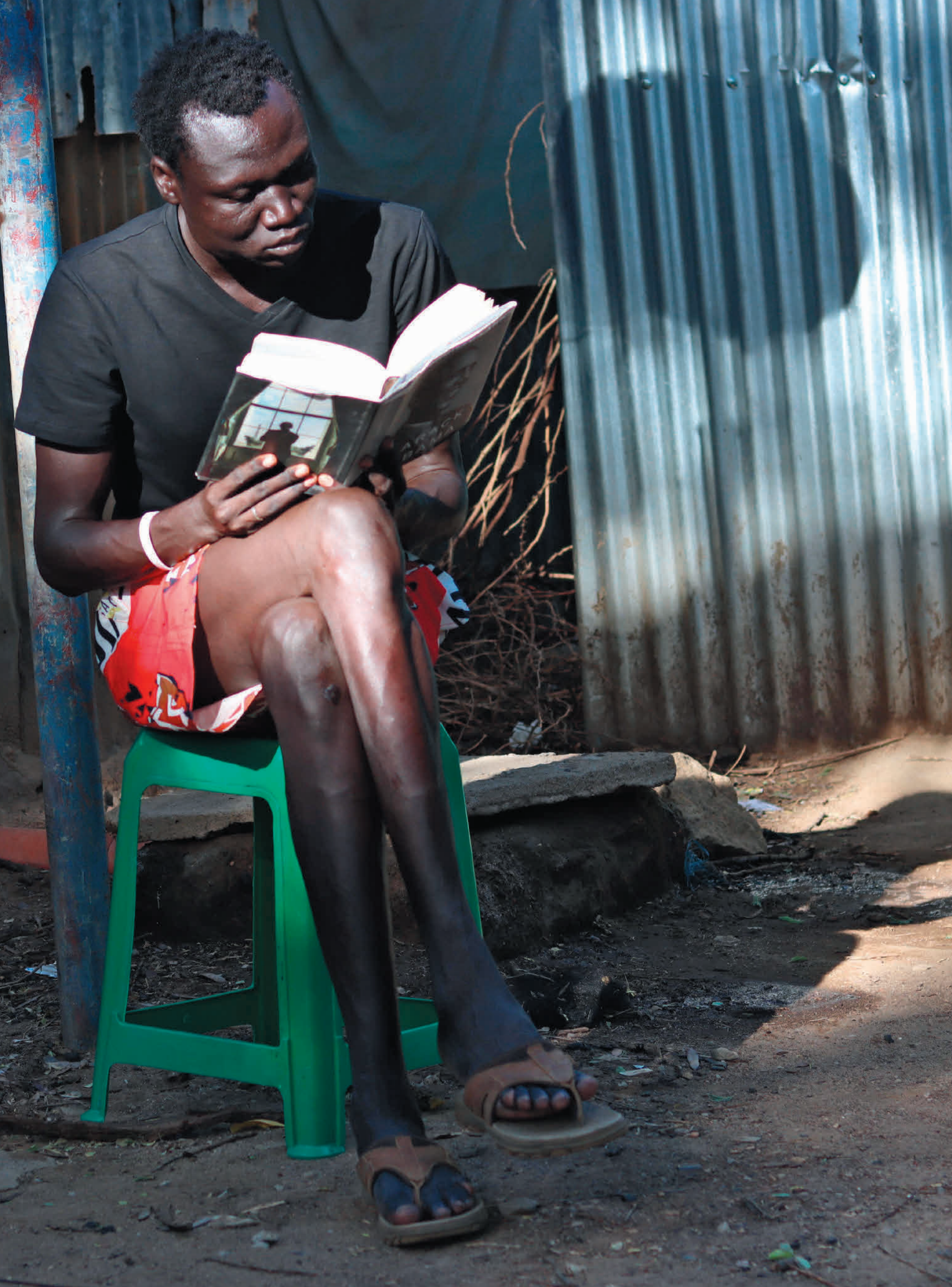
"I think the faculty raised good and relevant concerns," she said. "Over all, the process looked quite messy, and it was. But it also was quite productive."

Ultimately, there may be only so much that college leaders can do to anticipate the next geopolitical flare-up or outrage. After all, just a decade ago the Obama White House was encouraging educational exchanges and partnerships with China. Instead, what institutions can do is to have a clear set of goals and ethics to guide their international work. Sexton, the former NYU president, said colleges should heed two broad principles: Knowing themselves, their core values and standards, and knowing their collaborators. "We're there," he said, "to be partners in knowledge." ■

Escaping Oblivion

A promising refugee dreams of college. He can't make it on his own.

BY ERIC HOOVER



PHOTOGRAPHS BY JOHN THOMAS MUYUMBA FOR THE CHRONICLE

Nhial Deng hangs out at a friend's home in the Kakuma Refugee Camp, in Kenya.

NHIAL DENG couldn't sleep. In late March the slender young man with deep-brown eyes lay under a low sheet-metal roof. He was thinking about a place he had never seen but often imagined. A famous bronze gate stood there, and soon he would know if he would one day walk through it.

Long after midnight, Deng's mind galloped far away from the Kakuma Refugee Camp, a vast stretch of mud-brick and concrete shelters in northwestern Kenya. The 22-year-old arrived there more than a decade ago, and each year felt heavier than the last. The camp was a cage. He wanted out.

He wanted to go to college, too. Just 3 percent of college-age refugees in the world are enrolled in higher education. He wanted to study in the United States, believing it's a gateway to another life. He was stateless, separated from his parents, with no savings. He was also a reader, storyteller, and community leader who held learning sacred. "Education is all I yearn for," he wrote in his college-application essay. "If I am not a student, I am oblivion."

Deng kept checking his phone as the near-full moon sank to the horizon. The camp of 170,000 people was quiet except for the clatter of insects. Then, around 4 a.m., he saw what he had been waiting for, a message from the University of California at Berkeley. He logged into his application portal and watched bright balloons fill his screen. "Congratulations." He turned on gospel music. In the darkness of his one-room dwelling he danced, cried, sang, and prayed.

But the celebration was fleeting. Days later, he saw the amount of money Berkeley had offered him. Just like that, his plan was in peril. He clutched at hope, the very thing that leads marginalized students all over the world to apply to American institutions.

Getting to college, we're often told, requires smarts and determination. But that's not the whole truth. What's true in Kenya is true in China, the United States, and everywhere else: The admissions realm is divided between insiders and outsiders, applicants who understand the rules and applicants who don't even know the rules exist. The most vulnerable students, who often must navigate an opaque application process without a guide, become more vulnerable still when trying to leap from one life to another. For international students, many acceptances are useless because they come with little or no financial aid. To enroll they need documents that can prove hard to get.

For refugees, the most vulnerable students of all, the barriers are immense. Fewer than 30 come to the United States on an F-1 student visa each year. To get there they must overcome complex systems that in many ways work against them.

In April, Deng tried to summon a miracle . He contacted well-connected people in far-off countries to see if there was a way to get to Berkeley. Some who got to know him said he had an "X-factor," a rare kind of energy; one called him "a once-in-a-lifetime kid." With the admissions cycle winding down, a small team of advocates vowed to help him, a refugee stuck at the edge of civilization, desperate to find a new home.

But as Deng knew all too well, it's hard, really hard, to escape oblivion.

NHIAL DENG filled himself with stories, which helped him make sense of the world. As a young boy he would sit on his shoes in the evenings and listen to his father narrate the past from atop a stool. He heard stories of ancestors fighting wars and hunting animals, of floods washing away villages and communities overcoming hardship.

Deng heard stories coming through his father's small Panasonic radio, too. It was on day and night, bringing news to his village in Itang, Ethiopia. His mother and father had met after fleeing Sudan's brutal civil war. He was in the first grade when they split up. His mother and six siblings moved away; he stayed with his father, who did carpentry and sold maize.

Men from the village stopped by most nights to hear the news on Naath 88.0 FM, "the heartbeat of South Sudan." Deng, who wasn't allowed to join the elders, hid behind the house and put his ear to the thin walls while his father and other refugees discussed peace and war. He learned to listen carefully.

Though Naath carried broadcasts in Nuer, Deng's first language, he heard BBC World News, too. The boy mimicked the news anchors, daydreaming about becoming a radio journalist and telling important stories in Africa. His father, who supported this dream, told him he must first master English. After learning the word "apple," he wanted to learn more. He promised his father he would devote himself to education.

Then one morning in 2010, a militia attacked Deng's village. His father woke him in the waning dark and told him he was going to Kenya, where he would be able to attend school. The boy understood: He was going alone, becoming a refugee. After stuffing some clothes and water into a paper bag, he ran toward a group of women and children. Together they fled. He heard gunshots and screams, saw houses burning and someone bleeding on the ground. He was 11 years old.

Deng and some of his neighbors walked, rode on a truck, and then walked some more. After about two weeks they reached Kakuma, which lies in a semi-arid region. He felt the ruthless heat, saw sandstorms, tasted dust.

Frightened and lonely, he recalled his father's words in their last minutes together: *You will become a journalist, and you will find me through the radio.*

As Deng understood it, his father meant this: Someday he would hear his son's voice on a broadcast, contact the appropriate station, and then reconnect with him. Or maybe someday his son could ask listeners for help in finding him. Maybe it was a fantasy, but it gave him what he needed: a scrap of hope in a hopeless place.

Inside the sprawling refugee camp, Deng watched people line up at communal taps to fill plastic containers with water. He smelled chapati cooking on hot skillets and heard the clanging of diesel-chugging generators. The camp wasn't connected to a power grid.

The United Nations Refugee Agency, known as UNHCR, put him in its child-protection program, which covered the cost of everything he needed for school. Deng had no identification. The agency, following a standard practice, gave him papers stating that he had been born on January 1, 1996. But he was actually born three years later — on January 20, 1999. The documents said he was Ethiopian, but the boy knew he was South Sudanese.

At school he made friends with Gatbel Koang Lul, who grew up splashing in the Nile River in South Sudan. They shared a love for stories. Deng helped Lul with his English, encouraging him when he stumbled. School gave them solace, a place to imagine a glowing future.

Then Deng turned 18, the age cut-off for the subsidies he needed to pay for his textbooks, pens, books, shoes, and exam fees. With two years of high school to go, he learned a lesson many refugees learn over and over: Once circumstances put you in a hole, bureaucratic rules can keep you from climbing out.

Distraught, Deng got a job tutoring young students so he could afford his school expenses. His grades slipped. He considered quitting.

But he couldn't break his promise to his father. If he gave up on his education, he would lose something priceless. The chance to shape his own story.

DENG wanted to make peace. As a high-school senior, he saw many kids getting into fights, he heard them seething after scraps and vowing revenge. The teenager, stone-calm and reflective, had always hated conflict in any form, and he refused to think conditions in the camp couldn't improve. He also understood the root of the problem: There were no activities to sustain young people, many of whom didn't attend school. They were re-enacting the violence they had seen in their home countries.

So one day Deng and Lul put some wobbly chairs under an acacia tree and invited some friends to join them for a chat about their challenges and hopes. This was the first meeting of the Refugee Youth Peace Ambassadors. Deng hoped the group would provide an outlet for young people's frustrations, promote understanding among their diverse communities, and ease conflicts within the camp. As word spread, more and more people showed up for the Wednesday gatherings. There were workshops on peace. Storytelling sessions. Mentoring programs. Inter-community dialogues. Sports.

By 2019 more than 1,000 young refugees were participating. Deng, who developed much of the programming and oversaw the games, saw fewer brawls, heard more talk of peace. He learned that he didn't need a lot of experience to achieve something. As Lul watched him mesh with people of many backgrounds, he thought, *If God gives him the opportunity to be a diplomat, he can make the world more peaceful.*

The burgeoning activist blew through books, reading Nelson Mandela's *Long Walk to Freedom*, Barack Obama's *A Promised Land*. He wanted to understand the flames of human conflict and how to extinguish them. He became an advocate for refugees' rights and expanding their access to necessities such as health care. He helped his neighbors write résumés and cover letters.

Getting to college, we're often told, requires smarts and determination. But that's not the whole truth.

Deng developed a graceful public-speaking style, sincere and full of pauses. He spoke at UNHCR's High Commissioner's Dialogue on Protection Challenges and at events for visiting dignitaries. He urged UNHCR to provide students with more textbooks and solar-powered lanterns to enable them to study after the sun went down.

By trying to make the best of his circumstances, Deng was doing what many of his neighbors had long done. Since the camp opened, in 1992, refugees there had forged a close-knit community and vibrant economy of their own: Bakers baked bread, barbers cut hair, artisans made handbags, and photographers took pictures.

Still, sometimes Deng got angry. He asked himself why the world banished refugees to its corners and then forgot about them. There was a reason why some people said Kakuma was Swahili for "nowhere." Though technically untrue, the word fit the feeling of being stuck that so many of the camp's inhabitants — who had fled war and famine in other African countries, lost loved ones and livelihoods — felt in the remote camp. He knew people who had lived there for two decades. He feared being trapped there, too.

Deng used social media to reach beyond Kakuma, charging his phone at generator-powered stations for 10 Kenyan shillings. He met many people by tweeting and posting about human rights, education, gender equity, and youth empowerment. Before long his social network spanned five continents, which gave him a sense of community.

Deng leads a meeting of teachers at Kakuma's Innovation Lab School.

Deng (left) helps Everest Minani, a Congolese refugee, with the college-application process.

Many people Deng met felt drawn to him. In 2019 he connected with Elena Mora, a teacher in Alicante, Spain, who was researching the education gap between the Global North and South. Sometimes they chatted for hours, describing their respective cultures. She became a friend and mentor, helping him fine-tune his English. She marveled at how well he listened, how hard he worked to stretch his vocabulary and enhance the tone of his writing.

Mora celebrated with Deng when he was one of 60 students chosen — from among more than 1,000 applicants in 123 countries — to speak at the Global Changemakers summit, in Zurich in 2019. The invitation covered the cost of the flight and a week's stay in a hotel. He read about Zurich, what the weather would be like. Mora paid for Deng's travel visa, helped him with the required forms.

But days before his trip, the Swiss Embassy in Nairobi denied his visa application. There was no explanation on the stamped document, just an X in Box 9: "Your intention to leave" Switzerland, it said, "before the expiry of the visa could not be ascertained." Determined, Mora gathered evidence of his intent to return to Kakuma so that he could file an appeal. She paid the fee and enlisted friends to translate several documents into the required French. But it was too late: The embassy couldn't process the appeal before the conference started.

Bureaucratic processes, Deng was reminded once more, often strangle tantalizing opportunities. It's difficult or impossible for refugees everywhere to travel outside their country of residence. Governments devise policies based on a fear: Once a refugee enters the country, he will stay there.

Deng was devastated. In his reaction Mora heard resignation born of familiarity with disappointment. But she heard something else, too: the conviction that he deserved better. "Being a refugee doesn't make me a lesser being, and I deserve opportunities to grow professionally and as a person just like anybody else," he wrote in an email to those who had helped with his appeal. "However, I can't let this kill my spirit and hope."

Months later, Deng resolved to apply to college — his only ticket out of nowhere.

APPLYING TO COLLEGE is an act of imagining. You're standing right here, but you envision yourself way over there, in another place, stepping into a new life.

That image resonated with Deng. A college acceptance, he knew, could mean stability, not having to worry about money, security, and basic needs each day. A degree could lead to graduate school, maybe to a job abroad. Maybe to asylum and citizenship. Maybe.

But the logistics of admissions are especially difficult for refugees. Students who have been displaced from their homes often leave behind high-school transcripts and other documents. They often lose contact with teachers who could write recommendations. They tend to lack an internet connection, access to testing centers, and a credit card with which to pay application fees. And there are few scholarships for refugees in the United States.

If Deng were a Kenyan citizen, he would have been eligible for loans and scholarships enabling him to enroll at a Kenyan college, if he got in. As a refugee, though, he couldn't even travel outside the camp without a special pass. He must find a way, he decided, to get to the United States.

One day he connected with Asad Hussein, who had already made the leap. He was born and raised in Dadaab, another refugee camp in Kenya; his parents went there in 1991 after fleeing the war in their native Somalia. Hussein, a thoughtful writer, got a full ride to Princeton University, where he's studying literature. For refugees, he believed, education serves as "a second kind of citizenship" where people can excel on their own terms, unencumbered by bureaucratic restrictions.

The two young men struck up a friendship via WhatsApp. Deng had no college counselor, no one who understood the intricacies of the admissions and financial-aid process in the United States. So he relied on Hussein, who had received help in applying to college. Hussein shared some pointers, explaining that most colleges had suspended their testing requirements because of the pandemic. It was good news for Deng, who was unable to take the SAT at the closest testing site, 800 kilometers away.

One day Deng read about the University of California at Berkeley and its program in peace and conflict studies. As he would write in one of his application essays, he wanted "to explore the psychology of the world of my childhood — I want to discover why there are so many conflicts in the world and what I can do to resolve them." He imagined meeting diverse students, minoring in journalism, and writing for *The Daily Californian*. He saw a photo of the university's famous Sather Gate, made of bronze and granite. He felt something. *This is where I need to go.*

Deng completed Berkeley's application, indicating that he had met the UC system's complicated course requirements. Because the system requires applicants to self-report their grades, he didn't need to send his transcript until later. He applied to three other UC campuses — and nowhere else.

The odds were long at Berkeley, which accepted just 9 percent of more than 17,000 international applicants last year. But it happened. Deng, one of 21,000 international applicants this year, received an acceptance. After getting the news, he messaged Hussein: "I'm in!" Hussein called and heard the excitement in his friend's voice.

Deng still talked from time to time with his mother, who once told him he would travel far because he had kicked vigorously in her womb. He tweeted a tribute he knew she could not see: "Mom, we made it to UC Berkeley, Class of 2025! OMG!"

Applying to college is an act of imagining, but the technicalities are all too real.

Days later, Hussein told him to check his financial-aid package and described how to do it. When Deng logged into his UC portal, he saw his estimated cost of attendance for one year: $67,550. Then he saw what the university was offering: $0. Confused, Deng sent a screenshot to Hussein, who was confused, too.

"Don't freak out, bro," Hussein told Deng. "They will not ask you for money."

Princeton had covered all of Hussein's costs, and he believed that was how things worked for students with no means to pay. Deng believed it, too. After all, when he requested a waiver for the $80 application fee, Berkeley granted it. When asked on the application if he would like to be considered for financial aid, he said yes. When he requested a waiver for the $250 deposit fee, Berkeley granted that, too.

But then Hussein found the plainly stated fact online: Berkeley does not offer need-based aid to international students, who are ineligible for federal and state aid. He felt embarrassed — that he, an insider at an Ivy League university, should have known. *This just shows you,* he thought, *how complicated this machine is.*

Applying to college is an act of imagining, but the technicalities are all too real. Deng hadn't known that Berkeley is "need blind," evaluating applicants without considering their ability to pay, because the university believes a student's finances shouldn't determine admissibility. He didn't know admissions officials had long debated the ethics of rejecting students because they have no money

versus admitting students who have little chance of obtaining the resources to enroll.

Deng just knew he had submitted personal essays vividly describing his circumstances. *Why let me in,* he thought, *if they knew I could not pay?*

DENG STILL BELIEVED he would get to Berkeley. He just had to find a way.

In mid-April, a South-Sudanese-American student at Berkeley connected him with an admissions official, who passed along the email addresses of a colleague in the financial-aid office and another in the international office. Deng, taking that as encouragement, used his brand-new Berkeley email account to write to both of them, explaining his situation.

Mora, his friend in Spain, worried he was too confident that Berkeley would come through with funding. She urged him to search for outside scholarships: "Nhial, you need to get your ass on it!"

He emailed Polly Akhurst, co-founder and co-executive director of Amala, a nonprofit group in Britain that had developed a high-school curriculum and short courses for young refugees throughout the world, which he had taken at Kakuma in 2018.

Deng's drive and communication skill had impressed Akhurst, and she now saw his roadblock at Berkeley as an issue of global importance. She saw him as an incarnation of an important fact: Many young refugees crave the full flower of higher education. Though they might have great financial need, many don't want purely utilitarian training. They want liberal-arts courses, to make sense of their identities, their place in a world that subjects them to countless policies and restrictions.

Akhurst co-wrote a glowing letter about Deng, urging Berkeley to make an exception and consider him for a full scholarship: "In raising up Nhial, we will help to lift others." She also contacted Niki Dinsdale.

Dinsdale was a college adviser at United World College of South East Asia, a K-12 school in Singapore, who as a volunteer helped Amala students find a postsecondary path. After seeing Deng's Linked-

Nhial Deng's ad hoc college counselors looked at him and saw the same thing: a leader bursting with potential.

In profile and Twitter account, she emailed her colleague Joan Liu, a college adviser who on her own time had helped low-income students around the world find a seat in college.

The advisers, who knew the inner workings of the international-admissions machine, looked over Deng's record of community service and speaking experience. They both saw the same thing: a leader bursting with potential.

But Deng didn't have a flawless academic record. His acceptance at Berkeley was a testament to its holistic admissions process, which takes many factors into account. The university tells prospective students their achievements "will be considered in the context of the opportunities an applicant has had, any hardships or unusual circumstances the applicant has faced, and the ways in which they have responded."

He surely wouldn't have been admitted based on his high-school performance alone. His transcript, on which his grades were entered in ink, revealed his struggles after he had to start working in his junior year. He got several C's and D's.

Did those marks really capture his abilities and reflect his potential? Liu, who had read his insightful essays, didn't think so. But she and Dinsdale wanted to know more, so they asked Deng to take the Duolingo English Test, an online-only exam that students can use at any time, anywhere in the world, to prove their language proficiency to colleges. After getting a fee waiver, he took the test in about an hour, scoring 135 out of a possible 160, equivalent to 115 on the Test of English as a Foreign Language, or TOEFL. That's on par with the scores of international students who get into the most-selective American colleges.

"Let's second-chance this kid," Liu said.

During a Zoom meeting with Deng in late April, Dinsdale and Liu explained their role to him. He had never heard of college counselors. They would help him find another college, they told him, but it wouldn't be easy to find full funding. Many institutions had already promised all their grants and scholarships.

Dinsdale and Liu encouraged him to move on from Berkeley. But he couldn't. Each day he was certain he was about to connect with someone who would fix things. He wrote to the financial-aid office, which directed him to the international office. The international office sent him links to private scholarships, but most of their application deadlines had passed.

On April 22, Deng wrote to Silvia Marquez, Berkeley's associate director of financial aid, for the second time, asking if there was any way to get "special consideration," if there were any scholarships, grants, or loans available. When he didn't hear back for a week, he figured it meant that the university was working something out.

While other applicants in Deng's situation might have read between the lines, a refugee who had learned how to solve problems on his own was doing what he had always done, putting faith in his own resourcefulness and persuasion, trusting in the same optimism he had needed to endure, thrive, and push past obstacles. Also, he hadn't heard a firm no.

On April 29, Liu emailed Berkeley, saying Deng needed one: "He is holding on to hope, and we need him to now let go." Later that day, Marquez, in the middle of an incredibly busy stretch for financial-aid officials, wrote back to Deng. She thanked him for describing his financial circumstances, acknowledging that it wasn't an easy thing to do.

The system wasn't built to budge, though. Despite his "proven abilities," Marquez explained, Berkeley couldn't make an exception for him because its aid policies, established by the system's Board of Regents, prohibit need-based aid for out-of-state and international students. "I encourage you to consider any other institutions who have provided you financial support so that you can continue on your educational journey," she wrote. "We wish you the very best."

After reading the email, Deng flopped on his bed and stared at the sheet-metal ceiling. He felt paralyzed. He wouldn't take a selfie at Sather Gate, as he had planned. On a call later, Liu could hear him trying not to cry. He had no other options. Without funding, there was no educational journey. There was just oblivion.

TIME was working against Deng. After May 1 — the date on which students must commit to selective colleges — his counselors figured they had only days to snag a last-minute offer. They believed his best shot would be a partial scholarship from a private college, somewhere in the world. They would then have to raise money to cover the sizable gap.

Dinsdale and Liu considered American institutions with campuses in Qatar, but they would require 18 months of bank statements. Deng made $110 a month working at a computer center, plus small fees for virtual speaking engagements. He sent much of his earnings to his

Headed out for a run, Deng checks his phone — his connection to the world beyond Kakuma.

mother, who was living in a refugee camp in Ethiopia. As far as he knew, neither of his parents ever had a bank account.

The counselors contacted universities in the Netherlands, only to learn that they required a TOEFL score, which Deng lacked. He would need to make a long bus trip to Nairobi and pay $200 just to take the exam.

They heard about the Albert Einstein German Academic Refugee Initiative, or DAFI, a robust scholarship program that has helped nearly 20,000 refugees pay for college since 1992. But students attending American colleges aren't eligible.

Though a college in the United States seemed like the best bet, Dinsdale and Liu knew that even if he were to win a full scholarship, he might not get an F-1 visa, which international students need to enter the country. Applicants must prove their intent to return to their home country after completing their studies. They must do so by describing ties, such as family members and employment opportunities, that bind them to their country of residence. But most refugees, by definition, lack such ties.

In early May, Liu posted a message about Deng's plight in several Facebook groups for admissions officers all over the world. She urged colleges with funds to spare to consider him: "Your support and interest in Nhial can make a destiny-bending impact on his life and on your institution."

Many people who commented wished Deng well, but some did not. One questioned his ignorance of Berkeley's aid policies: "How extraordinary is any student who missed something so basic …?" That was exactly what you would ask if you believed that mastery of the admissions process was proof of an applicant's inherent worthiness — and not merely of the privileges he's had.

A handful of colleges expressed interest. Liu sent them Deng's materials online. Cornell College, in Mount Vernon, Iowa, agreed to interview him via Zoom. During the meeting, Deng talked with the top enrollment official and a professor from Kenya, who spoke Swahili with him and promised to take him to dinner.

Cornell offered Deng a full-tuition scholarship, leaving him with an annual gap of $12,000 to $14,000 that fund raising would have to fill. A week into May, that was his best option. His only option, really. Then, just as he was picturing life in a tiny Midwestern city, another opportunity surfaced.

DENG'S PROSPECTS CHANGED because of a few simple questions. While researching his options, Dinsdale emailed Moustafa Ezz, director of international recruitment and strategy at Huron University College, in Ontario, Canada. They had presented together at conferences, and she knew he shared her interest in expanding educational opportunities for refugees.

Dinsdale explained in her message that she was trying to understand the bureaucratic hurdles Deng could encounter in Canada. She was doing her homework, gathering expert advice, as college counselors often do. "Can you let me know," she wrote, "what it might be like for a young man like this to apply to a Canadian institution?" Would he need a minimum amount of money in the bank? A passport? Other documents?

In a follow-up email, Dinsdale shared Deng's profile with Ezz. She

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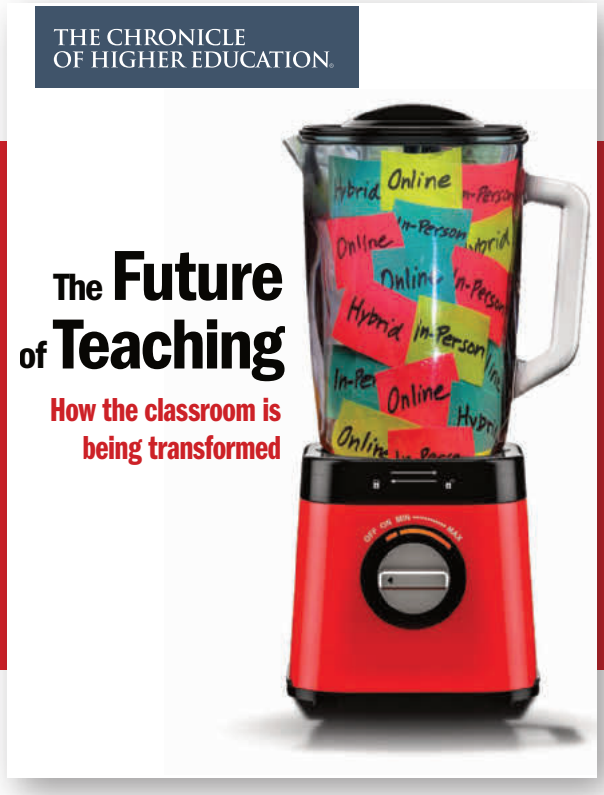

"Even once the pandemic has faded, will professors and students alike be interested in blended classrooms?"

The pandemic has wrought extraordinary changes in course delivery and instruction, leading many faculty members and college leaders to reconsider what effective teaching looks like. While return-to-campus plans are in motion for next semester, they are unlikely to mean a return to normal classrooms — and many instructors and students think they shouldn't.

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didn't ask him to consider Deng for admission. Still, Ezz, a native of Egypt who had graduated from Huron, was moved by the young man's story, the strength of his essays, his leadership experience. After asking Dinsdale to call him, they discussed Deng, his context and needs.

Then Ezz forwarded an email to Barry Craig, Huron's president, describing the young man's situation. Ezz typed a question: "Do you think we can help?"

When Craig arrived on campus five years ago, he was struck by the homogeneity of the small liberal-arts college, affiliated with the University of Western Ontario. The campus had long attracted affluent students from the Toronto area. So the new president led a successful push to diversify the college, seeking to expose students to a wide variety of cultures. The university enrolled more and more international students (in the fall of 2020, 27 percent of Huron's incoming class came from other countries). The president met with an international student almost every day.

Craig, a first-generation college student, had thought hard about the university's responsibility to serve the public good by supporting disadvantaged students, even if it meant stretching the budget. And he had thought hard about what his own privilege obligated him to do for others. He and his wife, Sara McDonald, a professor at Huron, established and financed several scholarships for underrepresented students at the university.

After Craig read about Deng, the university scheduled an official interview. Liu encouraged Deng to prepare. He read all he could about Huron, jotting down notes. Hours before the meeting, he felt anxious, knowing he would be speaking with a college president. He calmed himself down by calling a friend and eating lunch at his favorite restaurant.

When the meeting began, Deng saw Craig, in a jacket and tie, with a bookcase in the background. He braced for the first question, hoping to convey that the college and its culture aligned with his aspirations.

Deng didn't know that it wasn't really an interview. He didn't know that six minutes after receiving Ezz's email asking if Huron could help Deng, Craig had written back: "Yeah, let's do this."

Looking into the camera, Craig said, with a slight grin, "So, uh, we had an idea …"

Then, with Ezz, Dinsdale, and Liu looking on, Craig told Deng that Huron would admit him and provide him with a free education. Tuition. Living expenses. A computer. A winter coat. A paid internship. Anything he needed. He would graduate without any debt. "This morning, my friend, congratulations," Craig said. "I want to offer this to you."

Deng couldn't speak. He smiled widely, looked up at the ceiling, and put his palms together. He then described the importance of diversity and how he wanted to serve the community. "I don't know how this happened," he said. "Thank you so much, from the bottom of my heart."

Craig promised to take him to breakfast the day he arrived in Canada. He promised to give him his personal cell number, which he gives to all international students: "What I've seen in you is a superstar, somebody who has the heart." This wasn't charity. By enrolling Deng, he believed he would drop "a bombshell of leadership" on the campus.

Ezz, who offered to be Deng's mentor, answered his questions, talked about faculty advising, research and volunteer opportunities. Then he described the application process for a student visa — a reminder that Deng had more crucial barriers to clear.

But that was a worry for tomorrow. After the meeting, Deng flipped on his Bluetooth speaker and sang along with Don Moen, the Christian singer. He sang until his voice gave out.

"God will make a way
Where there seems to be no way."

COURTESY OF NHIAL DENG

Buay Tut (left) and Nhial Deng

PAPERWORK. A mountain of it stood between Deng and another life. To enter Canada, he would need a visa and study permit. To get those he would need a valid passport or a Convention Travel Document, or CTD. He had neither.

So Deng and his counselors discussed the next step, trading messages with Alan Davidson, executive director of KenSAP, a nonprofit group that helps high-achieving Kenyan students enroll at colleges in the United States. The lawyer turned college counselor, who had been part of Deng's pro bono team all spring, researched the best plan for getting him into Canada. International students can have a harder time obtaining a student visa there than they do in the United States.

Both countries require visa applicants to prove their intent to return home after finishing their studies. But where, for Deng, was home? Not South Sudan, where he had never been. Not Ethiopia, which he had fled. Not Kenya, where he lacked citizenship. The Kakuma Refugee Camp? The Kenyan government said this spring that it would shut the camp down in 2022. (UNHCR has said that won't happen.)

Deng's advisers weighed the potential upside of a South Sudanese passport: It would give him a home country, at least on paper, which might help him get a visa. But several experts advised them that an 11th-hour passport would look suspicious. Also, international students have options for becoming permanent residents in Canada after finishing college. As a refugee, the counselors learned, Deng would have a better shot at citizenship with a CTD.

But Deng's nationality and date of birth were still wrong in the ref-

Deng gives a speech after completing a digital-media course provided to him and other young refugees by the nonprofit FilmAid.

ugee agency's database, which the Kenyan government uses to issue CTDs. He didn't like carrying documents that reminded him he lacked control over his own identity.

One day he messaged Liu to say he was going to apply for a South Sudanese passport instead of a CTD.

"Nhial," she wrote back, "don't do that yet."

"If I use the CTD, I will have to maintain the same details going forward, which I don't want."

"Pls do not do anything until we advise you to."

"Okay, I will wait."

"We need this to benefit you in the long run."

"Yes, I understand."

"Don't do anything rash."

"Got it."

"We have come so far. You are almost there."

WHEN PEOPLE MET Nhial Deng, what did they see? An outlier, one exceptional case? Or a walking reminder of the talents of many other refugees?

In April, as Deng's ad hoc advising team was drafting a letter about him, Davidson, at KenSAP, objected to the phrase "once-in-a-lifetime student." Yes, the young man's curiosity, leadership, maturity, and networking skills impressed him. But Davidson had recently advised another refugee student just as impressive. Tens of thousands of refugees around the world, he believes, can succeed in college.

What governments and postsecondary institutions owe refugees is an urgent question. Forced displacement has doubled over the past decade, according to UNHCR data. At the end of 2019 there were nearly 26 million refugees worldwide, about half of whom were under the age of 18. Without more educational opportunities, young people living, perhaps permanently, in other countries will continue to find themselves unable to improve their circumstances.

Though just 3 percent of young refugees have access to higher education, UNHCR and its partners want to increase that proportion to 15 percent, or about 500,000 people, by 2030. Meeting that goal will depend on many policy decisions. The Trump administration drastically reduced the number of refugees entering the United States, capping it at a record-low 15,000 a year. President Biden, who was criticized for not raising the cap to 62,500 until May, has said he intends to double it next year.

Some college leaders want to help bring more refugees into the country. In May, Deng spoke at a virtual meeting held by the Presidents' Alliance on Higher Education and Immigration, a group of more than 500 college leaders who intend to present the Biden administration with a plan for rapidly increasing the number of young refugees enrolled at American institutions. It would require, among other things, an immense expansion of college advising, new sources of funding, and adjustments in the admissions process. Otherwise, the next Nhial Deng probably won't end up bringing his talents to the States.

What had Berkeley's admissions office seen in him? Something powerful, it would seem. By admitting the refugee, two years out of

high school, with a mixed-bag transcript, the university had validated the promise of refugees with unconventional academic records. But its inability to offer him substantial aid underscored how institutional policies and limited resources can undermine successful international applicants who lack money.

After getting the offer from Huron, Deng logged into his UC portal for the first time in a week and saw something surprising listed under "Financial Aid & Scholarships": $25,000 in gift aid, reducing his net cost of attendance to $42,500. This baffled Deng, who had received no email about a change in his aid package.

It was a mystery the university later declined to discuss, and, really, it didn't matter. The last-minute grant didn't make the university any more affordable.

Still, it was a sign that someone at Berkeley was thinking about Deng this spring. Olufemi (Femi) Ogundele, associate vice chancellor for enrollment management there, couldn't give him a full-ride scholarship. But he ended up giving Deng something unexpected: a friend.

In April, Ogundele, a first-generation Nigerian-American and a widely respected college-access advocate, got in touch with Buay Tut, a former colleague now living in Nairobi, to tell him about Deng's situation. Tut, who considers Ogundele a mentor, offered to raise money for Deng, whom he called the next day while taking a walk. He became so absorbed in his story that he got lost in the city's vast arboretum.

Soon Tut joined the unofficial advising team, in charge of a GoFundMe page for Deng. Sometimes he called the refugee just to ask, "How was your day? What can I help you with?" That gave Deng faith and motivation.

Tut understood that the refugee's story spoke to larger problems: Higher education is the primary means of changing one's life, but it's widely inaccessible; admissions evaluations often don't line up with financial-aid policies. He also understood that Deng's story echoed many other people's stories. Such as his own.

Born in what's now South Sudan, Tut lived in a refugee camp in Ethiopia for five years before resettling in the United States with his family. He graduated from St. Olaf College, in Minnesota, in 2014 and later worked with Ogundele in Stanford University's admissions office. After getting a master's degree from Harvard University, in 2020, he moved back to Africa and started a college-advising program for high-achieving refugee students.

In mid-May, Tut traveled to Kakuma. He went there to spend some time with Deng as well as to interview young refugees who had applied for a spot in the college-advising program. The vast majority of young refugees don't finish high school, and most of those who do reach a dead end after receiving their diplomas, with no way of getting to college.

But many come from families that value education. One day Deng and Tut walked around the camp with a Harvard student who had grown up there; residents greeted him as if he were a returning king. That week, many people attended an emotional ceremony for young men who were finishing eighth grade. One by one each mother stood and offered encouragement. Older men encouraged the graduates, too, describing how when they were the same age, they had to go to war. Later, everyone danced and enjoyed a feast of stews and spongy flatbread.

Tut and Deng spent a couple of days together. After a heavy rain flooded the camp, which has no drainage system, they walked together through a foot of water. They discussed their hopes for a renaissance in Africa. The younger refugee told the older one he wanted to bring knowledge back to the continent and help solve societal problems. They saw themselves in each other.

Deng told Tut he would soon have to go to Nairobi to obtain the document he needed to get to Huron. First he would have to apply for a Movement Pass to travel throughout Kenya. He would also have to ask UNHCR for money for his flight.

But he would have nowhere to stay. So he asked Tut if he could crash with him.

"Wherever I am," Tut told him, "you'll always have a place."

DAYS LATER, Deng met Tut at the airport in Nairobi. As they rode in an Uber, the young refugee absorbed the city's commotion and noise. At the camp he often felt his surroundings confining even his thoughts. But in the capital of 4.7 million people, where the modern Britam Tower reached higher than all the other buildings in Kenya, his mind roamed.

Deng possessed a bright personality, and, as Liu had perceived, well-honed political acumen as well. He had a knack for connecting with important people.

Before arriving in Nairobi, he had secured an appointment there with the High Commission of Canada in Kenya. He showed up wearing a custom-made bright-red kitenge jacket. He had come to talk about refugee rights and advocacy with David Da Silva, the acting high commissioner. But near the end of their chat, he mentioned his acceptance at Huron and forthcoming visa application, as his advisers had encouraged him to do. He left with assurances that the commission would keep an eye on his application.

Da Silva posed for a selfie with Deng, wearing a Covid mask adorned with Canada's national symbol — a red maple leaf. Later, Da Silva tweeted the photo, calling Deng "my inspiring friend." Huron, he wrote, "will benefit so much from his presence." It didn't guarantee a visa, but it sure was a good sign.

For a few days, Deng tasted the freedom others took for granted. He ate at KFC. Saw an action movie in a theater. Went for a run in the park.

Deng knew he had to return to Kakuma, but Tut persuaded him to stay one more night for a party at his apartment. Tut didn't mention the party was for him.

Savoring the warmth of the surprise, Deng beamed as he traded hugs with Tut's friends and posed for group photos. When someone handed him a champagne bottle, he went to the balcony and popped the cork. He declined even a sip.

Governments devise policies based on a fear: Once a refugee enters the country, he will stay there.

Tut offered encouraging words and put an arm around Deng, who felt the embrace of an older brother. A cake appeared. White frosting, topped with a replica of Huron's official seal. "Congratulations, Nhial," it said in the university's red and black.

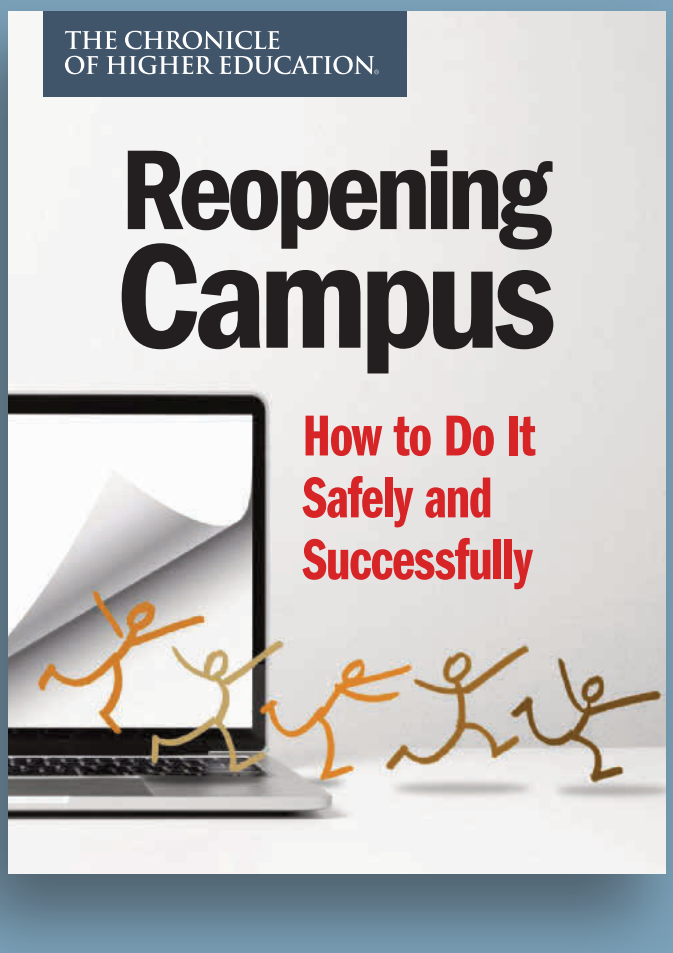
Later, Deng shared a photo of the cake on social media, thanking his patchwork team of devoted advisers: "Celebrating what is to be an incredible journey."

He was close to college, but, with one big step remaining, still so far away.

DENG LEFT NAIROBI on a bus. Though UNHCR had given him enough money for two plane tickets, he'd spent the other half going out in the city. He would have plenty of time to think during the 24-hour trip.

Heading north in the cramped coach, Deng saw the lush green slopes of the Great Rift Valley and Lake Nakuru reflecting the sky. He wondered how it would feel moving from Kenya to Canada, where he planned to major in global rights studies. He wanted

Reopening Campus



As the next semester quickly approaches, colleges are preparing for a semester unlike any other. While the outlook for bringing students back to campus looks bright, leaders must consider a number of unknown factors when planning for a campus reopening.

This *Chronicle* report explores key questions around what kind of experience you can offer students, and shares insights from experts and college leaders about how to support faculty members during this transition. This report covers ways to make on-campus learning safe, from following public-health protocols to fostering student success, and it showcases the achievements of institutions that can be models for your campus.

"Whether you bring 10 people on campus or 10,000, you have to have certain things in place."

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to work in the advocacy field, amplifying the voices of refugees. He could also see himself telling people's stories as a journalist.

Years ago his father had said that Deng would find him through the radio. But finding each other hadn't been so hard. Seeing each other, though, would be just about impossible anytime soon. His father was living in Ethiopia, and neither of them had the money for a plane ticket or a long bus trip. Deng's CTD would not allow him to travel to his country of origin.

They called each other now and then. When Deng told him he was going to Canada for college, a joyful sound burst from his phone: "You will become a good journalist!" Deng still liked to imagine his own voice coming through his father's beloved radio, the voice of someone who had achieved something, who mattered.

After returning to Kakuma, Deng received a certificate for completing an intensive media-entrepreneurship course offered by FilmAid, a nonprofit group that teaches young refugees the basics of digital media, filmmaking, journalism, and photography. He shared a picture of himself in a cap and gown, holding the certificate, on social media. He wrote a caption he knew his father wouldn't see: "Dad … I'm now ready to tell my story in my own voice."

IN EARLY JUNE, Deng plowed through his remaining paperwork, careful to avoid any mistakes. He knew he must enter everything correctly on his visa application or else the Canadian government might not let him in.

Deng would need to prove he had sufficient funds (a minimum of $10,000) to support himself in college. That would help demonstrate his intent to leave the country after completing his studies. (Students often are denied visas if they have too little money in their accounts.) He had more than the required amount thanks to the GoFundMe campaign. One donor had pledged to pay for his $1,500 flight.

He also needed a letter of support from Huron. After seeing that the letter's first draft included his actual date of birth, his advisers asked the university to change it to match the date of birth on his CTD. The letter said Deng wanted to "go back to South Sudan," but his CTD stated, correctly, that he had been born in Ethiopia. So his advisers asked Huron to change it to "go back to East Africa." They wanted to ensure there were no discrepancies that could jeopardize his visa — even though some details on his documents were wrong.

"Who is looking over your visa application?" Liu wrote to Deng in late May. "Who is doublechecking it?"

"No one," he replied.

"Omg. Nhial, let one of us look at it before you submit it pls."

Huron connected Deng with an immigration consultant who reviewed the application. Deng submitted the form in early June, feeling excited and anxious. But the next day, he was informed that his application wouldn't be processed until he submitted fingerprints and a photo to the Canadian Embassy. He would need a medical exam, too. So he went all the way back to Nairobi in mid-June and took care of every last requirement.

Deng had done all he could. Now he would have to wait.

The refugee knew his fate would hinge on the judgment of one visa officer. And he knew the verdict might not come for three months. The Canadian government couldn't guarantee that applications submitted after May 15 would be processed before the fall semester begins. Though Huron assured him it would accommodate his late arrival, he could miss orientation and weeks of classes.

Still, if all went smoothly, the rising freshman would pack up in August and free himself, after 11 years, from the camp. But it wouldn't be his first escape.

Nhial Deng, displaced and alone, had been escaping oblivion all his life. The oblivion of doubt, despair, and resignation. Of idleness and ignorance. Of being unseen and unheard, a ghost on the Lethe who forgets the life he knew before and who is forgotten by the world.

Deng escaped by reading, thinking, and remembering that one often must ask for help to get it. By making friends all over and making peace in small ways. He escaped by listening to others and speaking up for them. By telling his story, transforming his vulnerability into a kind of steel.

Leaving Kakuma would be complicated. The camp was a cage, but it was also Deng's home, a place that was poor in some ways but rich in others, where people made friends and fell in love and got married and gave birth and raised children and prayed and dreamed and died. If Deng reached Canada, he would see icicles clinging to rooftops, hear the Sunday bells ringing in the campus chapel, and, perhaps, taste the cafeteria's sausage-and-broccolini ravioli. He would have personal space he had never known. He would be a minority student among many wealthy white students who had never thought twice about buying a $2 Coke.

The secret of Nhial Deng's escape? A bright personality, a knack for connecting, and political acumen were just some of his talents.

Deng would no longer see the faces of neighbors old and young, smell their dinners cooking, hear them laughing and arguing and snoring through makeshift walls. He would no longer run through the hot fields with his old friend Gatbel Lul, who hoped to study public health but wasn't sure how to get to college, who still wore the beautiful black sneakers Deng gave him two birthdays ago, who called him "the best guy I ever met in my life."

Nhial Deng would part with his second family just as he parted with his first. But he had learned that there were always new families to create.

One day in late spring, a Huron student named Isaac Wani wrote to him: "Congratulations, Nhial! Hope to see you soon in the fall." Wani grew up in Uganda, but he, too, was a South Sudanese refugee. Deng was glad to hear that he wouldn't be the only one.

Later, the young men traded texts, discussing their backgrounds and majors. Deng asked about London, Ontario, where Huron is located. Wani called it beautiful, diverse, and friendly: "You'll definitely like it."

After 40 minutes of chatting, Wani wrote, "All right, bro. Don't hesitate to ask me anything you want to know. We'll talk soon!"

"Thank you, bro!" Deng replied. "It was great talking to you. Let's keep in touch!"

"We'll always be in touch, bro."

Deng felt it, the first tug of friendship, pulling him toward a new home. ■

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

ABOUT THE PHOTOGRAPHER

John Thomas Muyumba is a Congolese refugee who has lived in Kakuma since 2011. He is the founder of a refugee media initiative called Youth Voices of Kakuma.

A Bigger Harvard Won't Help

Enrolling more students at prestigious colleges would do almost nothing to improve access.

PABLO CARACOL FOR THE CHRONICLE

THE REVIEW

APPLICATIONS to the nation's prestigious colleges soared this year, largely because many more of them went test-optional in 2020 because of the pandemic. Students who normally wouldn't bother applying to an exclusive institution figured this year they would take a shot. As a result, at Brown and Berkeley, applications were up more than 25 percent from the year before. At Penn and Harvard, they were up more than 35 percent. Several institutions saw increases of over 50 percent. For Colgate, applications more than doubled.

Predictably, as applications shot up, acceptance rates plummeted. Several selective colleges dropped their rates, already in the single digits, even lower, leading to a clarion call by higher-education observers for those institutions to expand their enrollments, particularly to students from low-income families. David L. Kirp, a professor of public policy at the University of California at Berkeley, called for that in a recent *New York Times* op-ed, "Why Stanford Should Clone Itself." And Jeffrey J. Selingo, a former *Chronicle* editor, echoed a similar plea in *The Washington Post*. Both essays cite a 2017 study showing that the most selective colleges in the United States enroll more students from the top 1 percent of incomes than from the bottom 60 percent — a sobering statistic.

In the weekly newsletter from *Open Campus*, Scott Smallwood, also a former *Chronicle* editor, noted recently that undergraduate enrollments have grown 62 percent since 1980. Public colleges nearly kept pace, with a 55-percent increase, yet private colleges grew by only 18 percent. He also pointed out that Princeton, Stanford, Duke, and Dartmouth had added just 2,400 spots in all since 1980, a growth rate of a mere 12 percent.

The premise here is that if only those colleges would increase their size — or, as Kirp suggested, open branch campuses in other American cities, as some of them have done abroad — then more students from the bottom 60 percent could be enrolled, thereby helping solve higher education's equity and access problems. It is a noble goal, but a flawed way to go about achieving it. Opening up additional spots at selective colleges might benefit some students individually, but it would do almost nothing to topple the real barrier to equity in this country: Not enough low-income students enroll in college in the first place.

To begin with, there's little reason to think that colleges that expanded their numbers would admit a different kind of student than they do now. Most likely they would do what they have always done, but on a larger scale, meaning that rich, white students would benefit most from such an expansion. But even if colleges did enroll more lower-income students, then that simply means that those students would now attend Dartmouth instead of Dickinson, or Duke instead of Bucknell. Such a shift would do little to improve social mobility in this country. The more highly ranked institutions would just grab students from lower-ranked institutions, and so on down the selectivity ladder, without expanding access at all. The students who were always going to college would now be going to a more-prestigious college. Those who never were going to college still wouldn't.

THAT IS NOT TO SAY that top colleges couldn't or shouldn't do more to offer their educational benefits to more students. Studies have shown that graduates of selective colleges earn more than do graduates of less-selective institutions, and the benefits for low-income minority students are particularly rewarding. But for many low-income high-school graduates trying to overcome generational poverty and move up the socioeconomic ladder, a college degree of any kind is pivotal. The Georgetown University Center for Education and the Workforce estimates that a four-year-college degree will return over $900,000 more than was paid for it over a 40-year career. And the Association of Public and Land-Grant Universities states that, over time, college graduates earn about $32,000 more per year than high-school graduates do, and are much less likely to live in poverty than is someone who has only a high-school diploma.

That's why all of higher education needs to focus its energy less on where existing collegebound students enroll and more on closing the college-going gaps we see across racial and economic lines. Currently the burden of that responsibility has been placed on the underresourced institutions at the bottom of the pecking order. That isn't a useful solution to a problem that demographic trends have made only more urgent.

The real barrier to equity is that not enough low-income students enroll in college in the first place.

The Western Interstate Commission for Higher Education projects a 160-percent jump in the number of Hispanic high-school graduates from 2005 to 2025. The National Center for Education Statistics shows a six-percentage-point gap between the college-attendance rates of Hispanic and white students (36 percent vs. 42 percent) and a 23-percentage-point gap between Hispanic and Asian students (59 percent). At the same time, according to the Economic Policy Institute, Hispanic family income is just 74 percent of white family income and only 57 percent of Asian family income.

The number of Black high-school graduates is projected to grow at a slower rate, 26.5 percent, from 2006 to 2026. Their college-enrollment rate in 2018 was only one point higher than the rate for Hispanic students, at 37 percent, and the average Black family income is only 60.5 percent of white family income and 47 percent of Asian family income. The growth of Hispanic, Black, and low-income high-school graduates, coupled with their lower college-attendance rates, suggests that if the status quo is maintained, more young people will miss out on the opportunity to attend college — even with expanded access to the most selective colleges.

Not surprisingly, finances are an enormous barrier to college enrollment. Tuition at private colleges has grown 105 percent over the last 30 years, adjusted for inflation, while tuition at public four-year colleges has risen 128 percent over the same period. A study from 2013 revealed that 40 percent of students and their parents excluded a college from consideration based on its sticker price alone, and that 60 percent were unaware that colleges actually provided financial assistance. It is imperative that institutions, including the most prestigious, commit to providing more aid to enable lower-income students to attend, and to promoting that aid aggressively. Similarly, colleges should team up with state and federal agencies not only to increase financing and academic-support services for needy students but also to raise awareness in lower-income neighborhoods that such assistance is available.

We certainly shouldn't stop selective colleges from expanding their enrollments, but we should stop thinking that it will do much to improve equity and access. Until colleges do a better job of recruiting from poorer neighborhoods, expanding financial aid, and educating would-be first-generation students about the true cost of college, progress will be frustratingly slow. Higher education could make priorities of numerous goals, but pushing existing collegebound students up the selectivity ladder shouldn't be one of them. ■

Bob Massa

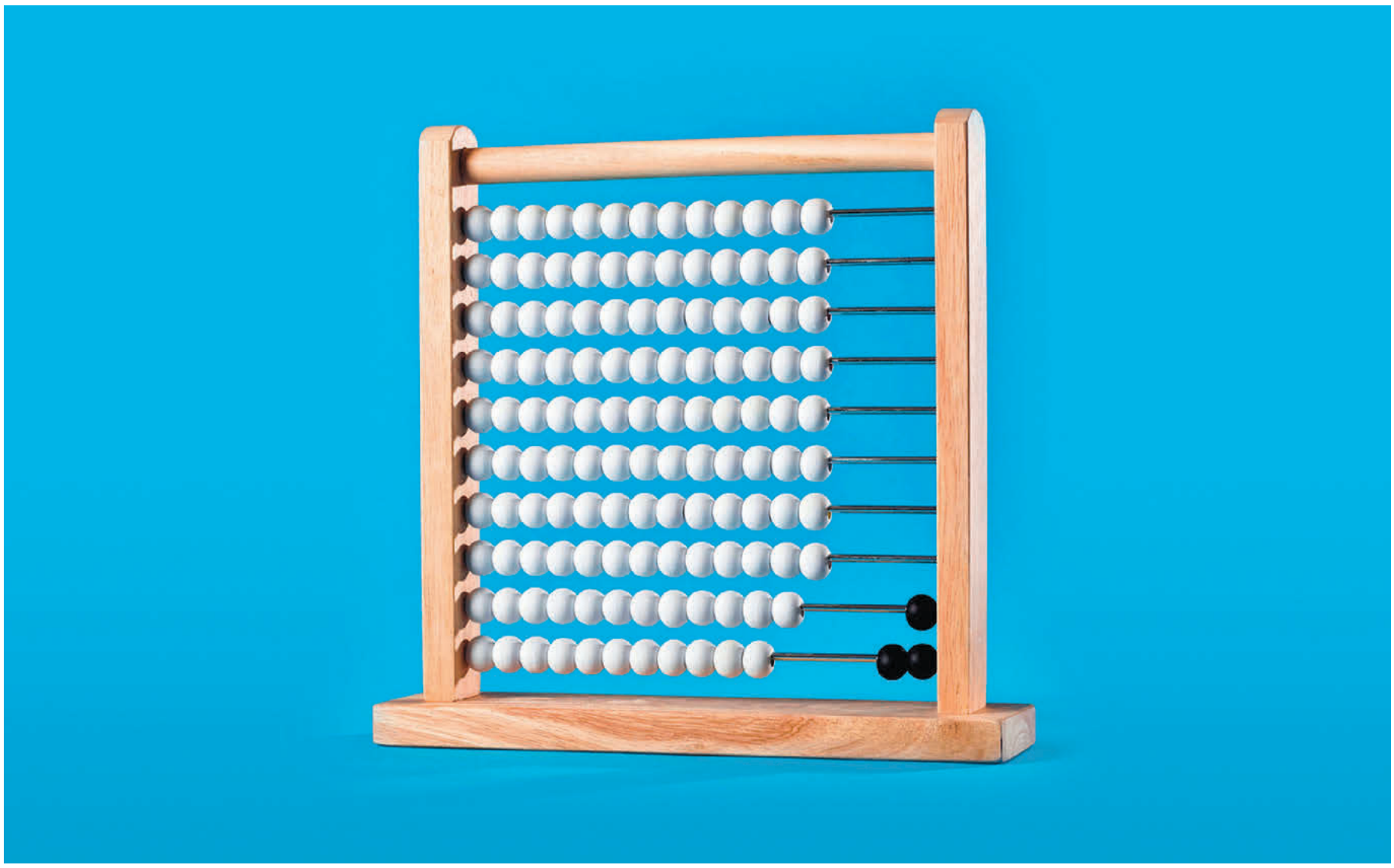
is a co-founder of Enrollment Intelligence Now, a consulting firm that mentors and coaches new deans of admission and vice presidents for enrollment. He also serves as an adjunct professor in the Rossier School of Education at the University of Southern California.

Bill Conley

is a co-founder of Enrollment Intelligence Now.

The Assault on Black Academics

Boards of trustees are increasingly making clear whose scholarship matters — and whose doesn't.



KEVIN VAN AELST FOR THE CHRONICLE

IMMEDIATELY on the heels of the news that the University of North Carolina at Chapel Hill's Board of Trustees had initially withheld tenure from Nikole Hannah-Jones — despite having awarded it to predecessors with comparable experience and accomplishments — the Board of Trustees at a small liberal-arts college in rural Virginia announced a similarly contentious decision. Washington and Lee University, named for President George Washington and the Confederate general Robert E. Lee, announced on June 4 that after a year of surveys, protests, and deliberations, the Board of Trustees had voted 22 to 6 to keep the name. Neither decision inspires confidence that boards of trustees will appropriately evaluate scholarship on race and racism, or scholarship by faculty of color.

As others have written, recent events at UNC and W&L point to tensions between faculty members and university administrations over the principle of shared governance. Although Hannah-Jones's record was found to be exemplary by experts in her field and by UNC faculty members, the Board of Trustees did not initially accept their recommendation to award her with tenure upon appointment. At Washington and Lee — my own campus — the faculty voted by an overwhelming margin to remove "Lee" from the university's name. Nearly a year later, the Board of Trustees rejected that recommendation. These disagreements reflect a continuing nationwide struggle over who should make decisions at colleges.

THE REVIEW

They also have powerful implications for academic freedom among faculty members of color. Academic freedom is a cornerstone of higher education because it protects the right of faculty members and students to follow their intellectual pursuits without fear of censorship or constraint. Yet the decision to withhold tenure from Hannah-Jones in light of her influential work on *The New York Times Magazine*'s "1619 Project" suggests that to critique white supremacy, particularly as a scholar of color, is to place one's career in jeopardy.

Elsewhere too, scholars who study race and racism have had tenure bids denied by boards of trustees, despite departmental support — as happened at Calvin University in 2018. Such incidents are especially alarming given that trustees may very well be invested in upholding the systems of oppression that such scholarship seeks to dismantle. (Last year, for instance, a trustee at Cuesta College was censured for racist social-media posts.) The implicit threat of career penalties for studying racism runs contrary to the principle of academic freedom that undergirds the work all faculty perform. And when boards of trustees position themselves in opposition to social progress, it calls into question their ability to protect academic freedom for faculty members of color in particular.

THESE ARE NOT theoretical questions for me. I am an assistant professor of history and core faculty in Africana studies at Washington and Lee. I am a Black woman whose research and teaching frequently examine slavery,

Black feminism, and Black radicalism. I am less troubled by the university's name in and of itself than by the repeated decisions to keep it despite its harmful impact.

Let's be clear about who we are commemorating: Robert E. Lee and George Washington were both enslavers. Lee, in particular, fought to preserve slavery in his capacity as a Confederate general. At his plantation in Virginia, he separated enslaved families and whipped fugitives from slavery. After the Civil War, as president of what was then called Washington College, Lee turned a blind eye to the sexual violence that white male students committed against young Black girls. Despite — or perhaps because of — these atrocities, I sometimes revel at the thought of how incensed Lee himself might be to know that I am here — a Black woman paid to teach Black women's history at an institution named for him.

Still, we cannot simply ignore the fact that the name of this institution invites dangerous behavior from violent white-supremacist groups. In 2018, following discussions of a potential name change spurred by the deadly Unite the Right Rally in nearby Charlottesville, Va., the Ku Klux Klan left pamphlets on the Washington and Lee campus urging, "K-K-Keep the name the same!!!" The campaign seems to have paid off. That year, and again three years later, the W&L administration K-K-Kept the name.

Nneka D. Dennie

is an assistant professor of history and core faculty in Africana studies at Washington and Lee University.

The opposition to letting go of Lee reveals a deep-seated racism that raises troubling questions. If the Board of Trustees repeatedly fails to understand how this country's racist past is connected to its racist present, will they reward research and teaching that, like my own, look at this very relationship? If the Board of Trustees fails to recognize that the university's name is openly antagonistic to Black students and faculty, how can faculty of color be sure that their tenure and promotion processes will be free of racial bias? If the Board of Trustees fails to see that the university's name is a relic of white supremacy, how can faculty trust that they will not be penalized for challenging white supremacy through their research and teaching?

Decisions like those of the UNC and W&L Boards of Trustees have a chilling effect on scholarship on divisive social issues. And perhaps that is the intent. There can be no academic freedom where boards of trustees cultivate an atmosphere of disdain for antiracist work. There can be no academic freedom without the freedom to study race and racism. Faculty of color, in particular, require the security to do their jobs without the threat of being fired or denied tenure simply for interrogating systems of oppression.

There can be no academic freedom where boards of trustees cultivate an atmosphere of disdain for antiracist work.

The material consequences of UNC's decision are already becoming visible. The UNC department of chemistry recently made public a letter to Chancellor Kevin M. Guskiewicz describing how Hannah-Jones's tenure snub was hurting its "ability to recruit and attract a diverse and talented faculty." The candidate in question, a Black chemist named Lisa Jones, said she withdrew her candidacy because the board's decision "does not seem in line with a school that says it is interested in diversity." The chemistry department affirmed Jones's sentiments, asking, "How are we, the faculty at this University, supposed to defend our own values when the institution we represent does not uphold them?" Any efforts to advance institutional diversity, equity, and inclusion are tenuous, at best, when boards of trustees actively undercut their institution's stated goals.

It is too soon to say how the board's decision at W&L will affect the institution's efforts to recruit and retain faculty of color. However, the insistence on preserving "Lee" in the university's name sends a clear message about what kinds of scholarship — and what kinds of scholars — are valued here. As at UNC, the Board of Trustees has made its position clear: Academic freedom is for white people. ■

How to Truly Protect Academic Freedom

As with diversity efforts, colleges should devote an office to the subject.

KOTRYNA ZUKAUSKAITE FOR THE CHRONICLE

THE RECENT DECISION by the University of North Carolina's Board of Trustees to initially withhold tenure from the Pulitzer Prize-winning journalist Nikole Hannah-Jones is chilling for any publicly funded educational institution. Without academic control over who gets hired, academic freedom is under serious threat. Although Hannah-Jones was put forward for the position by the School of Journalism and approved by the administration of the institution, the political appointees on the university's boards apparently didn't like her ideas about race.

The UNC debacle was not an isolated incident, nor is the threat limited to the political right. Consider other recent examples: the University of Oklahoma demanded agreement from faculty and staff members with certain diversity-related statements as a condition of employment; Chapman University faculty members called for the firing of a professor who appeared at the pro-Trump rally in Washington, D.C., that took place hours before the Capitol insurrection; and Central Michigan University ended the contract of a journalism professor who invited members of the Westboro Baptist Church to class. A recent survey by the Center for the Study of Partisanship and Ideology found widespread self-censorship among U.S. academics.

THE REVIEW

Academic inquiry depends on autonomy from politics. The job of scholars is to search for truth, which requires them to pursue ideas wherever they go, and to debate them vigorously. Like seemingly everything else in our charged and polarized era, this idea has come under attack in recent years, with demands that "unsafe" ideas be purged and suppressed. Despite lip service, very few colleges are truly committed to academic freedom. The result is needless controversy and slipping standards. The solution is simple: Colleges must institutionalize the protection of academic freedom by devoting resources to training, establishing standards, and hearing complaints when norms are threatened.

Contrast approaches to other is-

sues. In recent years, colleges have devoted significant resources to institutionalizing diversity, inclusion, and equity. These efforts accelerated after the murder of George Floyd, and many colleges are now creating vice president- or vice provost-level positions, leading entire bureaucracies devoted to this effort. As a requirement of federal law, colleges have also developed Title IX bureaucracies, which help to ensure that institutions receiving federal money deal with sexual harassment. Whatever one thinks of the implementation (and the implementation of Title IX in particular has been controversial), it is clear that colleges are serious about these important goals.

In contrast, in most institutions of higher learning, issues of academic freedom or free speech have no designated campus officer. There is no emerging profession devoted to it, no mandatory training programs, no resources for faculty members and students who want to understand what it means. There are no job ads posted for vice presidents for academic freedom. Instead, academic-freedom controversies tend to be left to faculty committees, whose membership turns over regularly, or to ad hoc decisions by provosts and presidents. Among students, questions of freedom of expression are left to deans of students or in some cases to the diversity bureaucracy. Without an institutional base to protect free inquiry, standards are applied in an uneven way. The risk is that administrators will simply give in to the loudest voice in the room, which will, by definition, never be someone whose full-time job is to speak up for academic freedom.

Institutionalization of academic freedom could look something like diversity initiatives, and would have the same goal: to advance core values in the culture of colleges. Staff members would serve as a resource for the faculty, develop basic explanations of core concepts for students, collect data, and advise leaders behind the scenes on how to handle controversies when they arise. While the last thing faculty members need is another online training program, there should at least be materials introducing new faculty members and students to the importance of academic freedom. One might imagine orientation programs where participants wrestle with the idea, perhaps role-playing through tough cases; books on free speech could be considered for pre-freshman summer reading; and students should be invited to ruminate on the fate of academics in places like Turkey, Venezuela, and Hungary, where attacks on colleges were a harbinger of broader assaults on democracy.

THE FAILURE to stand up for academic freedom has serious consequences. For one thing, colleges that rely on ad hoc decision making can look politically biased if they treat similar cases differently. In a polarized political environment, both sides are searching for opportunities to argue that their side is being abused on campus, and each can point to instances in which the other side behaved badly. Another consequence is the weaponization of free speech in recent years. Allowing students to shout down speakers they don't like, such as Charles Murray, whose 2017 talk at Middlebury College was violently disrupted, only invites further conflict. Provocateurs or speakers without a serious idea, like the polemicist Milo Yiannopoulos, can easily wrangle an invitation to campus and provoke major controversy. Handling such speakers requires deft action on the part of administrators, whose challenge is to defuse conflict without violating core First Amendment concerns. There are hard questions involved, but the nature of the university as a truth-seeking institution should be a touchstone in answering them.

Colleges that rely on ad hoc decision making can look biased if they treat similar cases differently.

To be sure, most colleges have policies on academic freedom, drawn from or influenced by standards articulated by the American Association of University Professors. This venerable institution has for more than a century played a leading role in advancing a vision of academic freedom as essential not just for students or institutions, but for the common good. Besides articulating standards, the AAUP has a committee on employment complaints, with the ultimate sanction being a censure. But it is too far removed from the front lines to touch the culture of students and faculty members.

Tom Ginsburg

is a professor of law and political science at the University of Chicago.

It is worth noting that, in our era of heightened sensitivity about language, many of the recent threats to academic freedom come not just from administrators, but also from the faculty, as well from student groups. Some even seem to think that academic freedom is in tension with diversity concerns. Nothing could be further from the truth. As the U.S. Supreme Court said in the 1967 case of *Keyishian v. Board of Regents*, "The Nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth 'out of a multitude of tongues, [rather] than through any kind of authoritative selection'."

Institutionalizing academic freedom would help to ensure a common understanding of the issues. And above all it would ensure that colleges are able to play their critical role in a democracy by serving as places of inquiry into facts and ideas — never more essential than in an era of widespread distrust and misinformation. ■

The Agony of the Internal Candidate

Inside hires are unfair to applicants and search committees alike.

ISTOCK

IN 2015 I gamely applied for a tenure-track position at a private college in Nebraska. Though I was a nursing mother, I felt I couldn't risk requesting pumping time: I worried that making a fuss could cost me the job. I can never unburn from my memory the experience of crouching in a campus bathroom between interviews, hand-expressing milk into a toilet. Is this embarrassing to disclose? Of course it is, even today, nearly six years later. It was embarrassing — humiliating — to experience. But I did it because I thought it gave me my best chance of securing a position that I couldn't know a current, contingent faculty member was also desperately hoping to secure. For my pains, the inside candidate was hired, and I narrowly avoided mastitis. After the Nebraska Incident, I vowed never to be fooled again.

REVIEW

Reader, I failed. Lured by a lifelong desire to live in the UK, I allowed myself to ignore the classic signs of a potential internal hire. I talked with my children and parents about moving across an ocean, tense discussions punctuated by tantrums (from the children) and lectures (from the adults). A week after my own rejection, I saw the successful candidate's Twitter post. My stomach clenched: an internal hire, again. Over and above the well-known sting of rejection, I felt used. Had the department seriously considered my candidacy, or was I simply there to satisfy the legal requirements of a fair search? Had the internal candidate perhaps attended my job talk? Did I flub the interview? The lack of closure still galls; the wounds left from those searches don't scab over quite like other types of job-market rejection. Even today, I have the Nebraska hire on Twitter-mute to block painful memories.

Many academics are familiar with the unfortunate role of the external candidate. Everyone has encountered colleagues hissing under their breath about the injustice of losing out to an inside hire. But things are similarly unpleasant for the internal candidate — and for the hiring committee. National academic job searches conducted when a qualified internal candidate exists end up exploiting just about everyone involved.

Consider internal candidates. These scholars —

often poorly paid adjuncts — suffer the slow-burn torture of having to work daily alongside the very people evaluating their candidacy. They labor under an uncanny sense of Panopticonesque surveillance, second-guessing the most mundane interactions. They spend nearly an entire academic year worrying that anything they do or don't do, and anything they say or don't say — at the water-cooler, while vying for a parking spot, while being asked to take on committee work — can and will be held against them in a court of academic appointments.

Perhaps this sense of constant performance evaluation compels them to take on extra work to prove how much they can juggle. Perhaps the department chair suggests, implicitly or explicitly, that the next short-term contract might lead to a permanent position. This could be the year, they mutter to themselves as they struggle onward into another semester of precarity.

Should that permanent position ever arise, internal candidates must then undergo seven months of wondering and waiting as their fate is decided by the people with whom they share buildings, printers, coffee pots, and probably department potlucks. Simply passing friendly colleagues in the hallways becomes fraught — have they decided your work is unworthy? Have they been seduced by someone newer, shinier? Do they know whether or not you're about to be unemployed?

The double irony here is that the committees that are perhaps most committed to ethical treatment of current employees — those that recognize and value the work of their contingent colleagues — are nonetheless required to conduct a national search in order to do the ethical thing they are attempting: rewarding the labor of a contingent faculty member with a secure job. And, while academics can certainly be toxic, I'd wager that very few of us like to mislead people. These searches have always seemed to me a sort of enforced psychic violence upon the committee members themselves, who, if they are in fact committed to hiring their colleague (and possibly peer and friend), must nonetheless sit through hours of interviews with other stellar candidates.

Kari Nixon

is an assistant professor of English who teaches Victorian literature and medical humanities at Whitworth University. She is the author of *Quarantine Life From Cholera to Covid-19: What Pandemics Teach Us About Parenting, Work, Life, and Communities From the 1700s to Today.*

They must look straight into the eyes of those excellent and desperate scholars, all the while knowing that the interviews are little more than a bureaucratic obligation. The sheer waste of this labor is astonishing: hundreds and hundreds of hours spent reviewing applications, smiling warmly through Zoom interviews, and arranging costly campus visits — all so that, assuming the very best motives, the committee can go ahead and hire a colleague whose work they know intimately.

IT DOESN'T have to be this way. If a national search has already been conducted to fill an opening for a lecturer or visiting assistant professor, departments could consider that initial search sufficient to simply hire the current faculty member into the new, permanent position. This can be done: I've seen it work in my own university. In this model, no candidates are interviewed without real intent to hire them. The department retains a proven scholar, and the process is transparent and efficient for everyone involved.

If hiring committees must conduct a full search, they should take steps to reduce wasted labor — applicants' and their own. Why not ask for the bare minimum of application materials at the outset? A cover letter and a CV provide more than enough information for committee members to make initial judgments. (They can always request additional materials from candidates under serious consideration.) Search committees might also include in the job ad language signaling that an internal candidate is a strong contender — something like: "Internal applicants will be considered." The phrase would probably satisfy the human-resources office while giving potential external applicants a heads-up, especially if departments train their graduate students to recognize the connotation of the phrase. Tweaks like those would shield potential applicants from wasted labor, spare internal applicants the agony of uncertainty, and rescue committee members from piles of needless paperwork.

The options I've outlined above would be good Band-Aids, but they don't get at the core of the problem: the simple absence of a unified system of promotion that rewards labor and performance. In fact, it's worse than that. We have developed a system that offers security and promotion for a lucky few while simultaneously marking others — who do essentially the same work — as ineligible for those rewards. Most other industries offer a range of paths for promotion from within, allowing organizations to retain talent and employees to gain new skills. Granted, not every secretarial job has a path to the position of chief financial officer, but the responsibilities of a secretary and a CFO are different. The duties of a lecturer, however, are nearly identical to those of an assistant professor. Until academe's hiring practices reflect that basic truth, they will serve none of us well. ■

JOBS

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By Category

By Region

Campus President, Westshore Campus

Cuyahoga Community College (Tri-C®) is Ohio's first and largest community college. Tri-C serves more than 50,000 students annually and offers more than 1,000 credit and 600 noncredit courses each year, including online options. Tri-C has campuses in Parma, Highland Hills, Westlake and downtown Cleveland, as well as a location in Brunswick. Its Corporate College® locations in Warrensville Heights and Westlake feature state-of-the-art facilities and equipment as does Tri-C's Hospitality Management Center on Public Square in downtown Cleveland.

Cuyahoga Community College seeks a new Westshore Campus president — a visionary and a collaborative leader with the background and experience to lead the campus as a valued member of the local community and of Northeast Ohio. Reporting directly to the provost and executive vice president of Access, Learning and Success, the campus president is the chief executive officer of a diverse, inclusive and equally accessible campus in a multicultural urban environment. The campus president also provides leadership for multi-campus programs and initiatives and serves on the Collegewide Access, Learning and Success Council.

The successful candidate will possess the following strengths:

- Strong commitment to student-centered learning to ensure access, equity, completion and student success.
- Record of success in finance, budget, resource generation and planning.
- Passion for career and technical education, liberal arts, transfer programs and workforce credit training.
- Understanding of the role remedial education plays in the community college environment.
- Ability to work collaboratively and successfully with unions representing employee groups.
- Excellent business acumen and ability to build and maintain positive relationships with governmental, professional and civic organizations and university partners.
- Successful experience in board relations, strategic planning and institutional assessment.
- Ability to foster open communication and inclusivity.
- Ability to develop, lead and implement student success initiatives.

Required experience/skills:

- Earned doctorate and minimum 10 years of demonstrated experience including:
  - Teaching in higher education
  - Executive-level leadership and administration
  - Accreditation and/or compliance standards
  - Fundraising and/or grant writing and grant administration

Applications will be reviewed immediately, and the process will continue until the position is filled. First consideration will be given to those who apply by July 9, 2021. To view the entire job posting and to apply online, visit **careers.tri-c.edu** and type **Campus President** under Search by Position Title.

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Cuyahoga Community College is committed to attaining excellence through the recruitment and retention of a qualified and diverse workforce. EOE

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21-0518

Campus President, Eastern Campus

Cuyahoga Community College (Tri-C®) is Ohio's first and largest community college. Tri-C serves more than 50,000 students annually and offers more than 1,000 credit and 600 noncredit courses each year, including online options. Tri-C has campuses in Parma, Highland Hills, Westlake and downtown Cleveland, as well as a location in Brunswick. Its Corporate College® locations in Warrensville Heights and Westlake feature state-of-the-art facilities and equipment as does Tri-C's Hospitality Management Center on Public Square in downtown Cleveland.

Cuyahoga Community College seeks a new Eastern Campus president — a visionary and a collaborative leader with the background and experience to lead the campus as a valued member of the local community and of Northeast Ohio. Reporting directly to the provost and executive vice president of Access, Learning and Success, the campus president is the chief executive officer of a diverse, inclusive and equally accessible campus in a multicultural environment. The campus president also provides leadership for multi-campus programs and initiatives and serves on the Collegewide Access, Learning and Success Council.

The successful candidate will possess the following strengths:

- Strong commitment to student-centered learning to ensure access, equity, completion and student success.
- Record of success in finance, budget, resource generation and planning.
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GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

(Deemed to be University u/s 3 of UGC Act 1956)
Pune 411004

APPOINTMENT OF VICE CHANCELLOR

The Gokhale Institute of Politics and Economics (Deemed to be University), Pune, Maharashtra, India is one of the premier research Institutes in India in Economics and allied subjects. Established in 1930, the Institute has grown in stature and first became a Centre for Advanced Studies in Economics and later on a Deemed to be University in 1993. Renowned academicians like Prof. D. R. Gadgil, Prof. V. M. Dandekar, Prof. P. N. Mathur, Prof. Nilakantha Rath etc. who have contributed immensely towards policy making in the country, served as the Director of the Institute in the past.

The Institute invites applications for the post of Vice-Chancellor from eligible and interested candidates who shall be appointed by the Chancellor out of a panel to be recommended by a Search-cum-Selection Committee constituted in accordance with the UGC (Institutions Deemed to be Universities) Regulations 2019. The Vice-Chancellor shall be a visionary with proven leadership qualities, administrative capabilities as well as teaching and research credentials. For details about qualifications, experience and skills please visit Institute's website **http://www.gipe.ac.in.** The age limit for the candidates is 65 years.

The salary and other perks of the Vice Chancellor will be as per UGC norms for Seventh Pay Commission Scale. The Institute also offers residential accommodation within walking distance of the Institute.

Application for the above post containing the details of educational, administrative, select publications and other achievements along with names of two referees may be sent to registrar@gipe.ac.in and the hard copy duly self-authenticated on each page is to be sent to the following address by Speed post/Courier service by date August 20th, 2021. In-service candidates are required to send the hard copies of their application through proper channel. Applications received after the due date will not be entertained.

Please visit the University Website **http://www.gipe.ac.in** for further details and instructions.

The Search cum Selection Committee reserves the right to invite applications on their own for consideration for the post of Vice Chancellor in addition to the candidates who may have applied for the post.

REGISTRAR
Gokhale Institute of Politics and Economics
(Deemed to be University u/s 3 of UGC Act)
B.M.C.C. Road, Deccan Gymkhana, Pune 411004 (Maharashtra), India

Shepherd UNIVERSITY

Provost and Vice President for Academic Affairs

Shepherd University is a public liberal arts university located in Shepherdstown, West Virginia, 70 miles west of Washington, D.C., with an enrollment of more than 3,000 undergraduate and 180 graduate students. Shepherd is one of only 29 institutional members of the Council of Public Liberal Arts Colleges (COPLAC), which targets small, active-learning classes in a broad range of subjects where interdisciplinary study and experiential learning are encouraged. Additionally, Shepherd takes pride in its pre-professional programs including Business, Nursing, Education, and Social Work. Academic offerings include 85 undergraduate majors and seven graduate programs, including one doctoral program, that ensure the essential skills for personal and professional success in the 21st century, including proficiency in written and oral communication, critical thinking, problem solving, decision making, and collaboration. Shepherd's mission is one of service and dedication to a diverse community of learners. Core values for the entire Shepherd University community include learning, engagement, integrity, accessibility, and community.

The successful candidate will possess a terminal degree in a discipline compatible with academic programs offered by Shepherd University, an outstanding record of teaching and scholarship equivalent to earn the rank of tenured full professor, and an excellent record of achievement as an administrator with experience as a department chair and dean or equivalent positions. The successful candidate will demonstrate a genuine interest in and strong support for student achievement, a solid record of academic leadership demonstrating entrepreneurial thinking through innovative academic programming and assessment, oversight of university accreditation processes, experience with online academic programs, and proven civic engagement through involvement with communities and public agencies. A high level of personal energy and initiative, a commitment to the liberal arts and sciences, active support of pre-professional programs, skills in communication, a commitment to international education and internationalization, and financial and organizational management skills are essential. Candidates should highlight successful experience with fundraising. Candidates should demonstrate a commitment to diversity, equity, and inclusion.

Submit your application by August 20, 2021 online at:
https://jobs.shepherd.edu

Nominations and confidential inquiries, please contact:
Dr. Marie DeWalt, mdewalt@shepherd.edu

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THE UNIVERSITY OF MEMPHIS

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The Board of Trustees of the University of Memphis is conducting a national search for the next President. The successful candidate will be a visionary, inspirational leader with the strategic agility to lead through one of the most exciting and transformative eras in the University's history. The UofM Board of Trustees invites letters of nomination, applications (letter of interest, complete CV, and references) or expressions of interest to be submitted to the search firm assisting the Board. 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 August 23, 2021.

For a complete position description, please visit **www.parkersearch.com/current-opportunities/memphis-president**.

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Assistant/Associate Professor of Biology

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Biology major program, participate in professional meetings and conduct scholarly research. Additional duties include providing academic advising to students, supervision of student research and service on various college committees.

A Master's degree in Biology is the minimum qualification for this position. However, an earned Ph.D. in Biology along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Criminal Forensics

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Criminal Forensics major program, to include supervision of students in laboratory, research and field experiences. Participation in professional meetings, conducting scholarly research, academic advisement of students and service on various college committees represent additional duties.

A Master's degree in Criminal Forensics is the minimum qualification for this position. However, an earned Ph.D. in Criminal Forensics or a related area along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Cybersecurity

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Cybersecurity major program, participate in professional meetings and conduct scholarly research. Additional duties include providing academic advising to students, supervision of student research and service on various college committees.

A Master's degree in Cybersecurity is the minimum qualification for this position. However, an earned Ph.D. in Cybersecurity or a related area along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Early Childhood Education

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Early Childhood major program, participate in professional meetings and conduct scholarly research. Additional duties include providing academic advising to students, supervision of student research as well as pre-professional field experiences and other requirements leading to professional licensure, and service on various college committees.

A Master's degree in Education with certification in Early Childhood is the minimum qualification for this position. However, an earned doctorate in Education with a specialty in Early Childhood along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Elementary Education

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Elementary Education major program, participate in professional meetings and conduct scholarly research. Additional duties include providing academic advising to students, supervision of student research as well as pre-professional field experiences and other requirements leading to professional licensure, and service on various college committees.

A Master's degree in Education with certification in Elementary Education is the minimum qualification for this position. However, an earned doctorate in Education with a specialty in Elementary Education along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Mass Communications

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Mass Communications major program, to include supervision and assessment of students in the production of media-related artifacts, conducting field activities and engaging in academic research. Participation in professional meetings, conducting scholarly research, academic advisement of students and service on various college committees represent additional duties.

A Master's degree in Mass Communications is the minimum qualification for this position. However, an earned Ph.D. along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Organizational Management

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Organizational Management major program, to include supervision and assessment of students engaging in academic research. Participation in professional meetings, conducting scholarly research, academic advisement of students and service on various college committees represent additional duties.

A Master's degree in Organizational Management or a closely related field is the minimum qualification for this position. However, an earned Ph.D. along with previous college-level teaching experience is strongly preferred.

Assistant/Associate Professor of Sociology

The selected candidate will teach 12 to 15 credit hours of undergraduate level courses each semester from the college's curriculum in the Sociology major program and related Social Science disciplines. Additional duties include supervision and assessment of students in required field experiences and academic research, academic advisement of students, conducting professional research and participating in professional meetings, and service on various college committees.

A Master's degree in Sociology is the minimum qualification for this position. However, an earned Ph.D. along with previous college-level teaching experience is strongly preferred.

Director of Teacher Education

The selected candidate will provide leadership and strategic planning for all teacher preparation programs; coordinate field experiences and internships for students in the Teacher Education major programs; recommend program completers for formal licensure; and conduct follow-up studies of employment relative to program graduates. The Director of Teacher Education also serves as a faculty member in the college's Division of Education, heads the Teacher Education Advisory Council and serves as advisor to the Student National Education Association.

The selected candidate must have a terminal degree from an accredited institution in a teacher education content area and at least three years of demonstrated experience in education administration.

Application Procedure:

Submit a cover letter, résumé, three letters of recommendation, and official academic transcripts to Abby Lawson, Director of Human Resources at **alawson@morris.edu** or by mail at:

Morris College
100 W. College St.,
Sumter, SC 29150-3599

Morris College is an Affirmative Action, Equal Opportunity Employer and does not discriminate against any individual or group on the basis of gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veteran status, genetic information, or disability.

Baylor University — Hankamer School of Business
Business Faculty Positions

Baylor University is a private Christian university and a nationally ranked research institution, consistently listed with highest honors among The Chronicle of Higher Education's "Great Colleges to Work For." The University is recruiting new faculty with a deep commitment to excellence in teaching, research and scholarship. Baylor seeks faculty who share in our aspiration to become a tier one research institution while strengthening our distinctive Christian mission as described in our academic strategic plan, Illuminate (**baylor.edu/illuminate**). As the world's largest Baptist University, Baylor offers over 40 doctoral programs and has more than 17,000 students from all 50 states and more than 85 countries. Faculty appointments will commence in August 2022. Candidates must possess the appropriate educational level and experience background for the respective positions. Salary is commensurate with experience and qualifications.

Department of Accounting and Business Law
Assistant, Associate or Full Professor, Tenure Track, Accounting. Apply at **http://apply.interfolio.com/89106**
Assistant Professor, Clinical Non-Tenure Track, Accounting. Apply at **http://apply.interfolio.com/88987**
Assistant Professor, Clinical Non-Tenure Track, Accounting. Apply at **http://apply.interfolio.com/88987**
Assistant Professor, Clinical Non-Tenure Track, Accounting. Apply at **http://apply.interfolio.com/88987**

Department of Economics
Assistant Professor, Clinical Non-Tenure Track, Economics. (Position commences August 2021)
Apply at **http://apply.interfolio.com/88499**

Department of Entrepreneurship and Corporate Innovation
Assistant or Associate Professor, Clinical Non-Tenure Track, Entrepreneurship.
Apply at **http://apply.interfolio.com/88241**

Department of Finance, Insurance and Real Estate
Assistant Professor, Tenure Track, Finance. Apply at **http://apply.interfolio.com/89309**
Assistant Professor, Tenure Track, Finance. Apply at **http://apply.interfolio.com/89309**
Assistant or Associate Professor, Tenure Track, Finance. Apply at **http://apply.interfolio.com/89309**
Assistant Professor, Clinical Non-Tenure Track, Finance. Apply at **http://apply.interfolio.com/89322**

Department of Information Systems and Business Analytics
Assistant or Associate Professor, Tenure Track/Tenured, Cyber Security.
Apply at **http://apply.interfolio.com/89087**
Assistant Professor, Clinical Non-Tenure Track, Cyber Security and Information Systems.
Apply at **http://apply.interfolio.com/89086**

Department of Management
Assistant Professor or Instructor, Clinical Non-Tenure Track, Management.
Apply at **https://apply.interfolio.com/87545**

Department of Marketing
Assistant or Associate Professor, Tenure Track, Marketing. Apply at **http://apply.interfolio.com/88165**

To learn more about the above positions, the Hankamer School of Business and Baylor University, **please visit the appropriate URL; https://www.baylor.edu/hr/index.php?id=949183, www.baylor.edu/business/** or **www.baylor.edu/hr/facultypositions**.

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

Winona State University — College of Business
CREATE YOUR MORE.

Dean of the College of Business

Winona State University invites you to join our Community of Learners as the Dean of the College of Business.

About the Position: The College of Business seeks an entrepreneurial and collaborative leader to provide innovative leadership to Winona State University's AACSB-accredited College of Business. As a dynamic advocate for the College, the Dean is expected to build on previous achievements, lead the College to higher levels of external engagement and academic excellence, and manage a diverse team of faculty, staff and students. The position actively represents all stakeholders within the College to internal and external constituencies. The Dean of the College of Business joins an active and collaborative Deans Council, working as a group with the Provost in providing academic leadership to the University.

Qualifications: An earned doctorate in one of the major disciplines reflected in the College of Business from a regionally accredited institution and at least five years of demonstrated successful and progressive administrative experience in higher education (e.g. program director, department chair, associate dean) in addition to a record of full-time teaching.

About Winona State University: Founded in 1858, Winona State University (WSU) is the oldest member of the Minnesota State System of colleges and universities. Today WSU serves approximately 7,500 undergraduate and graduate students across two campuses in Winona and Rochester, Minnesota (MN). Winona State was named the second-best public institution in Minnesota by U.S. News & World Report's "Best Colleges," was listed among the "Best in the Midwest" by The Princeton Review, and named as one of "America's 100 Best College Buys."

About Winona: The City of Winona, MN has a population of just over 27,500 and is nestled between the bluffs and banks of the Mississippi River - one of the most scenic areas in Minnesota. Winona enjoys a rich legacy in Minnesota history, with convenient access to outdoor recreation, social activities, and community resources. Winona is also home to a wide range of art, music, and theater opportunities, along with museums, collaborative creator spaces, and numerous festivals.

How to Apply: For a complete job description and information on applying for this position, please go to **https://winona.peopleadmin.com**. Applications received by **August 23, 2021** will be given priority consideration.

WSU is a member of the Minnesota State Colleges and Universities and is an equal opportunity educator and employer.

JOB SEARCH TIPS

Job interviews at a community college are decidedly different from those at four-year and research institutions.

The hiring cycle is different. We do our initial interviews on our campus. We probably won't pay your travel expenses. And the interview won't be a marathon; it might last from an hour to 90 minutes. You won't have to give a job talk on your research; you will have to do a teaching demo.

Get more career tips on jobs.chronicle.com

Rob Jenkins is an associate professor of English at Georgia State University's Perimeter College. He writes for The Chronicle's column on careers at two-year institutions.

JOB SEARCH
TIPS

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

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

Get more career tips on jobs.chronicle.com

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

ACCOUNTING

Assistant Professor, Accounting
University of California at Berkeley
Assistant Professor, Accounting (two openings). Teach accounting and related courses, advise students, maintain an active research agenda, and perform faculty service. ABD or Ph.D, Accounting. Interested persons should mail cover letter and CV to: Sunil Dutta, Haas School of Business, University of California, Berkeley, Berkeley, CA 94720.

Assistant or Associate Professor Tenure Track in Accounting
University of Montevallo
The University of Montevallo invites nominations and applications for a full-time, tenure-track faculty position (assistant or associate rank) in Accounting beginning in August 2021. A Ph.D. or DBA in accounting from an AACSB International accredited institution is required but ABD status doctoral candidates will be considered. CPA License and field experience in the practice of accounting are strongly preferred. The applicant is expected to have experience in teaching accounting and tax with a secondary area of emphasis in cost. The successful applicant will be a dedicated teacher, active scholar, and effective mentor for students with diverse backgrounds, preparation, and career goals. The successful applicant will develop and deliver courses for traditional and virtual classrooms for both graduate and undergraduate students. The University seeks to recruit, develop, and retain the most talented people from a diverse candidate pool. With an enrollment of approximately 2,500, UM is Alabama's designated public liberal arts university, offering baccalaureate, master's, and education specialist degree programs with an emphasis on high quality, innovative teaching. The Stephens College of Business at UM is accredited by AACSB International and offers programs at the undergraduate and MBA levels with an average class size of 21 students. Nominations and inquiries should be directed to Interim Dean Amiee Mellon at scob@montevallo.edu. Applicants should apply online at https://jobs.montevallo.edu. Review of applications begins immediately and continues until the position is filled. UM is an AA/EO/Minorities/Females/Veterans/Disabilities Institution

COMMUNICATION

Assistant Professor
University of California at Berkeley
Assistant Professor. Teach management, communication, and related courses, advise students, maintain an active research agenda, and perform faculty service. PhD or ABD Communication or closely related field. Interested persons should send a cover letter and CV to: Catherine Wolfram, Haas School of Business, University of California, Berkeley, Berkeley, CA 94704.

COMMUNICATION SCIENCES

Assistant Professor, Communication Sciences & Disorders
Ohio University - Athens
Ohio University in Athens, Ohio seeks Assistant Professor, Communication Sciences & Disorders. Duties: teach university courses in College of Health Sciences & Professions; conduct scholarly research; academic advising of students; and perform service to the department and/or university. PhD in Communication Sciences and Disorders, Health and Human Services, Audiology, or a closely related field is required. To apply, send cover letter and cv to kaufmanb@ohio.edu.

COUNSELING

Associate Professor
Barry University - Miami Shores Campus
Teach counseling courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Counselor Education, Counseling, or related field. Interested persons should send a cover letter and CV to: Human Resources, Barry University, 11300 NE 2nd Ave, Miami Shores, FL 33161.

ENGINEERING

Assistant Professor, Electrical Engineering
Ohio University - Athens
]Ohio University in Athens, Ohio seeks Assistant Professor, Electrical Engineering. Duties: teach undergraduate and graduate courses in Engineering; conduct scholarly research; publish in conferences and journals; advise students; and perform service to the department and university. PhD in Electrical Engineering or related field (foreign equivalent acceptable) is required. To apply, send cover letter and curriculum vitae to kaufmanb@ohio.edu

INFORMATION SYSTEMS

Visiting Assistant Professor - non-tenure track
Missouri State University
The Department of Information Technology and Cybersecurity in the College of Business at Missouri State University seeks qualified applicants for a one-year fixed-term appointment as a non-tenure-track Visiting Assistant Professor commencing Fall 2021. The successful candidate will teach three information systems courses each semester and teaching will primarily be at the undergraduate level. If the candidate satisfies the University's criteria for graduate-level faculty status, teaching opportunities at the graduate-level may be available as needed. This position includes employee benefits. A PhD in Information Systems or a related field from an AACSB-accredited institution is required. Candidates who are ABD at the time of application and have an MBA or an MS in an information systems related discipline from an AACSB-accredited institution will also be considered. Candidates must demonstrate a commitment to working in diverse environments and/or with students from diverse backgrounds. Applicants must demonstrate the competencies and expertise required to teach undergraduate courses in information systems and meet and maintain the appropriate faculty qualifications status within the AACSB framework. Review of applications will begin on July 12, 2021 and continue until the position is filled. All candidates must apply online at https://jobs.missouristate.edu/postings/55331.

MANAGEMENT

Assistant Professor
University of Nevada, Las Vegas
Teach courses in entrepreneurship, management, technological change, and related areas, advise students, maintain an active research agenda, and perform faculty service. Ph.D Engineering, Management, or related field. Interested persons should send a cover letter and CV to: Nadine Bentis, Department of Management, Entrepreneurship, and Technology, University of Nevada Las Vegas, 4505 S Maryland Pkwy, Las Vegas NV 89154.

MATHEMATICS

Instructor of Mathematics Non-tenure
University of Montevallo
The University of Montevallo, Alabama's public liberal arts university, is accredited by the Southern Association of Colleges and Schools and is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. Adjacent to Birmingham, in one of the nation's fastest growing counties, Montevallo provides attractive living in a moderate climate with ready access to numerous metropolitan and recreational resources. The University of Montevallo is seeking a full-time, non-tenure track Instructor of Mathematics starting August 2021. The duties include teaching a minimum of 12 credit hours each semester of college algebra and general education mathematics courses, assisting with mathematics general education assessment, along with other services as appropriate, and serving as the coordinating instructor for the college algebra courses. Master's degree in mathematics. A Master's degree in mathematics with teaching experience is preferred. A master's degree of education with at least 18 graduate hours in mathematics and a bachelor's degree in mathematics will also be considered. In keeping with the charge of the President's Diversity Task Force, which is "... to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive campus environment," UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity. UM is an AA/EO/M/F/V/D Employer

NURSING

Nursing Faculty Instructor
Pensacola Christian College
Teach nursing students in a clinical environment. Master's Nursing; FL Registered Nurse License. Interested persons should send a cover letter and CV to: Joy Sullivan, Pensacola Christian College, P.O. Box 17023, Pensacola, FL 32522.

OPHTHALMIC SCIENCES

Educator
Loma Linda University Health Care
Educator, Ophthalmic Sciences sought by Loma Linda University Health Care in Loma Linda, CA. Graduate degree (Masters or higher) in Biological Sciences, Medicine, Vision Sci. or rel., plus 2 yrs exp. Apply at: https://lluh.referrals.selectminds.com/jobs/educator-ophthalmic-sciences-16370

PHILOSOPHY

Assistant Professor
Wayne State University
Wayne State University has an available position of Assistant Professor in Detroit, MI. Position requires a Doctor of Philosophy (Ph.D.) degree in Organizational Behavior. Position also requires: 1) Ph.D. dissertation in diversity & identity within a team context. Job duties: Teach undergraduate & graduate courses in management & organizational behavior including: Management of Organizational Behavior (MGT 2530); Advanced Organizational Behavior (MGT 5530); Topics in Management (MGT 6995); Managing Organizational Behavior (MGT 7040); & Seminar in Management (MGT 8000). Advise students. Conduct research in diversity & identity within a team context. Publish results of research in peer-reviewed journals & present results at national & international conferences. Qualified candidates should apply through the WSU Online Hiring System for posting # 045600 at https://jobs.wayne.edu.

SOCIAL WORK

Assistant Professor of Social Work
Ohio University - Athens
Ohio University in Athens, Ohio seeks Assistant Professor of Social Work. Duties: teach undergraduate and graduate courses in Social Work, both online and in traditional classroom; conduct scholarly research and publication; advise students; and provide service to university and profession. PhD in Social Work, Social Welfare or related field is required. To apply: send cover letter and cv to kaufmanb@ohio.edu

SPANISH

Assistant Professor
Seattle University
Teach Spanish and related courses, in the Spanish language, advise students, maintain an active research agenda, and perform faculty service. ABD or Ph.D Second Language Acquisition and Teaching, Spanish or closely related field. Interested persons should send a cover letter and CV to: Dr. Sonia Barrios Tinoco, Department of Modern Languages and Cultures, Seattle University, 901 12th Ave, Seattle, WA 98122.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

M. Brian Blake, executive vice president for academic affairs and provost at George Washington University, will become president of Georgia State University on August 9. He will succeed Mark Becker.

Rajagopal (Raj) Echambadi, dean of the D'Amore-McKim School of Business at Northeastern University, will become president of the Illinois Institute of Technology in August. He will succeed Alan W. Cramb, who plans to retire.

Patricia Okker, dean of the College of Arts and Science at the University of Missouri at Columbia, has been named president of New College of Florida. She succeeded Donal O'Shea, who retired on July 1.

Chief executives (continued)

APPOINTMENTS

Brock Blomberg, president of Ursinus College, will step down on September 1 to become president of the California Institute of Integral Studies.

Devin Byrd, vice president for academic affairs at Saybrook University, will become president of Bastyr University on July 26. He will succeed Harlan Patterson.

Dan Hocoy, vice chancellor for strategic initiatives and president of the Longview campus of Metropolitan Community College, has been named president of Goddard College. He will succeed Bernard Bull, who has been named president of Concordia University, Nebraska.

Peter Grant Jordan, president of Tarrant County College-South Campus, in Texas, has been named president of Dutchess Community College. He will succeed Pamela R. Edington, who retired in July 2020.

Bill Kincaid, managing associate general counsel at the University of Arkansas at Fayetteville, has been named acting chancellor after Joe Steinmetz's resignation.

Teresa MacCartney, executive vice chancellor for administration at the University System of Georgia, has been named acting chancellor. She will replace Steve Wrigley, who retired on July 1.

Tia Robinson-Cooper, provost and vice president for academic affairs/chief academic officer at Inver Hills Community College, has been named president of Contra Costa College.

T. Ramon Stuart, provost and vice president for academic affairs at Fort Valley State University, has been named president of Clayton State University.

RESIGNATIONS

A. Gabriel Esteban, president of DePaul University since 2017, plans to step down on June 30, 2022.

Ghali E. Ghali, chancellor of Louisiana State University Health Sciences Center at Shreveport, has resigned.

Jay Gogue, president of Auburn University, plans to step down. He became president of the university for the second time in 2020.

Paul Katz, president of the University of the Sciences, in Philadelphia, since 2016, plans to retire next month.

Michael Le Roy, president of Calvin University since 2012, plans to step down after the 2021-22 academic year.

Dwight Watson, chancellor of the University of Wisconsin at Whitewater, has resigned. Jim Henderson, former vice president for academic and student affairs for the University of Wisconsin system, has been named interim chancellor.

Submit items to
people@chronicle.com

RETIREMENTS

Diane Melby, president of Our Lady of the Lake University since 2015, plans to retire on July 15, 2022.

Julie E. Wollman, president of Widener University since 2016, plans to retire in June 2022.

Chief academic officers

APPOINTMENTS

Valerio Ferme, dean of the College of Arts and Sciences at the University of Cincinnati, has been named executive vice president for academic affairs and provost.

Maurice Hall, dean of the School of the Arts and Communication at the College of New Jersey, has been named provost at Bennington College.

Sarah R. Kirk, associate provost and a professor of chemistry at Willamette University, has been named provost and dean of faculty at Hobart and William Smith Colleges.

Avinandan (Avi) Mukherjee, dean of the Lewis College of Business at Marshall University, has been named interim senior vice president for academic affairs and provost.

Gretchen Ritter, executive dean and vice provost for the College of Arts and Sciences at Ohio State University, will become vice chancellor, provost and chief academic officer at Syracuse University on October 1.

Christopher Storm, senior associate provost for faculty advancement and research at Adelphi University, has been named provost and executive vice president.

Noah Toly, executive director of the Center for Urban Engagement, chair of urban studies, and a professor of urban studies and politics & international relations at Wheaton College, in Illinois, has been named provost at Calvin University.

Sharon Wood, dean of the Cockrell School of Engineering at the University of Texas at Austin, will become the university's executive vice president and provost on July 19.

Other top administrators

APPOINTMENTS

Adrian Bautista, assistant vice president for student life at Oberlin College, has been named dean of students and vice president for student affairs at Skidmore College.

ANDRIEL DEES

Andriel Dees, interim diversity officer for the Minnesota State Colleges and Universities system, has been named vice chancellor for equity and inclusion.

Jennifer Eriksen, senior director of annual giving and advancement communications at Colby College, has been named vice president for university advancement at Queens University of Charlotte.

Claudia Keenan, senior vice president for institutional advancement and executive director for the Mercy Health Foundation, has been named senior vice president for advancement and communications at Bennington College.

Augustine Lado, dean of the David. D. Reh School of Business at Clarkson University, has been named senior adviser to the president on anti-racism.

Alfredo Medina, executive director of the office for public engagement and associate director in the office for diversity and inclusion at the University of Albany, has been named vice president for diversity, equity, and inclusion and college diversity officer at Bennington College.

Muriel Poston, a professor in environmental analysis and former vice president for academic affairs/dean of faculty at Pitzer College, has been named vice president for strategic initiatives at Claremont McKenna College.

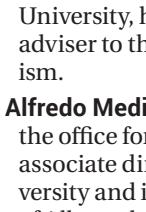
Teresa Ramey, vice president for regional and community programs at Francis Marion University, will become the inaugural vice president for community, diversity, and inclusion at Roanoke College on August 2.

Smita Ruzicka, dean of student life at the Johns Hopkins University, has been named vice president for student affairs at Middlebury College.

Yves Salomon-Fernández, president of Greenfield Community College, in Massachusetts, has been named senior vice president at Southern New Hampshire University.

Joel Seligman, associate vice president for strategic communications at the University of Maryland at College Park, has been named chief communications officer at the University of Vermont.

Gabrielle St. Léger, assistant vice president for student affairs and dean of students at Hofstra University, has been named vice president for student development and campus life at La Salle University.


MARJORIE THOMAS

Marjorie Thomas, dean of students at the College of William & Mary, will become vice president for student affairs at New College of Florida on August 15.

John Whelan, vice president for human resources at Indiana University at Bloomington, will become vice president for human resources at Yale University on August 1.

RETIREMENTS

Penny Rue, vice president for campus life at Wake Forest University, plans to retire.

John Sejdinaj, vice president and chief financial officer at Indiana University at Bloomington, plans to retire at the end of August.

Deans

APPOINTMENTS

Colleen L. Barry, a professor and chair of the department of health policy and management in the Bloomberg School of Public Health at the Johns Hopkins University, has been named dean of the Jeb E. Brooks School of Public Policy at Cornell University.

Tim Carroll, dean of the Eberhardt School of Business at the University of the Pacific, will become dean of the College of Business at Oregon State University on July 30.


DAMON FLEMING

Damon Fleming, dean and professor of accounting in the Fogelman College of Business and Economics at the University of Memphis, will become dean of the Orfalea College of Business at California Polytechnic State University at San Luis Obispo on August 2.

Amaney Jamal, a professor of politics and director of the Mamdouha S. Bobst Center for Peace and Justice at Princeton University, will become dean of the School of Public and International Affairs on September 1.

Gene Andrew Jarrett, dean of the College of Arts and Science and a professor of English at New York University, will become dean of the faculty at Princeton University on August 1.

Martin West, a professor of education at Harvard University, has been named academic dean of the Harvard Graduate School of Education.

Jinhua Zhao, a professor of economics at Michigan State University, has been named dean of the Charles H. Dyson School of Applied Economics and Management at Cornell University.

RESIGNATIONS

Joanna Masingila, dean of the School of Education at Syracuse University, plans to step down on August 1. She will take a one-year research leave and return to the faculty with a dual appointment in the School of Education and the College of Arts and Sciences.

Department chairs

APPOINTMENTS

Robert Kelchen, an associate professor of higher education and chair of the department of education leadership, management, and policy at Seton Hall University, has been named head of the department of educational leadership and policy studies in the College of Education, Health, and Human Sciences at the University of Tennessee at Knoxville.

Michael McElroy, a Tony-nominated actor and associate arts professor at New York University's New Studio on Broadway, has been named chair of the department of musical theater in the School of Music, Theatre & Dance at the University of Michigan.

Other administrators

APPOINTMENTS

Sibby Anderson-Thompkins, special adviser to the provost and chancellor for equity, and inclusion and interim chief diversity officer at the University of North Carolina at Chapel Hill, has been named vice provost for diversity, equity, and inclusion and chief diversity officer at Sewanee: The University of the South.

Kia Lilly Caldwell, a professor of African, African American, and diaspora studies at the University of North Carolina at Chapel Hill, has been named vice provost for faculty affairs and diversity at Washington University in St. Louis.

K. Matthew Dames, university librarian at Boston University, will become university librarian at the University of Notre Dame on August 1.

Pulitzer Prize Awards

Marcia Chatelain, a professor of history and African American studies at Georgetown University, received the 2021 Pulitzer Prize for History.

Natalie Diaz, a professor of English at the University of Arizona, received the 2021 Pulitzer Prize for Poetry.

Deaths

Saul B. Cohen, president of the City University of New York Queens College from 1978 until 1985, died on June 9. He was 95. After leading the college as president, Cohen served as a member of the state Board of Regents for 17 years.

Ed Ward, a professor in the department of management and entrepreneurship at St. Cloud State University, died on June 20. He was 68.

- COMPILED BY JULIA PIPER

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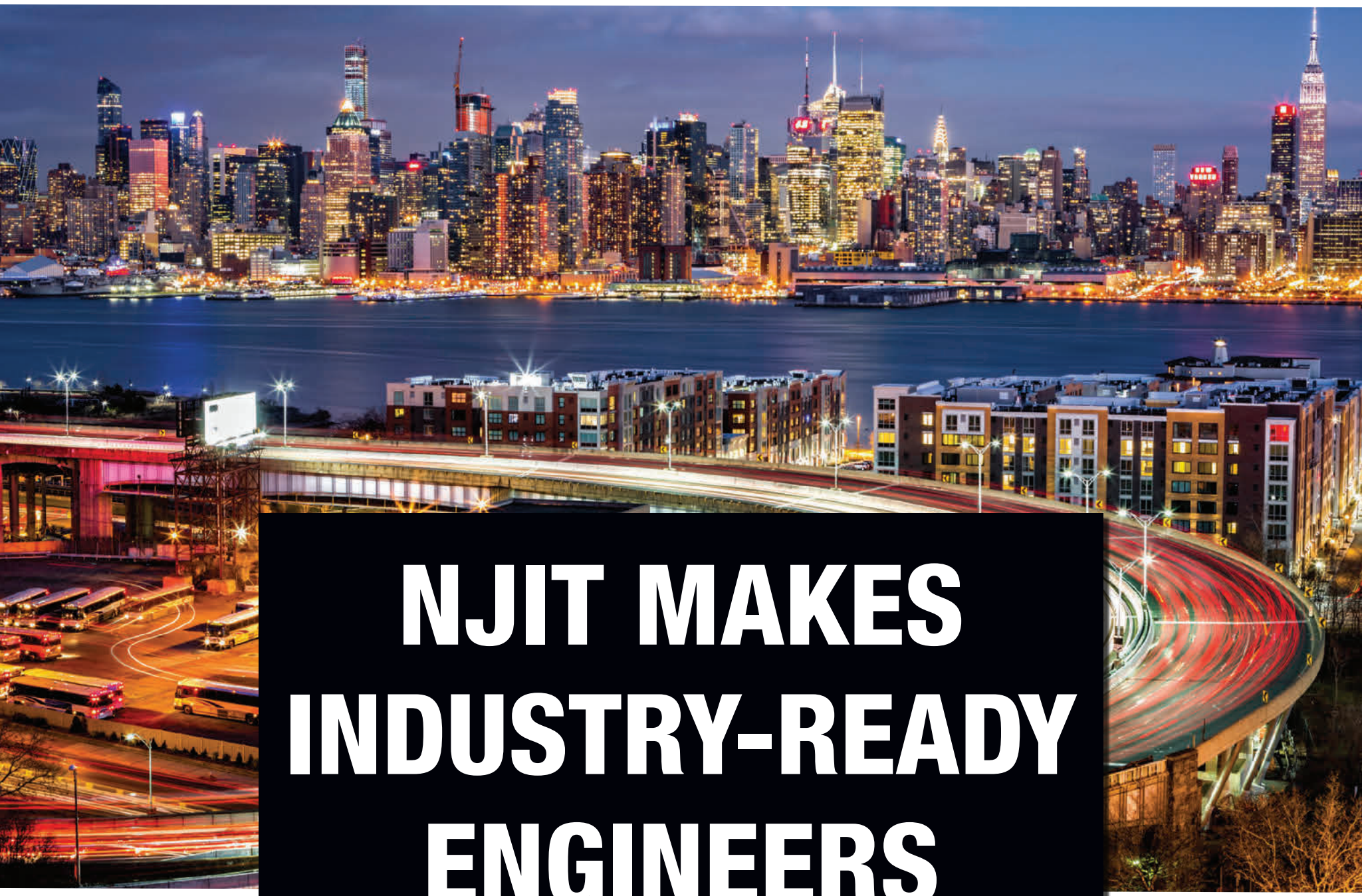

NJIT MAKES INDUSTRY-READY ENGINEERS

As the U.S. emerges from COVID-19 restrictions and its travel-starved populace returns to roads, tunnels and bridges, a national conversation about the future of the country's neglected transportation infrastructure – and what it will take to make it resilient, sustainable and smart – is beginning to pick up steam.

From civil engineers to infrastructure planners to concrete industry managers, NJIT researchers are devising and testing next-generation materials, technologies and systems that will help usher in this new era in transportation.

NJIT faculty, students and alumni are building infrastructure to last in a dramatically changing world while reducing the sector's carbon footprint.

NJIT

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