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THE CHRONICLE OF HIGHER EDUCATION

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Cover illustration by Golden Cosmos for *The Chronicle*

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Call It What You Want

MY PARENTS never wanted my siblings and me to be “defined” by our race. That’s what they told us. They wanted us to be judged on our deeds and merits alone. It was their way of internalizing the spirit of Martin Luther King Jr.’s words: *not by the color of their skin but by the content of their character*. Insofar as we were allowed to, we did not particularly have to think about race when we went off to school every morning, which is how it should be.

On the other hand, one way I came to understand what it means to be — and be seen as — a race, one way race became a thing connecting my life and how I experience the world to the lives



of others “like me,” was through my education: when, on this or that occasion, race was stamped onto me by other people’s expectations that my expectations should be lower, by their suspicions that I had cheated on an assignment — or that I was a trouble-maker. I gradually came to understand where and how the hope my parents had for me pressed against the ways other people saw people like me — and, more important, the ways the world had been historically arranged to accommodate the latter more than the former.

Moreover, it was through meeting and learning about different people in a broader range of contexts that I came to see and appreciate how others, in their own distinct ways, struggled to thrive within that history, while simultaneously pushing to open

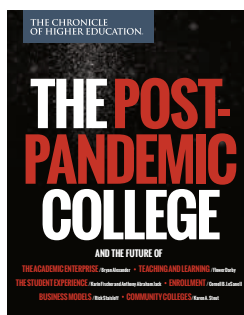
the world up so those who came after wouldn’t have to struggle so much.

This is the endless endeavor that we attempt to name, however imperfectly, with terms like “diversity,” the theme of this issue. The articles inside, in their own ways, speak to that constant struggle to exceed the limits of our history, to build a future that fulfills the broken promises of the past. And each article, I think, attests to the fact that this work is never quite complete. But our present moment makes clear that it is a duty conferred upon all of us, always, to do better — and to keep alive the very belief that we should.

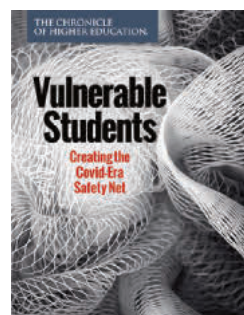
— MAXIMILLIAN ALVAREZ, ASSOCIATE EDITOR

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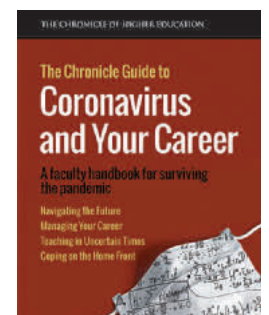
Leading experts examine **how the pandemic will shape higher education in the years to come and what the college of the future may look like.** Colleges must develop a more externally-focused business model, direct resources to expand professional development in online teaching, and continue to expand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



Colleges are at a greater risk of losing vulnerable students at the very moment when **keeping them enrolled may be a matter of institutional survival.** Learn how your institution can best support and retain struggling students.



This faculty guide provides essential advice and tools for adapting to the new campus landscape, offers tips to stay motivated and cope with the shift to working from home, and **shares insight into what is likely to change about tenure, publishing, and the job market.**



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In response to the extreme challenges posed by the COVID-19 pandemic, NJIT partnered with University Hospital and The Tuchman Foundation to repurpose shipping containers into mobile medical care units to create a solution to the changing healthcare needs.

These modular medical care facilities can be rapidly deployed to areas of surging disease outbreaks and other future disasters, as well as to regions that lack health care infrastructure.



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FIRST READS

Campus contagion | Game over? | A failing score | Pandemic anxiety

Campus contagion

Is Higher Ed a Threat to Public Health?

IT IS NOW CLEAR that welcoming college students back to campuses for the fall semester can lead to Covid-19 outbreaks. Several institutions have reported more than 1,000 cases each. What lessons can colleges and their surrounding communities take from the past month?

To better understand the dynamics of coronavirus transmission at colleges, *The Chronicle* has tracked case numbers in more than 50 counties that contain four-year colleges with student bodies that make up a significant proportion of the county population. A preliminary analysis reveals the same trend in several places: Anywhere from four to 12 days after students move into dorms, coronavirus cases shoot up in

the county. Interviews with officials in local public-health departments suggest the spikes were driven by positive diagnoses among students.

For weeks this summer, the average number of new positive coronavirus cases in Orange County, N.C., hung below 20. The University of North Carolina at Chapel Hill, whose students make up nearly a fifth of Orange County's overall population, began its dorm move-in process on August 3, and average daily cases continued to fall. Until they didn't anymore.

After August 13, new coronavirus cases began rising in Orange County. Between August 13 and August 27, the county saw 754 new positives, compared with just 139 during the previous two-week period. There is "no way to know" how many of the county's reported coronavirus positives are from UNC, and how many from the surrounding community, wrote Todd McGee, a county spokesman, in an email. But the county does have data suggesting a lot of new cases were among 18- to 24-year-olds, he said.

The fact that UNC's numbers are so high compared with the county total does point to one silver lining. It suggests that so far, the virus has been mostly contained on the campus. Still, Orange County isn't out of the woods. "Given that many of the clusters occurred off campus," McGee wrote, "the concern for possible community spread remains."

By coincidence, Iowa State University also began moving students back into dorms on August 3. Story County experienced a spike in cases around the same time Orange County did.

Les White, Story County's public-health director, couldn't say for sure whether a large majority of the recent new cases were Iowa State students, but as in Orange County, Story has data suggesting the new positives are traditionally college-age adults. In addi-

tion the county's case-number tallies have closely tracked the university's, suggesting that university cases may be a large portion of the county's overall caseload.

A month after dorm move-in, there's little evidence to suggest Iowa State's infections are seeding outbreaks far beyond its students. Still, White said: "There is always that fear that that will happen." Iowa State students frequently go into the city of Ames. "All individuals are able to go to Target or Walmart or wherever they want to," she said. The county has set up one major roadblock for the virus: "Our bars are closed, so that is one area where there'll be less opportunity for spread."

She said she was hopeful Iowa State's "very good" program for quarantining positive students will keep the virus contained. "I really feel confident in the measures that they have put into place," she said.

There's another major difference between UNC and Iowa State. After seeing coronavirus outbreaks among students in residence halls and Greek houses, UNC announced on August 17 that it was abandoning its plans for in-person classes for undergraduates, and encouraged students to leave the dorms. Students who had tested positive and were already isolating and quarantining on campus were to finish their quarantines. Ten days later, Orange County's new daily case rate began dropping.

Meanwhile, Story County's per-capita daily new coronavirus cases has far outstripped Orange County's.

Going all-online may not always be enough to prevent spikes in college towns. Washington State University decided in late July to hold nearly all undergraduate classes remotely, and to open dorms only to students who demonstrated need. "At that time we asked students not to return to Pullman," said Phil Weiler, a university spokesman. "That's really not what we're seeing happening."

Some students returned to off-campus apartments, for which they had already signed leases, just before classes began on August 24. On August 22, Whitman County began seeing a steep rise in coronavirus cases. "It's safe to deduce these are by and large WSU college students," Weiler said.

For now, the new positives appear confined to young adults, but WSU is sensitive to the risk of wider spread. "Our biggest fear is that it gets beyond the student-age group," Weiler said.

—FRANCIE DIEP



GEOFF CRIMMINS, THE MOSCOW-PULLMAN DAILY NEWS, AP

Game over?

Where Sports Mean Survival

AS ADMINISTRATORS at Tabor College deliberated over plans for the fall semester, the question of whether it would compete in football and other fall sports proved difficult.

"It's just a matter of, honestly, survival," said Rusty Allen, executive vice president for operations at the Mennonite college, in Hillsboro, Kan., which enrolls nearly 600 undergraduates. Campus officials wanted to keep students and employees safe from the coronavirus but also had to consider the financial impact of canceling athletic contests. "If we don't have sports, our enrollment is probably going to decrease by about 50 percent," Allen said.

If athletics is the proverbial "front porch" at major NCAA programs, it's more like the foundation at places like Tabor, which competes in the National Association of Intercollegiate Athletics. More than a third of the men enrolled there are members of the football team. That's among the highest such percentages in the country, according to figures compiled by Willis Jones, an associate professor of higher education at the University of South Florida.

Without the lure of sports, many colleges fear that athletes among their applicants will choose a different college, one that continues to compete in sports or, perhaps, one that is less expensive. "The financial pressure to continue football is the same as pressure to be in-person," said John J. Cheslock, an associate professor of education policy at Pennsylvania State University. "You're concerned about losing students if you don't offer it."

Despite the potential loss of students, many small colleges have decided that the threat of the pandemic is a far bigger problem and moved their fall contests to the spring semester.

"We can't just make a cold, financial decision," said Jonathan Sands Wise, vice president for enrollment management at Georgetown College, in Kentucky. "We have to weigh athletes' desire to play against the safety and health of the entire campus."

At small colleges, the revenue that institutions get from athletics is in the form of tui-

tion, said Jones, the South Florida professor. Among member colleges of the NCAA's Division III, a fifth of enrolled students participate in athletics, he said.

Many of those small colleges are already facing enrollment challenges because of the nation's shifting demographics: a declining birth rate across the Northeast and Midwest that is set to fall further after 2025.

Without athletics, it can be hard to persuade some students to come to a place like Hillsboro, said Allen, the vice president at Tabor College. "It's a great place to live, a hidden gem, but it's not something that's going to jump out to society."

The price of small, private colleges is also a hurdle for some students and families, said Steve Gast, athletic director at Presentation College, in Aberdeen, S.D., where more than 40 percent of the male students are on the football team. Presentation is scheduled to open its nine-game football season on September 12.

If there's no athletic program to attract students, Gast said, the choice of college becomes a purely financial decision for families, and they may choose a less expensive option.

Even at colleges where fall football has been postponed, scheduling team practices and supervised workouts played a role in attracting students back to campus.

"If we were to go complete-

ly online, that would have had a pretty big impact," said Lonnie Pries, athletic director at Concordia University Ann Arbor, where some sports, like women's soccer, will compete this fall, but conference football games have been pushed back until spring.

Football players account for 42 percent of the male students enrolled at Kentucky Christian University, but "the pausing of football has not particularly affected the enrollment," said Terry Allcorn, president of the university, where enrollment is about 5 percent less than the previous fall.

At Georgetown, in Kentucky, freshman enrollment is up significantly from last year, in part because of a new scholarship program for students who live in the region, said Wise, the enrollment official. Things might have been different if the football season was canceled instead of just postponed, but many of the athletes would still have returned, he said.

But what if the spring season is canceled? At small colleges, the academic experience is just as important as athletics participation, said Brian Evans, athletic director at Georgetown. "If there is no spring season, we will focus on academics and work on getting them to graduation and keep them healthy," he said. "This is an opportunity to do student athletics the right way."

— ERIC KELDERMAN



VANCE FRICK, TABOR COLLEGE

A failing score

A Loss for Standardized Testing

OPPONENTS of standardized tests in admissions just won another round.

A California judge late last month granted a preliminary injunction immediately barring the University of California system from using the ACT and SAT. The injunction had been sought by plaintiffs who cited state and federal disability laws in arguing that disabled students' access to standardized tests is "either impossible or impaired" because of disruptions caused by the Covid-19 pandemic. Amid widespread school closures and an ongoing shortage of testing sites, many students who require accommodations have been unable to get them — or find suitable places to take exams.

In his ruling, Judge Brad Seligman of the Superior Court of California for Alameda County concluded that the plaintiffs had made a "substantial" case that they would very likely succeed on the merits at a trial. "To be sure, Covid-19 has disrupted the testing process for many students," Judge Seligman wrote. "But the barriers faced by students with disabilities are indisputably significantly greater than those faced by nondisabled students."

The judge's ruling is the latest twist in the Golden State's closely watched testing saga. In late May, the University of California's Board of Regents vot-

ed unanimously to phase out the ACT and SAT by 2025. Under that plan, the system would no longer require applicants to submit test scores, starting with the current admissions cycle. For the fall of 2023 and 2024, each campus would be "test blind," meaning that they wouldn't consider test scores for admission, though they could still use the scores to assess applicants' eligibility for scholarships and the system's statewide admissions guarantee.

Three UC campuses — Berkeley, Irvine, and Santa Cruz — had already adopted "test blind" policies for fall-2021 applicants. UCLA, UC-Riverside, and UC-San Diego, had planned for test-optional policies, allowing applicants to send ACT and SAT scores, or not. The rest of the campuses had yet to reach a decision.

Lawyers representing a group of prospective students and nonprofit organizations in a lawsuit challenging UC's testing policies filed a motion in July to prevent all the system's campuses from considering the ACT and SAT scores for admission and scholarships. "By adopting a so-called 'test optional' admissions policy under which submitting an SAT or ACT score is an option for all students except those with disabilities," the motion said, "the Regents have created an unlawful two-tiered admissions system. Under that system, students without disabilities can continue to take the tests and use their high scores to their advantage, whereas students with disabilities ... are effectively barred from testing with the accommodations they need."

In short, the lawsuit asked the court to consider the full meaning of "test optional." Traditionally, the term has been associated with an applicant's freedom to choose *not* to submit test scores that she already has. But what about disabled students who don't have the option of submitting scores that might help their chances of admission, because they're unable to take an exam?

Lawyers for UC had argued that the plaintiffs could not show that test-optional policies would harm disabled applicants. But Judge Seligman wrote that the Americans With Disabilities Act didn't require the plaintiffs to prove such an impact. "The question here," he wrote, "is whether the inability of

persons with disabilities to avail themselves of the test option, and thus the inability to take advantage of the 'plus factor' or 'second look' available to test-takers is a denial of meaningful access to an opportunity or benefit that persons without disabilities enjoy."

His answer: Yes.

In a written statement, Marci Lerner Miller of the Miller Advocacy Group, which is helping represent the plaintiffs, called the

"The barriers faced by students with disabilities are indisputably significantly greater than those faced by nondisabled students."

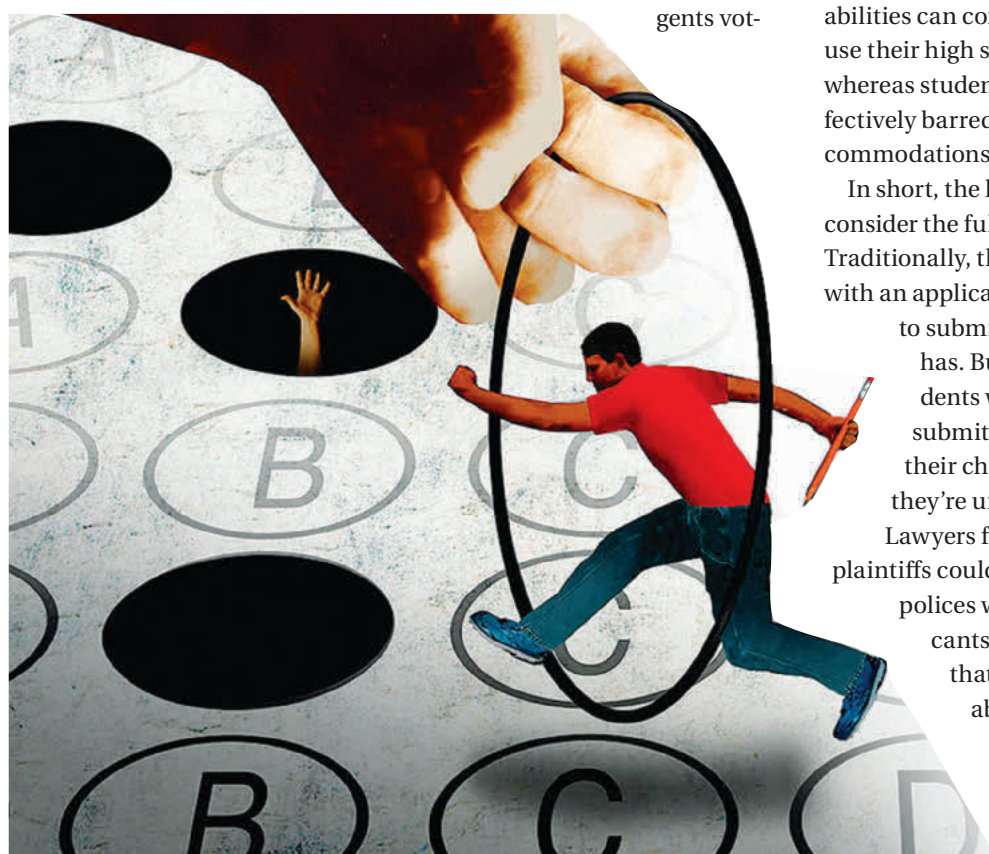
ruling "a monumental step toward removing barriers long faced by students with disabilities in higher education."

Robert A. Schaeffer, interim executive director of the National Center for Fair and Open Testing (FairTest), described the decision as a major "step forward" in the movement to eliminate colleges' reliance on the ACT and SAT. "The preliminary injunction is crystal clear that there cannot be a level playing field for test-takers with disabilities," he said in a written statement. "This ruling has national implications — the same protections under the Americans With Disability Act should apply to all test-takers across the nation."

In a written statement, the University of California said it was considering further legal action: "UC respectfully disagrees with the court's ruling. An injunction may interfere with the university's efforts to implement an appropriate and comprehensive admissions policies and its ability to attract and enroll students of diverse backgrounds and experiences."

For now, one thing seems clear: Covid-19 will continue to intensify longstanding questions about the inequities of standardized testing that colleges cannot ignore.

— ERIC HOOVER



MICHAEL MORGENSTERN FOR THE CHRONICLE

Graduate School Is Hard. Covid Makes It Harder.

THE PANDEMIC has posed a unique set of challenges for graduate students, who find themselves navigating a new educational environment as both students and instructors. A new study quantifies just what those challenges are.

Funded by the National Science Foundation, the study asked more than 4,000 graduate students at 11 institutions — including one historically Black college and two Hispanic-serving institutions — across the country about their experiences with the pandemic.

A preliminary report of the study’s findings revealed that food and housing insecurity were a problem for some students. It also showed that some students expected to take longer to earn their degrees and that the pandemic had altered students’ career plans.

Struggles with mental-health issues also surfaced — although the results don’t indicate whether those feelings had been caused by the pandemic, said Rachel A. Smith, an assistant professor of higher education and student affairs at Iowa State University and a member of the study’s eight-person research team.

The survey asked students to reflect on the previous two to four weeks, during June and July. The period coincided with the height of national conversations about race in the wake of George Floyd’s death, and the Trump administration’s announcement and subsequent rescinding of a visa policy that would have forced international students to enroll in in-person classes this fall or leave the country. Issues related to race and diversity figured into some of their answers.

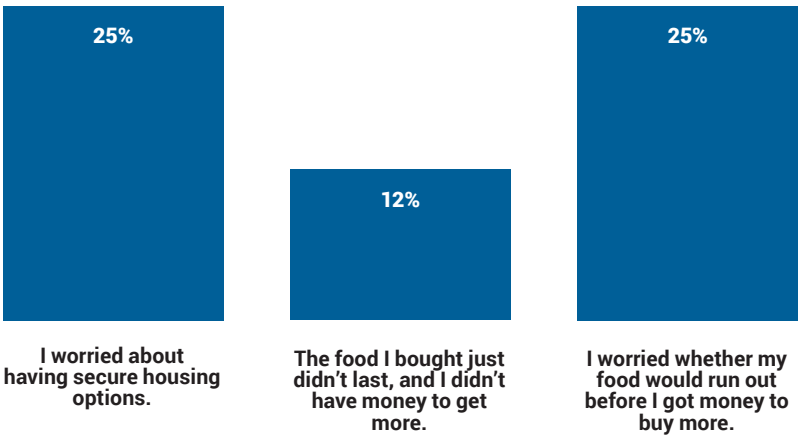
“It was complicated to consider Covid and attending protests for Black lives at the same time, and also upsetting to see protests about wearing masks,” said one student in an open-ended comment about their mental health. “However, it has also been very good to get away from the department — less microaggressions experienced on a daily basis, but it’s been difficult to be productive, and I am often considering leaving the program.”

Here’s a closer look at what the researchers found:

— MEGAN ZAHNEIS and AUDREY WILLIAMS JUNE

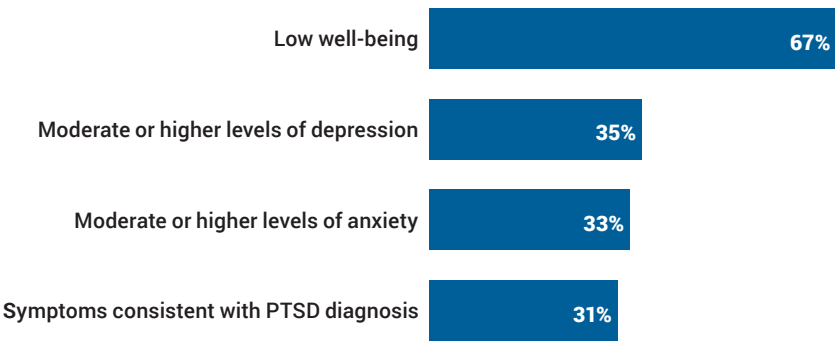
Concerns About Food and Housing

For some graduate students, it was “often true” or “sometimes true” that they worried about having housing or enough food to eat during the pandemic.



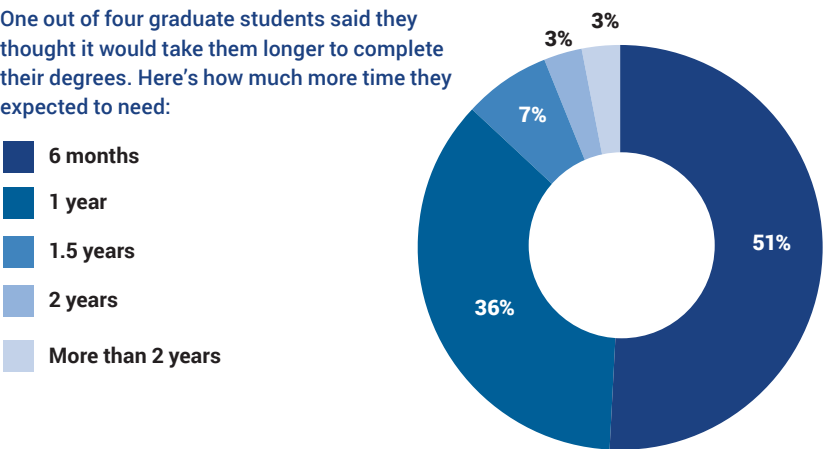
Mental Health at Risk

Struggling to maintain productivity during a public-health crisis and a time of social unrest had a negative effect on some graduate students’ mental health.



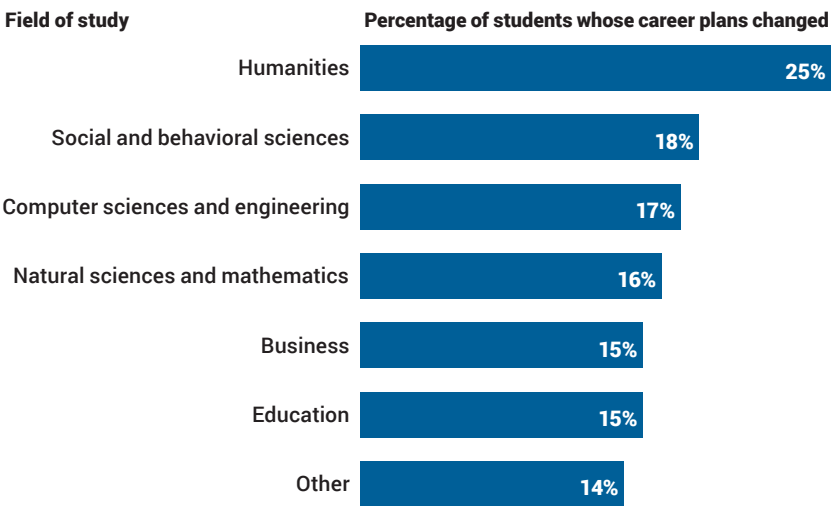
Delays in Degree Completion

One out of four graduate students said they thought it would take them longer to complete their degrees. Here’s how much more time they expected to need:



A Change in Plans

Some graduate students, 17 percent of them on average, said their career plans had changed since the pandemic began. The humanities was the discipline with the largest share of students making a shift.



Source: “Graduate Student Experiences of Support and Stress During the Covid-19 Pandemic,” August 2020

Diversity With

You think you can't afford to transform your faculty?



out Dollars

The University of Houston begs to differ.

BY MEGAN ZAHNEIS

From left, Debora F
Rodrigues, Monique T. Mills,
and Erika J. Henderson,
faculty members
at the U. of Houston.

CHRONICLE ILLUSTRATION,
PHOTOGRAPHS BY
BRANDON THIBODEAUX
AND MABRY CAMPBELL

“The possibility that I could be in community, intellectual community with other faculty of color, was just really yummy.”

— MONIQUE T. MILLS



CHRONICLE ILLUSTRATION, PHOTOGRAPH BY BRANDON THIBODEAUX

THIS, Monique T. Mills had become convinced, was the way it was going to be.

She'd won tenure at a top-tier research institution — Ohio State University — where her research on children who speak African American English was finding its foothold. Yes, Mills was the only Black person in her department and often faced racial discrimination in the classroom and on her student evaluations. But she had a group of supportive communications scholars at other institutions whose external reviews had propelled her to tenure, and the successful annual reviews she racked up were another reassurance that she was doing her job well.

So, if she didn't feel much community in the Columbus suburb where she had spent her tenure-track years, she'd move to a more diverse part of town. And if her science didn't get as much attention as that of her white colleagues, she'd keep forging ahead until it did. Mills might not have been happy at Ohio State, but she was resolved. It would have to be enough.

Then, in 2017, during her post-tenure sabbatical, Mills got a call from the University of Houston to give a talk about her work — a call, she soon realized, that was the first step in courting her to join the Houston faculty. The new dean of the College of Liberal Arts and Social Sciences was interested in applied research like Mills's, the Houston professor told her, and Mills could recruit local Texas youth to participate in her research studies. Plus, the University of Houston had received a grant from the National Science Foundation to recruit and retain more women and women of color. Those women, Mills

was told, belonged to an Underrepresented Women of Color Coalition championed by the provost.

All of that sounded good to Mills.

“The possibility that I could be in community, intellectual community with other faculty of color, was just really yummy,” she says. “Like, ‘OK, I can have it all.’”

So Mills visited the Houston campus once, then again. She was invited to lunch at a campus cafeteria where R&B and hip-hop music were playing alongside top-40 tunes. Walking across campus, she could see the diversity of Houston's student body.

But, Mills says, she'd been “indoctrinated” in “Big Ten thinking” — five years earlier she would never have left Ohio State for a less prestigious institution.

“But I was ready.”

Mills joined a surge in underrepresented faculty members joining Houston. In 2019, the university boasted nearly 42 percent more tenure- and tenure-track faculty members of color than it had five years earlier. Perhaps even more striking: It made those strides on a shoestring budget. While wealthier, more prestigious institutions, including Brown University and the University of Pennsylvania, have made widely publicized diversity investments on the order of \$140-million and more, Houston started with a \$3.3-million grant from the National Science Foundation.

Houston's peers across the nation would love to see similar successes. Calls for a more diverse faculty have been sounded for decades. Now, as conversations about police brutality and broader

Giving A Voice To Freedom, With An Eye Toward The Future.

The story of African Americans in post-Civil War Texas comes not just from people, but from places. Preserving the state's 557 "freedom colonies" and documenting grassroots preservation practices is what moves Texas A&M University Professor Dr. Andrea Roberts, who founded the Texas Freedom Colonies Project.

She and her team partner with communities to tell their stories, preserve their heritage and protect remaining historic sites. Her research illuminates African American resilience in the past and present, while helping communities plan for brighter futures.

ANDREA ROBERTS, Ph.D.

*Assistant Professor,
Urban Planning*



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CHRONICLE ILLUSTRATION, PHOTOGRAPH BY BRANDON THIBODEAUX

“You can wish for a utopia” once you bring a faculty member to campus, “but there are unfortunately still some bad actors.”

— ERIKA J. HENDERSON

systemic prejudice sweep the nation, those demands are even more urgent. Colleges face their own moment of reckoning with racial justice and equity.

Their ability to meet that moment is hampered. The daunting and persistent challenges of recruiting underrepresented scholars — and, just as important, retaining them — have only been made greater by the enormous financial losses the pandemic has caused. Hiring freezes preclude bringing on new faculty members; bootstrapped budgets mean no money for concerted retention initiatives. But Houston faculty members and administrators say it’s possible to do a lot with a little — and some tangible steps toward diversifying a faculty may not cost any money at all.

ERIKA J. HENDERSON can attest to that. She’s Houston’s associate provost for faculty recruitment, retention, equity, and diversity and a key figure in administering the university’s National Science Foundation Advance grant.

The \$3.3-million grant, Henderson says, served as a “stimulus” for faculty-diversity efforts, funding an exploratory period in which Houston investigated best practices. Costs offset by the grant itself included administrative fellowships and course releases for faculty members, but its real value, she says, was in identifying permanent institution-level investments to make. Those investments, funded largely through the provost’s office, include allocations of \$100,000 or less and the “sweat equity” of staff and faculty members.

The first step the university took after receiving the grant was to

produce a 42-page tool kit for search committees and administrators. The kit outlines language required by the Equal Employment Opportunity Commission plus tips for additional “proactive” wording to add. One example reads, “The University of Houston, with one of the most diverse student bodies in the nation, seeks to recruit and retain a diverse community of scholars.”

It also advises posting job ads not just to a discipline’s standard job board, but also to professional societies that focus on diverse populations. And it describes what sorts of interview questions are and aren’t appropriate. It is out of bounds, for example, to ask a candidate where they were born or what their native language is.

Those proactive steps work, Henderson says: In the past five years, overall applications have risen 41 percent, with greater gains in Black candidates (70 percent) and Latina/o candidates (52 percent).

Compiling resources wasn’t enough, though: Leaders wanted to engage faculty members more directly in meeting the grant’s goals. They created a mandatory training session for chairs of search committees. After analysis found that search committees that had more than one member go through training yielded more-diverse applicant pools, Houston started requiring all search-committee members to attend training every two years.

The training includes coaching on how to be proactive in identifying potential job candidates — reaching out to promising young scholars and encouraging them to apply, for instance, rather than relying on the pools of candidates who independently submit applications — and on using “behavioral interviewing” techniques. Asking

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“We can actually help each other, and there is a support group that can help us.”

— DEBORA F. RODRIGUES



CHRONICLE ILLUSTRATION, PHOTOGRAPH BY BRANDON THIBODEAUX

how candidates have handled specific past situations, for example, tends to be a better predictor of job performance than posing hypothetical scenarios.

At Houston, search training also teaches faculty members to use rubrics in evaluating candidates. Search committees are advised to identify the key “knowledge, skills, abilities, and orientations” applicants will need on the job, and score them on how well they demonstrate those attributes.

The idea is to remove hidden — and perhaps unconscious — biases from evaluations. Rubrics force search-committee members to explain why they are evaluating candidates the way they are. Why is a person’s publication record judged “excellent”? What does it mean that another candidate has “outstanding prospects for fund raising”?

THE REVAMPED SEARCH PROCESS has made an appreciable difference for Amy K. Sater, chair of Houston’s department of biology and biochemistry. Sater has been attentive to the lack of faculty diversity for a long time — her undergraduate adviser was one of only a handful of Native American scholars working in STEM at the time — but she’d noticed her department wasn’t actively working to change that.

“I think a lot of us kind of fell back on, ‘We’re a basic science department, and the number of candidates who are members of underrepresented groups is really small. So we have great intentions, and we’re just going to stop there,’” Sater says.

The NSF Advance work, she says, provided institutional-level re-

sources to help individual departments diversify their ranks. But just as valuable was the conceptual framework that got faculty members talking about what departmental diversity meant. People understand the importance of diversity in the abstract, but when it comes to particular hires, “that’s never going to be as high a priority to people as, ‘I want someone who can make my research better,’” Sater says.

“A lot of them are going to say things like, ‘We don’t want to trade excellence for diversity,’” she says. They see it as a binary. “Now we get to talk about” why that binary is false, she says. That kind of conversation wouldn’t “have happened at all without the Advance program.”

Sater remembers that another department chair was “really annoyed” about the search-committee training and complained that it wouldn’t make any difference. The Advance program encouraged him to look into the data on implicit-bias training, and he wound up presenting to a group of fellow department chairs about its efficacy.

Sater has seen results within her own department, too. She’s hired six people under the Advance framework, two of whom are women, two of whom are Latina/o, and one of whom is a member of the LGBTQ community.

Much of that success has come from individual outreach to potential hires, Sater says. “If you want to recruit a more diverse faculty and retain a more diverse faculty, you have to find those people. You can’t just wait until you stumble upon them,” she says. “You have to invite people to apply, and you have to make sure that peo-

ple have the resources that they need to establish their research careers here.”

Such outreach might take extra work, Sater acknowledges, but job candidates can be found more easily than ever. Browsing Twitter hashtags like #BlackInSTEM, she says, “you can identify a whole bunch of interesting people that are doing great science, and in theory, you can come back and get in touch with them later and say, ‘We have a faculty position. I’d love for you to apply for this.’”

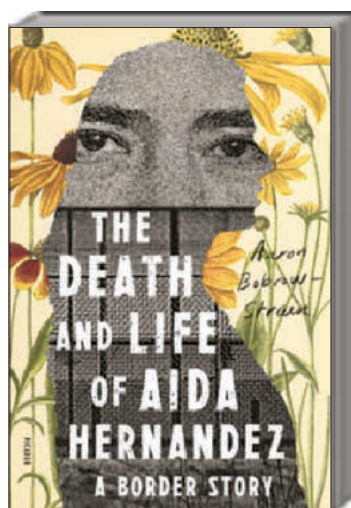
To Sater, diversifying a faculty is in many ways in a moral imperative, and not one that ought to be driven — or derailed — by finances.

“It’s not all about the money. If you’re looking for an excuse to not do something, you can always find one,” she says, “but I think we have to do this in order to have any credibility on our campus.”

“What the Advance program did is gave us a foundation. It gave us resources. It gave us a framework,” she says. “Now, as a faculty, we have to keep finding ways to make it a priority.”

AS ANY faculty-affairs officer knows, it’s not enough to bring on underrepresented scholars. The next step — less well-defined, and to many more difficult — is to ensure they stick around.

At Houston, the provost’s office purchased an institutional membership to the National Center for Faculty Development & Diversity, which costs \$20,000 annually, giving all Houston faculty members access to the organization’s on-demand resources. They’ve added professional-development programming to encourage women to apply to become full professors, an Academic Women in Lead-



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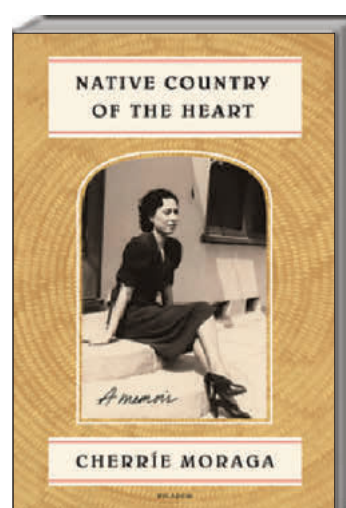
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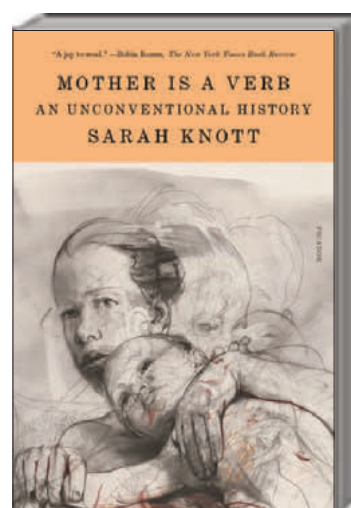
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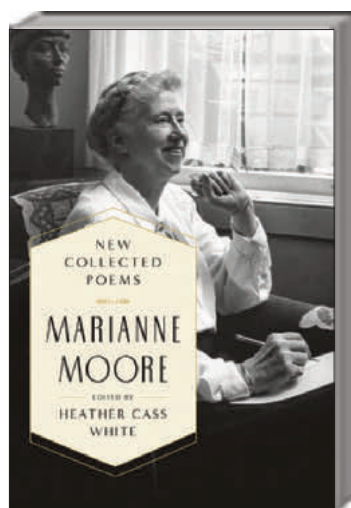
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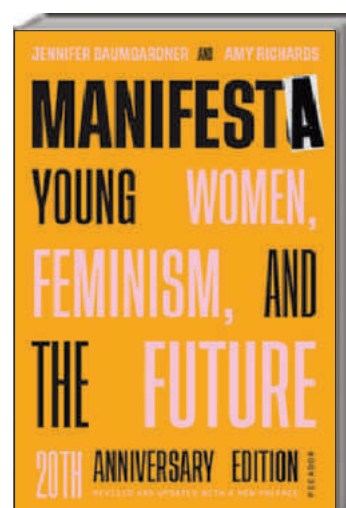
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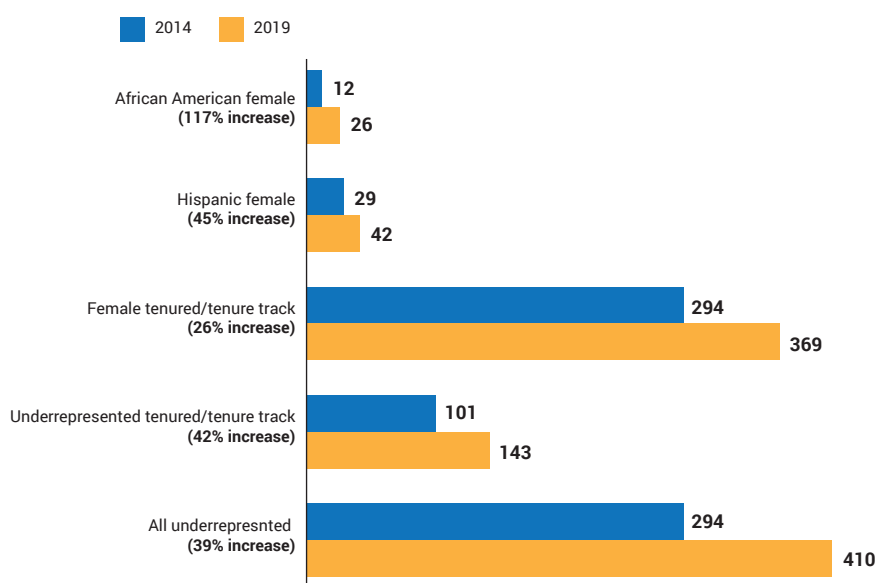
ership initiative that supports associate and full professors who are interested in moving into administrative roles, and a Faculty Engagement and Development Center that offers career planning and networking services.

“You can wish for a utopia” once you bring a faculty member to campus, Henderson says, “but there are unfortunately still some bad actors.” A robust network of on-campus support — including a watchful eye on the service burdens often levied on underrepresented faculty members — is crucial.

One of Houston’s solutions has been its Underrepresented Women of Color Coalition. Supported by the provost, Paula Myrick Short, who gave the group \$125,000 to get off the ground in its first five years, the coalition acts as a professional and personal network for its 68 members. For Renita Horton, an assistant professor of biomedical engineering, the coalition has been a major locus of support. From her arrival on campus in January 2019, she says, it was “a community of people who really understand what I’m dealing with.”

Diversifying the Faculty

Starting with a \$3.3-million grant from the National Science Foundation, the University of Houston increased the number of underrepresented faculty members over a five-year period.



Note: Data for all underrepresented faculty members includes ranked and unranked.

Source: U. of Houston

The group meets at least once a month, and holds a retreat at the start of each academic year. Its members share tips on writing, teaching, and research. They’re able to apply for small seed grants provided by the provost’s office, and often collaborate with one another in doing so. Horton, who is Black, particularly appreciates the small gestures of support she often sees from fellow members. If she’s been silent on the group’s email listserv, she says, a colleague might send her a note to check in. Amid the challenges of academe — juggling publishing, teaching, grant writing — “it’s nice to feel like someone has a life raft if you need it.”

But more than a momentary life raft, Horton says, the coalition has given her a cadre of role models. “You see all these people, some of them who look like you, and they’re succeeding,” she says. “You hear the stories and the different paths that they took.”

Debora F. Rodrigues, a professor of civil and environmental engineering, remembers attending her first coalition meeting and being surprised at how many female colleagues of color she had in other departments. She’s found value in the informal interactions she has with her fellow members — one helped her troubleshoot her online-class setup for an hour over Zoom; another sent along a suc-

cessful NIH grant for Rodrigues to use as a model, and referred her to a third colleague who was particularly experienced in getting NIH funding. The group celebrates members’ professional accomplishments regularly.

It all amounts to a significant cultural change from when Rodrigues first arrived on campus. A native of Brazil, she came to Houston in 2010, fresh off a postdoctoral appointment at Yale University. As the sole woman of color in a department dominated by white men, Rodrigues found it difficult to connect with her colleagues and sometimes felt excluded from their coffee-break chats.

As an assistant professor, Rodrigues faced the extra service burdens familiar to so many faculty members of color. She says she was often recruited for committee work, in her own department and others, as if the line of thought were: “OK, who is diverse enough? Debora!”

Rodrigues didn’t feel she could decline such requests, nor could she share her concerns with her dean or department chair. Both were supportive of her and other underrepresented faculty members, but their authority — and the knowledge that eventually, they’d be reviewing her case for promotion and tenure — made it difficult for Rodrigues to be frank with them. “There was not so much the sense of community, or people concerned about my personal life or my life-and-work balance,” she says.

But when Houston landed the Advance grant, Rodrigues says, that began to change. There were workshops and luncheons dedicated to professional development for female faculty members. At one presentation, a guest speaker shared national statistics about pay disparities faced by faculty members of color, and though they were disheartening, they propelled Rodrigues to think about changing the system — and her own perceptions of what was possible.

She took on a semester-long Advance fellowship and joined the coalition, in the process gaining a better understanding of the inner workings of academe and “getting out of my little cocoon.”

Other people shared her experience, she realized. “We can actually help each other, and there is a support group that can help us.”

FOR Monique Mills, who had spent her entire academic career at majority-white institutions, arriving at the University of Houston was a refreshing change.

“I don’t have to hold my breath anymore and worry about being under the white gaze or, ‘How can I just tone myself, my dress, my speech down so that I can not disrupt, so that I won’t be seen as an outlier?’” Mills says. Instead she can walk into a space like the faculty café feeling like, as she puts it, “I belong here, because she probably uses the same hair product that I use, she has the same curl pattern that I have.” People smile at her, engage her in conversation, want to collaborate.

Mills finds her scholarship is more broadly recognized at Houston, too. There, she’s “seen for my expertise and for something that I have to offer,” she says. “No matter where I turn, there’s a community.”

Mills has done her best to contribute to that community, too. She’s a coach with the National Center for Faculty Development & Diversity, and she’s drawn on that expertise in talks she’s given to her colleagues.

Cross-campus interaction is key. Mills wants to participate in programming specific to faculty of color, but also in campuswide professional-development initiatives. “It’s both/and in order for us to feel like we are valued as scholars, as teachers, and as colleagues in the larger community,” she says.

Mills’s former institution, Ohio State, has also taken steps in that direction. Under the leadership of James L. Moore III, vice provost for diversity and inclusion and chief diversity officer, who assumed his role the same year Mills left, Ohio State has added targeted diverse-recruitment efforts, an online portal to track the institution’s investments in diversity, and several racial-justice initiatives. And

Mills has heard anecdotally that the climate at her former institution has improved vastly.

“These are persistent issues for all universities, and Ohio State is not immune,” Benjamin Johnson, an Ohio State spokesman, wrote in an email to *The Chronicle*. “Some colleges and departments have made great strides in creating more inclusive spaces for their faculty; others still have work to do.”

HOUSTON isn't the only college to recognize that faculty diversity can be advanced without big money.

Shontay Delaloe, who as Brown University's vice president for institutional equity and diversity helps oversee its \$165-million “Pathways to Diversity and Inclusion” project, suggests administrators take a hard look at existing campus practices to inform change. Lack of deep institutional reserves, Delaloe says, shouldn't prevent an institution from thinking about how to embed diversity, equity, and inclusion in the way it does business.

“I know some would say, ‘Well, that's easy to say. You work at a place that's resourced,’” she says. But “I would do this at any institution where I work.” (And, in fact, she once managed the recruitment of students from historically underrepresented groups at the University of Maine at Orono.)

Delaloe encourages a tight focus when setting goals. Brown's plan deliberately identified a relatively small number of actions that leaders thought could have the biggest immediate impact to begin with — such as doubling the number of faculty from underrepresented populations — expecting that more would follow.

Big-money initiatives, too, come with their own set of misconcep-

tions. Lubna Mian, associate vice provost for faculty at the University of Pennsylvania and an overseer of her institution's \$140 million-plus Action Plan for Faculty Excellence and Diversity, knows that firsthand.

“One of the misconceptions is that there's some central budget you tap and you release a bunch of funds, and that just solves the problem,” Mian says. “If you view these plans as solely a financial investment and don't see that underneath, it is really a lot of human activity that cuts across the institution, you're not really understanding it very well.”

The price tag an institution places on faculty diversity goes only so far, says Christianne C. Hardy, a special assistant to the president at Dartmouth College, which started its Action Plan for Inclusive Excellence in 2016.

“The dollar amount is a good, crude measure of an institution's level of commitment. It conveys very efficiently the sense that we care enough about this to throw money at it,” she says. “We do care enough to throw money at it.” But “if it were just about money, the richest institutions in American higher education would have solved this problem.”

Dartmouth, Hardy readily acknowledges, hasn't solved it yet. In 2016 the college set a goal of having 25 percent of its tenure-track faculty members be from underrepresented groups by 2020. But in 2017, it extended its deadline to 2027. At Brown and Penn, Delaloe and Mian, too, know that much work is yet to be done.

And at the University of Houston, despite its progress elsewhere, Debora Rodrigues remains the only woman of color in her department. ■



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HOW RACI ARE UNIVE REALLY?

IT IS NO SURPRISE that universities have become targets of the activism erupting in the wake of the killing of George Floyd. University police forces have been implicated in racist malfeasance. Universities oversee labor forces that reflect the class and racial divisions partitioning society at large. Universities are the site of cultural battles over iconography (Calhoun College at Yale, the Woodrow Wilson School at Princeton, Washington and Lee), and the propri-

BY RANDALL KENNEDY

ety of taking race into account in admissions. At a time when racial reckonings have visited the NFL and Nascar, *The New York Times* and *Vogue*, Minneapolis and Mississippi, it was inevitable that they would visit campuses, too.

And they have. Recently, chairs of African American studies departments at Georgetown, Notre Dame, Fordham, and other Catholic universities and colleges asserted that “systemic racism and white supremacy are problems” at their cam-



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puses. “Symbolic statements, marches, token town halls, or other typical measures to pacify our campus communities,” they warned, are insufficient “while grave inequities persist.” A letter to the trustees and president of Dartmouth from professors and staff there called for the dismantling of “structures that implicitly or explicitly work against and devalue Black, Brown, and other people of color at Dartmouth.” Faculty and staff members at the University of Chicago set forth “a set of specific and immediate actions the [university] must take to begin to repair and redress its long history of willingly enabling and directly contributing to structural racism.” If their requirements remain unmet, they said, they will decline to participate in university affairs, urge colleagues at other institutions to boycott the university, and prevent the university from using their accomplishments to launder the “neglect and derision of people of color and scholarship and teaching on race.”

THE REVIEW

These and similar protests are part of an international eruption of outrage against racism and an insistence that positive change — *real* change — be pursued immediately. That dissent is splendid in many respects, displaying creativity, persistence, and bravery in demanding the redress of long-neglected racial wrongs. After all, according to virtually every indicator of well-being imaginable — life expectancy, wealth, income, access to education and health care, risk of victimization by violent criminality, likelihood of being arrested or incarcerated — a distinct, adverse gap separates Blacks from whites. The dissidents and their allies have refused to allow business to proceed as usual. They have pushed racial inequity to the front of popular consciousness. They have crammed into a couple of months more public education about matters of race than has taken place in years. They have been the heroes of the George Floyd moment.

Activists have crammed into a couple of months more public education about matters of race than has taken place in years.

But being on the side of anti-racism is no inoculation against error. An allegation of systemic racism leveled against a university is a serious charge. If the allegation is substantiated, it ought to occasion protest and rectification commensurate with the wrong. If an allegation is flimsy or baseless, however, it ought to be recognized as such.

Engaging in the urgent work of anti-racist activism should entail avoidance of mistaken charges that cause wrongful injury, exacerbate confusion, and sow distrust that ultimately weakens the struggle.

One might wonder about the need to voice such an obvious observation. The fact is that this moment

of laudable protest has been shadowed by a rise in complacency and opportunism. Some charges of racism are simply untenable. Some complainants are careless about fact-finding and analysis. And some propose coercive policies that would disastrously inhibit academic freedom.

AN EXEMPLIFICATION of both of these disturbing tendencies is found in the ultimatum delivered in July 2020 to Christopher Eisgruber, president of Princeton University, in a letter signed by about 350 professors, lecturers, and graduate students (on a campus with a faculty numbering around 1,280). The signatories included a number of Princeton luminaries, including Tracy K. Smith (the Pulitzer Prize-winning U.S. poet laureate and chair of the university's Center for the Arts), Eddie S. Glaude Jr. (chair of the department of African American studies), Jhumpa Lahiri (director of the creative-writing program and winner of a Pulitzer Prize for fiction), Paul Muldoon (professor in the humanities and a winner of a Pulitzer Prize for poetry), Michael Wood (a professor emeritus of English and comparative literature), and Nell Irvin Painter (a professor emerita of American history).

"Anti-Black racism," the ultimatum reads, "has a visible bearing upon Princeton's campus makeup and its hiring practices. ... We call upon the administration to block the mechanisms that have allowed systemic racism to work, visibly and invisibly, in Princeton's operations." A long list of demands follows. In order "to become, for

the first time in its history, an anti-racist institution," the university is called upon to "redress the demographic disparity on Princeton's faculty immediately and exponentially by hiring more faculty of color"; "elevate faculty of color to prominent leadership positions"; "implement administration- and faculty-wide training that is specifically anti-racist"; "commit fully to anti-racist campus iconography"; "remove questions about misdemeanors and felony convictions from admissions applications"; "fund a chaired professorship in Indigenous studies for a scholar who decenters white frames of reference"; "require anti-bias training for all faculty participating in faculty searches"; "give new assistant professors summer move-in allowances on July 1 that cover rent deposits, first month's rent, and rent and food for the summer." The ultimatum also insists that the university "constitute a committee composed entirely of faculty that would oversee the investigation and discipline of racist behaviors, incidents, research, and publication on the part of faculty."

Should one believe, as the ultimatum charges, that anti-Black racism is "rampant" at Princeton despite its "declared values of diversity and inclusion?" The exploitation and exclusion of African Americans is, indeed, deeply embedded in Princeton's history. Its early presidents were slaveholders who occasionally auctioned their human property.

John Witherspoon, for instance, was a member of the Continental Congress and signatory of the Declaration of Independence who lectured against emancipating slaves and later opposed abolition in New Jersey. The anti-Black prejudice of another president of Princeton, Woodrow Wilson, seeped



into public policy during his stint as president of the United States. Because of his racism, the university has removed his name from its school of public and international affairs and otherwise demoted his standing on campus. No African American graduated from Princeton until 1947. The university did not hire a tenure-track Black professor until 1955. Because of reactionary racial attitudes that casually manifested themselves on campus, Princeton was widely seen as the "Southern" Ivy.

Since the 1960s, however, and with increasing momentum, Princeton has persistently made special efforts to recruit, admit, and graduate African American and other minority students. While many have participated in this metamorphosis, no one was more consequential than the late Princeton president William G. Bowen, an impassioned advocate for racial affirmative action as both an administrator and a scholar. His 1998 book (co-written with President Derek Bok of Harvard University), *The Shape of the River*, is an oft-cited brief for race-conscious measures designed to ensure racial integration at selective institutions of higher education. His successors have also been strong proponents of racial affirmative action. A new Princeton is eclipsing the old.

Moreover, Princeton has served as the professional home of a range of distinguished educators of color, including Toni Morrison, Kwame Anthony Appiah, Valerie Smith (president of Swarthmore College) and Ruth Simmons (president of Prairie View A&M University and president emeritus of Brown University). These are formidable personalities with a demonstrated ability to make known their

views. None of them have castigated Princeton in a fashion consistent with the charge that it is a place at which racism is “rampant.” When Cornel West retired from Princeton in May 2012, he spoke of having been “blessed” by his association with an institution that had evolved from being known as the northernmost tip of the Confederacy into a community “consecrated by a new legacy.”

Obviously there are differences of opinion among Princetonians of color; some did sign the ultimatum. But if racism is as big and stultifying a presence as the ultimatum suggests, it is a mystery that so many Black Princetonians could have somehow overlooked it.

F PRINCETON'S RACISM was as conspicuous as alleged, one would expect the ultimatum's authors to be able to dash off some vivid, revealing examples. Instead, they refer with unsatisfying generality to “micro-aggression” and “outright racist incidents,” leaving readers uncertain about what, precisely, they have in mind.

To be fair, the authors do get specific with respect to certain matters. They maintain that a “glaring” example of the university's “failure” to “elevate more faculty of color to prominent leadership positions” is that “never once has the Humanities Council been directed by a scholar from an underrepresented group.” The Humanities Council brings together leaders from a wide range of academic departments, fosters interdisciplinary initiatives, and advises the university administration. The letter writers also assert that “the Council's most important outward-facing program, the prestigious Society of Fellows, has never once had a director of color.” Assuming

the accuracy of these facts, do they make a convincing case of racial “exclusion” in the broader context of racial change at Princeton?

No, they do not. The claim of racial exclusion is implausible. For years now, throughout the university, there has existed a self-conscious impulse to promote people of color to positions of leadership. Either today or in the very recent past, Black professors have been chairs of the departments of history, anthropology, English, religion, African American studies, and the Lewis Center for the Arts. Black professors have also served as the dean of the School of Public and International Affairs and as the director of the program in gender and sexuality studies. Scores of scholars of color have been Humanities Council fellows. The general counsel of the university is Latina. The dean of admissions is African American. The recently retired vice chair of the university board of trustees, Brent Henry, a Black lawyer keenly attuned to matters of racial equity, has been for at least the past decade one of the three or four most important figures in the governance of the university.

Current trustees include Terri Sewell, an African American member of the U.S. House of Representatives; Henri Ford, the Haitian American dean of the University of Miami School of Medicine; and Melanie Lawson, a seasoned African American television journalist. These people, all Princeton alumni, are alert and capable and in demand. They are by no means needy. They could associate themselves with any number of prestigious enterprises. They would surely decline to contribute to or be involved with the sort of institution that the ultimatum depicts. This power and privilege are possessed also

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by many of the authors and signatories of the ultimatum, which accounts in part for the whiff of bad faith that suffuses the whole affair.

THE ULTIMATUM complains that, in its view, past initiatives aimed at enlarging the number of faculty of color at Princeton have “failed” because in 2019-20 “among 814 faculty, there were 30 Black, 31 Latinx, and 0 Indigenous persons. That’s 7%.” According to the ultimatum, this “is not progress by any standard; it falls woefully short of U.S. demographics as estimated by the U.S. Census Bureau, which reports Black and Hispanic persons at 32% of the total population.”

The suggestion that these statistics show racial unfairness in hiring at Princeton is misleading. According to the *Journal of Blacks in Higher Education*, African Americans in recent years earned only around 7 percent of all doctoral degrees. In engineering it was around 4 percent. In physics around 2 percent. Care must be taken to look for talent in places other than the familiar haunts of Ivy League searches. But even when such care is taken, the resultant catch is almost invariably quite small.

The reasons behind the small numbers are familiar and heart-breaking.

They include a legacy of deprivation in education, housing, employment, and health care, not to mention increased vulnerability to crime and incarceration. The perpetuation of injuries from past discrimination as well as the imposition of new wrongs cut like scythes into the ranks of racial minorities, cruelly winnowing the number who are even in the running to teach at Princeton.

The racial demographics of its faculty does not reflect a situation in which the university is putting a thumb on the scale against racial-minority candidates. To the contrary, the university is rightly putting a thumb on the scale in favor of racial-minority candidates. That the numbers remain small reflects the terrible social problems that hinder so many racial minorities before they even have a fighting chance to enter into the elite competitions from which Princeton selects its instructors. The ultimatum denies or minimizes this pipeline problem.

What I am saying is widely known within the university but largely unspoken, because it has become bad manners for a person of progressive inclination to point out obvious fallacies of the sort that damage the credibility of the Princeton ultimatum and similar protests. As everyone knows, some signers of group letters join out of feelings of general solidarity, rather than specific agreement. And peer pressure accounts for the apparent approval of some who actually disagree but want to protect their reputations.

But a lack of candor is not limited to some of the dissidents. The evasiveness, if not mendacity, of administrators is a large part of the problem. They often pander to protestors, issuing faux mea culpas that any but the most gullible observers recognize as mere public relations ruses aimed at pacification. In July, for example, in the course of saluting Black Lives Matter, the Board of Trustees of Dartmouth stated: “We know there are no easy solutions to eradicate the oppression and racism Black and other students, faculty, and staff of color experience on our campus.” The Board then proceeded to list several

remedial initiatives it was authorizing, none of which, singly or collectively, came close to addressing “the oppression and racism” that it appeared to concede as a major feature of life at Dartmouth. It is easy to see how the disparity in scope between the problem and the response would lead many to conclude that the authorities at Dartmouth did not actually believe their self-criticism. No wonder faculty dissidents responded with demands that the administration “take concrete steps to unravel its built-in structural racism perpetuated through the superficial and short-term fixes that our senior leadership constantly applies to the problem.”

Being on the side of anti-racism is no inoculation against error. Whatever wrongs universities have perpetrated or neglected to rectify are compounded when university authorities speak thoughtlessly or insincerely about matters that cut so deeply. When a substantial number of professors indict a university on charges of “systemic racism,” the president of the university ought to state publicly whether

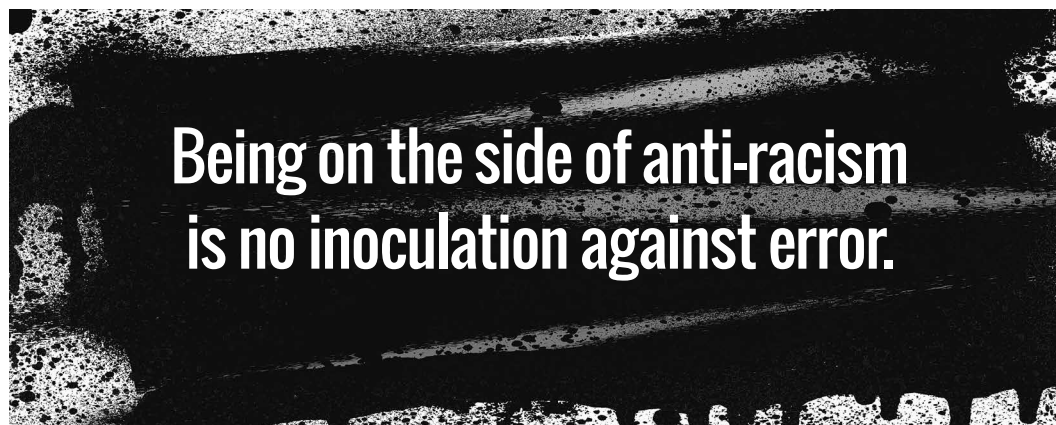
or to what extent he or she agrees with the charge. Bureaucratic obfuscation ought not to be permitted. Neither should silence. Mistaken indictments that are opposed only by conservatives become entrenched and reiterated despite their weaknesses. And people

are misled. Minority students who take such indictments at face value — unaware of strategic hyperbole — become overwhelmed by unrealistic fears of encountering racist assessments that will unfairly limit their possibilities for advancement.

SEVERAL of the Princeton ultimatum’s long, odd list of demands are flagrantly problematic. When the authors say that the university should “[c]onsider giving faculty of color a full year of course relief to run [faculty-hiring searches],” they are urging something that is both unwise and illegal. The most egregious demand, however, is for a faculty committee to “oversee the investigation and discipline of racist behaviors, incidents, research, and publication on the part of faculty.” If adopted, this proposal would throw a pall over intellectual life at the university. An investigatory and disciplinary apparatus for a vice as vague and contested as “racist behaviors” would quickly lead to a level of fear and resentment, inhibition and threat that would poison the community to an extent that is difficult to exaggerate.

When apprised of this provision, some signatories hoped that it would silently be abandoned. But not all. Andrew Cole, a professor of English, for instance, explicitly defended it: “In a country so embarrassingly incapable of acknowledging its history of racism and anti-Black terrorism,” he wrote, “it strikes many of us as a curious indirection to talk about academic freedom when we speak of anti-racism.” Starting with the proposition that “racism” is unethical, and that the university prohibits unethical research, Cole concludes that the university has an obligation to root out racist research, racist publication, and racist teaching.

Cole’s argument is specious. The university’s prohibition on “unethical” research applies to research based on fraudulence — for example, a researcher claiming to have tested 10 animals when she only tested five — or to violations of protocols guiding research on



humans. Determining whether research is “racist,” by contrast, takes one into a realm of ideological contestation in which, at a secular, modern research university, there should be no imposition of orthodoxy of the sort that the ultimatum threatens.

Yes, Princeton University does officially endorse certain tenets. It endorses democracy, freedom, the value of truth seeking, and policies that expressly welcome the education of students regardless of race, gender, sexual orientation, or place of birth. So the university does adopt certain political positions. But it does so sparingly, diffidently, in a minimalist spirit that enables it to host a broad range of scholarly and artistic constituencies, methodologies, commitments, and styles limited only by guild-based conceptions of competency.

A professor at Princeton University need not worry about being investigated or disciplined for writing a book propounding the idea that the world would have been better off had England squashed the American uprising in 1776, or that it is preferable to say that “women” get pregnant as opposed to saying that “people” get pregnant, or that abortion is a moral abomination, or that restricting abortion rights is a moral abomination, or that racial affirmative action has been a failure, or that racial affirmative action has been a success, or that it is perfectly appropriate to enunciate the word “nigger” in full for pedagogical purposes, or that the N-word should never be voiced under any circumstances. The existing horizon of intellectual freedom at the university is gloriously wide open — as it should be.

How would the anti-racism committee demanded by the letter decide whether to investigate a complaint? Having investigated and

found an infraction, what kind of discipline would it levy? Would a professor be engaging in censurable “racist” conduct if she argued on behalf of broad rights to abortion? Some claim that such a position is “anti-Black.” What about a professor arguing in favor of decreasing the size of police forces? Some argue that that position is “anti-Black,” too, since it could lead to greater vulnerability of Black people to violent criminality. What about a professor arguing in favor of freely permitting inter-racial adoptions? Some insist that such a regime facilitates anti-Black cultural genocide. And what about a professor who expresses admiration for the Honorable Elijah Muhammad? After all, the leader of the Nation of Islam taught that whites were, quite literally, “devils.” To open the door even a crack to the possibility of “investigations” into such matters under the aegis of the university is antithetical to the freedom essential to intellectuals and artists in institutions of higher learning.

Non-governmental cultural institutions — newspapers, journals, museums, and so on — are essential, vulnerable, and under attack. This is particularly true of the selective, cosmopolitan research colleges and universities, which many on the political right especially loathe. The aspiration of those institutions is to search for truth, cultivate knowledge, and nourish and satisfy curiosities about virtually everything. They fall short, of course, as do all institutions. But nowhere in American society is more of a concerted and intelligent effort being made to exemplify respect and collaboration. The Princeton ultimatum engages in unwarranted vilification, which is wrong. For progressives, such vilification is also profoundly self-defeating. ■



Closing the graduation gap

Virginia Commonwealth University has always been on a mission to break down barriers to quality education. Since 2013, we've increased our four-year graduation rate by 31% and our six-year rate by 18% — boosting rates above the national average while maintaining enrollment of underrepresented students. We award degrees to students from different backgrounds at similar rates and continue to close the graduation gap. Because true progress means everyone has the chance to succeed.

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PAUL & DAISY SOROS FELLOWSHIPS FOR NEW AMERICANS



Announcing the Class of 2020

The Paul & Daisy Soros Fellowships for New Americans program honors the contributions of immigrants to the United States. Each year, we support the graduate education of 30 New Americans—immigrants and the children of immigrants—who are poised to make significant contributions to US society, culture, or their academic field. Every Fellow receives up to \$90,000 in financial support over two years. They join a lifelong community of New Americans, many of whom are serving on the front lines of our fight against COVID-19.



PELKINS AJANO
MBA/MS in engineering sciences at Harvard

Born in Cameroon; came to the US at 19; went from community college to MIT; social entrepreneur and founder; recently a program manager at Microsoft.



SHYAM AKULA
MD/PhD in neuroscience at Harvard

Born in California to immigrants from India; BA in neurobiology from WUSTL; conducts research on rare genetic diseases and brain development.



STEFANO DANIELE
MD/PhD in neuroscience at Yale

Born in Massachusetts to Italian immigrants; studied neurobiology at Georgetown; researching BrainEx technology to understand how it can be used to restore cellular brain function after death.



SANATH DEVALAPURKAR
PhD in mathematics at Harvard

Born in India and raised around the world; started college at MIT at 16; interested in algebraic topology and algebraic geometry, subfields of math, and mathematical physics.



JOEL FRANCOIS
MFA in poetry at Syracuse

Born in Haiti and raised in the US; fell in love with writing and slam poetry at Brooklyn College; performs and teaches storytelling around the country.



SAL WANYING FU
PhD in astrophysics at UC Berkeley

Born in China and raised in the Bay Area where her parents ran the local Chinese school; studied physics at Pomona College; researching the earliest stars and galaxies.



CARLOS ADOLFO GONZALEZ SIERRA
MPP/JD at Harvard

Born in the Dominican Republic; BA from Amherst College; DACA recipient; received an MPhil as a Gates Cambridge Scholar and an MA as a Schwarzman Scholar; advocate and policymaker.



MOHAMED ISMAIL
PhD in building technology at MIT

Raised in the Philippines by Sudanese parents; BS from Duke; MArch from the University of Virginia; studying how structural optimization can alleviate housing insecurity.



AKHIL IYER
MBA/MPP at Harvard

Born in Buffalo to Indian immigrants; ROTC graduate from Stanford; Marine Corps Infantry Officer; studying business and innovation in national security.



MEENA JAGADEESAN
PhD in computer science at UC Berkeley

Born in Illinois to Indian immigrants; pursued joint AB/SM in computer science at Harvard; interested in algorithmic questions arising in machine learning and economics.



YVETTE KEONG
MM in vocal arts at The Juilliard School

Born and raised in Australia; child of Chinese immigrants; studied classical voice at the Manhattan School of Music; promotes opera as a powerful force in modern society.



ABIJITH KRISHNAN
PhD in physics

Born in the US to immigrants from India; earned a gold medal at the International Physics Olympiad; senior at Harvard; interested in condensed matter theory.

For more information, to register for information sessions, or to apply, please visit pdsoros.org
Applications for the 2021 Fellowship are now open and due October 29, 2020.



**ADRIENNE
MINH-CHÂU LÊ**
*PhD in history at
Columbia*

Born in North Carolina to Vietnamese refugees; BA from Yale; former nonprofit consultant; writing a social history of the Vietnam War.



JUSTIN LEE
*MD/PhD in
bioengineering
at UCLA & Caltech*

Born in California to Korean immigrants; competed internationally in water polo; Johns Hopkins graduate; developing cell-based therapeutic and diagnostic tools for cancer.



SHERMAN LEUNG
*MD at Icahn School of
Medicine at Mount Sinai*

Born in Maryland to immigrants from Hong Kong; BS/MS from Stanford; product manager, and venture capitalist; aspiring physician-innovator for underserved patients.



CONNIE LIU
MBA at Stanford

Born in California to Chinese immigrants; studied mechanical engineering at MIT; became a teacher; founded Project Invent, a national nonprofit empowering youth to innovate for social good.



JOSHUA MBANUSI
MBA at Harvard

Born in New Jersey to Nigerian immigrants; Collin County Community College transfer; BS from Cornell; Teach for America corps member; Autry Fellow; focused on poverty alleviation.



**MARK AUREL
NAGY**
*MD/PhD in neuroscience
at Harvard & MIT*

Born in Hungary to Chinese and Hungarian parents; BS from Brown; PhD thesis explored how sensory experience shapes neuronal function; developing viral gene therapies.



JIN PARK
*MD/PhD at Harvard
& MIT*

Born in South Korea; growing up in NYC undocumented and without healthcare showed him healthcare should be a right; AB from Harvard; national advocate for DACA recipients.



MARIBEL PATIÑO
*MD/PhD in neuroscience
at UC San Diego*

Born in California to Mexican immigrants; grew up working in agriculture; graduated UC Berkeley with high honors; conducting research at the Salk Institute.



SAÚL RAMÍREZ
*PhD in sociology
at Harvard*

Born in California to Mexican immigrants; BA from UC Berkeley; JD from Yale; researching immigration and the criminal justice system.



POOJA REDDY
*PhD in materials science
and engineering
at Stanford*

Born in Massachusetts to Indian immigrants; BS from MIT; avid artist and educator; focused on creating new materials and devices for information technology.



**MARIA PIA
RODRIGUEZ
SALAZAR**
*PhD in cell biology at
Duke*

Born in Bolivia to Peruvian parents; BA from UNC-Chapel Hill; advocated for equal tuition for undocumented students; helped develop stem-cell based therapy currently in early clinical trials.



RIANA SHAH
*MPA/MBA at Harvard
& MIT*

Born in India; came to the US at 14; BA from Swarthmore; worked in strategy consulting; podcast host; co-founder of Ethix.AI, an AI upskilling enterprise that combats algorithmic bias.



**ERIC HOYEON
SONG**
*MD/PhD in immunology
at Yale*

Born in South Korea; moved to California at age 8; BS from USC; MS from Johns Hopkins; researching novel methods to help brain tumor patients.



ERIC D. SUN
*PhD in biomedical
informatics at Stanford*

Born in rural Colorado to Chinese immigrants; BS/MS from Harvard; studies the biology of aging using mathematical and computational methods.



WENDY SUN
*MD/PhD in neuroscience
at Harvard*

Born in China and raised in the US; studied food choice and behavioral change at Yale; investigating cognitive methods to improve diet-related disease treatment.



ANTHONY TABET
*PhD in chemical
engineering at MIT*

Raised in Lebanon and the US; BS from the University of Minnesota; chemistry MPhil from Cambridge; creating brain-machine interfaces to treat cancer.



JASON KU WANG
MD at Harvard & MIT

Raised in the US and China; 6 first-authored papers while at Stanford; studied health tech in China as a Schwarzman Scholar; improving medicine through computer science.



JI SU YOO
*PhD in information
systems & management
at UC Berkeley*

Born in Brazil; raised in Bolivia before moving to California; AB from Harvard; studies the intersection of technology and inequality; advocates for diversity in tech.



2020 GREAT
COLLEGES
TO WORK FOR®

2020
WORKPLACE
RECOGNITION

A Special Advertising Supplement to The Chronicle of Higher Education

13th Annual Survey

PARTICIPATION BY THE NUMBERS

**OVER 96,000
EMPLOYEES SURVEYED**

42.5%
RESPONDED

57.5%
NO RESPONSE

127 FOUR-YEAR COLLEGES

94 TWO-YEAR COLLEGES

RESPONDENTS BY CATEGORY

6,029
ADMINISTRATORS

7,559
NON-EXEMPT STAFF

12,819
EXEMPT STAFF

12,990
FACULTY

1,522
ADJUNCTS

HOW THE SURVEY WAS CONDUCTED

The Great Colleges to Work For survey received responses from almost 41,000 people at 221 institutions: 127 four-year colleges and universities and 94 two-year colleges. All accredited institutions in the United States with an enrollment of at least 500 were invited to participate, at no cost to them.

The survey was sent to over 96,000 employees, with an overall response rate of 42.5 percent. Of the responses received, 6,029 of them were administrators, 12,990 were faculty, 12,819 were exempt staff, 7,559 were non-exempt staff, and 1,522 were adjunct faculty.

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

The assessment had two components: a questionnaire about institutional characteristics and a faculty/staff questionnaire about individuals' evaluations of their institutions. The assessment also included an analysis of demographic data and workplace policies, including benefits, at each participating college. The questionnaires were administered online in the spring.

In the faculty/staff questionnaire, people responded to 60 statements using a five-point scale, ranging from "strongly agree" to "strongly disagree." The statements were categorized into various dimensions and from those the Great Colleges recognition categories, such as collaborative governance and work/life balance, were determined.

To select the colleges to be recognized in each category, we divided the applicant pool into two classifications: four-year institutions and two-year institutions. Within each, there were three groups, based on total enrollment: small (500 to 2,999 students), medium (3,000 to 9,999), and large (more than 10,000).

Recognition in each Great Colleges category, except for diversity, was given to the 10 highest-scoring institutions in each size for four-year colleges, and the four highest-scoring institutions in each size for two-year colleges. In the diversity category, three four-year and three two-year colleges were recognized.

Honor Roll status, for four-year colleges, was given to the 10 institutions in each size that were cited most often across all of the recognition categories. For two-year colleges, Honor Roll status was given to the four institutions that were cited most often in each size category.

The 12 Great Colleges Recognition Categories

► Collaborative Governance

This survey factor captures information specifically related to collaborative governance and the quality of faculty, administration and staff relations. Five statements comprise this dimension, including, *“The role of faculty in shared governance is clearly stated and publicized.”*

► Compensation & Benefits

Multiple statements address the effectiveness of the benefits offered (*“This institution’s benefits meet my needs”*), and the perception that one is compensated fairly (*“I am paid fairly for my work”*). The entire benefit-specific component of the employee survey is also taken into consideration.

► Confidence in Senior Leadership

Senior leadership was defined as the most senior members of the institution (e.g. *Chancellor or President and those who directly report to them*). There are six statements on the survey that directly reference senior leadership, one example being, *“Senior leadership provides a clear direction for this institution’s future.”*

► Diversity

This category is based on the responses across three statements including, *“This institution has clear and effective procedures for dealing with discrimination.”* We evaluate the responses across specific demographic groups (e.g. *Race/Ethnicity*) and also review the various systems and policies detailed in the ModernThink Institution Questionnaire®.

► Facilities, Workspace and Security

Three statements comprise this category, notably, *“The institution takes reasonable steps to provide a safe and secure environment for the campus.”*

► Job Satisfaction

Three statements in the employee survey assess job fit, autonomy and resources, for example, *“I am provided the resources I need to be effective in my job.”*

► Professional/Career Development Programs

Support for the professional development of faculty/staff is critical both in terms of building organizational capacity and acknowledging and supporting individual development needs. There are four statements in this dimension including, *“I am given the opportunity to develop my skills at this institution.”*

► Respect & Appreciation

Four statements on the survey provide insight into the degree to which employees feel valued. Additionally, we collect information regarding both informal and formal systems that ultimately impact to what extent employees feel appreciated and respected. Among the survey statements in this dimension is, *“I am regularly recognized for my contributions.”*

► Supervisor/Department Chair Relationship

There has been significant research measuring the importance of the relationship an employee has with his or her supervisor or direct report. Accordingly, there are seven statements that measure managerial competencies and the health of this important relationship, such as, *“My supervisor/department chair makes his/her expectations clear.”*

► Teaching Environment (Faculty Only)

Three statements provide insight into teaching environment, including, *“There is appropriate recognition of innovative and high quality teaching.”*

► Tenure Clarity & Process

(4-year Only, Faculty Only)

Like the Teaching Environment category, Tenure Clarity & Process offers insight into the faculty experience specifically. Four statements comprise this dimension including, *“I understand the necessary requirements to advance my career.”*

► Work/Life Balance

This recognition category is based on two factors: the combined results of three specific survey statements, notably, *“This institution’s policies and practices give me the flexibility to manage my work and personal life,”* along with satisfaction with benefits like Work/Life Balance programs and Vacation/PTO.



“The administration lives the values that they preach.”

- Employee Response to the Great Colleges Faculty/Staff Survey, from Arkansas State University Mid-South

LEADING IN GOOD TIMES AND BAD

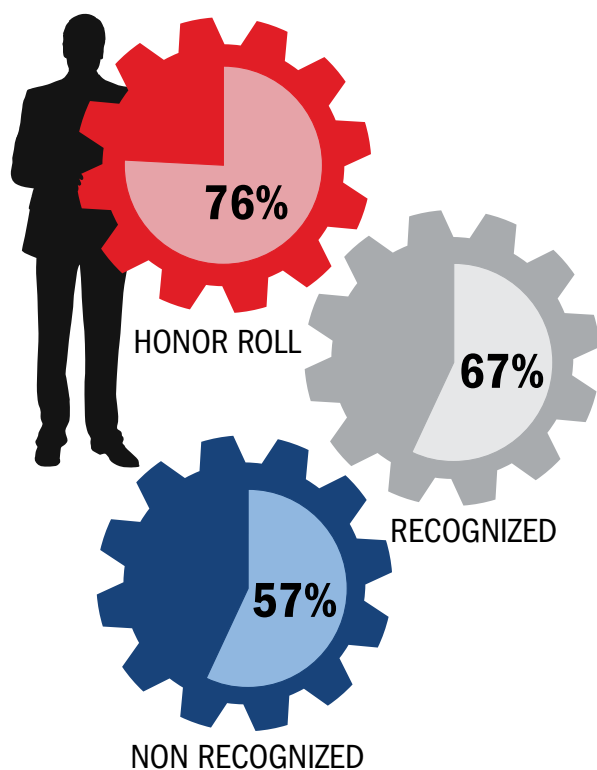
By Rich Boyer, ModernThink Managing Partner

The 2020 Great Colleges to Work For program officially launched the faculty/staff survey on March 9th. By the end of that week, colleges across the country announced their plans to send students home for the semester and transition to remote learning options. The situation was unprecedented and for many institutions, largely unanticipated in any of their various risk management scenarios. Despite the uncertainty and the chaos of the moment, 221 institutions chose to proceed with their participation in the Great Colleges to Work For program.

For many institutions, the challenges of the 2007-2009 Great Recession pale in comparison to the impact of the Covid-19 pandemic. There literally was no playbook for the combination of a global pandemic, economic recession, and social unrest that struck this spring. It's often been said that truly great workplaces, and those on the journey to become one, stand by their commitment to employee engagement, workplace quality and organization culture in good times, and in bad. The Covid-19 pandemic has put that aphorism to the test. As evidenced by actions at many of the institutions participating in the 2020 Great Colleges to Work For program, as well as other exemplars, those that successfully navigate disruptive challenges and existential threats often do so by relying on a formula that includes empathy, partnership, and above all, communication.

STATEMENT 41:

Senior leadership communicates openly about important matters.



Percent "Strongly Agree" or "Agree"

Over the summer months my colleagues and I listened to and read countless interviews and panels with Presidents, Chancellors and other senior leaders discussing their strategies and priorities in the midst of pandemic uncertainty. As might be expected, enrollment challenges, in-person vs. remote instruction, athletics, budget shortfalls, layoffs, furloughs and cutbacks were all regular topics. Also, and regularly "top of list," was a concern for the impact on, and well-being of, students, faculty, staff and other community members.

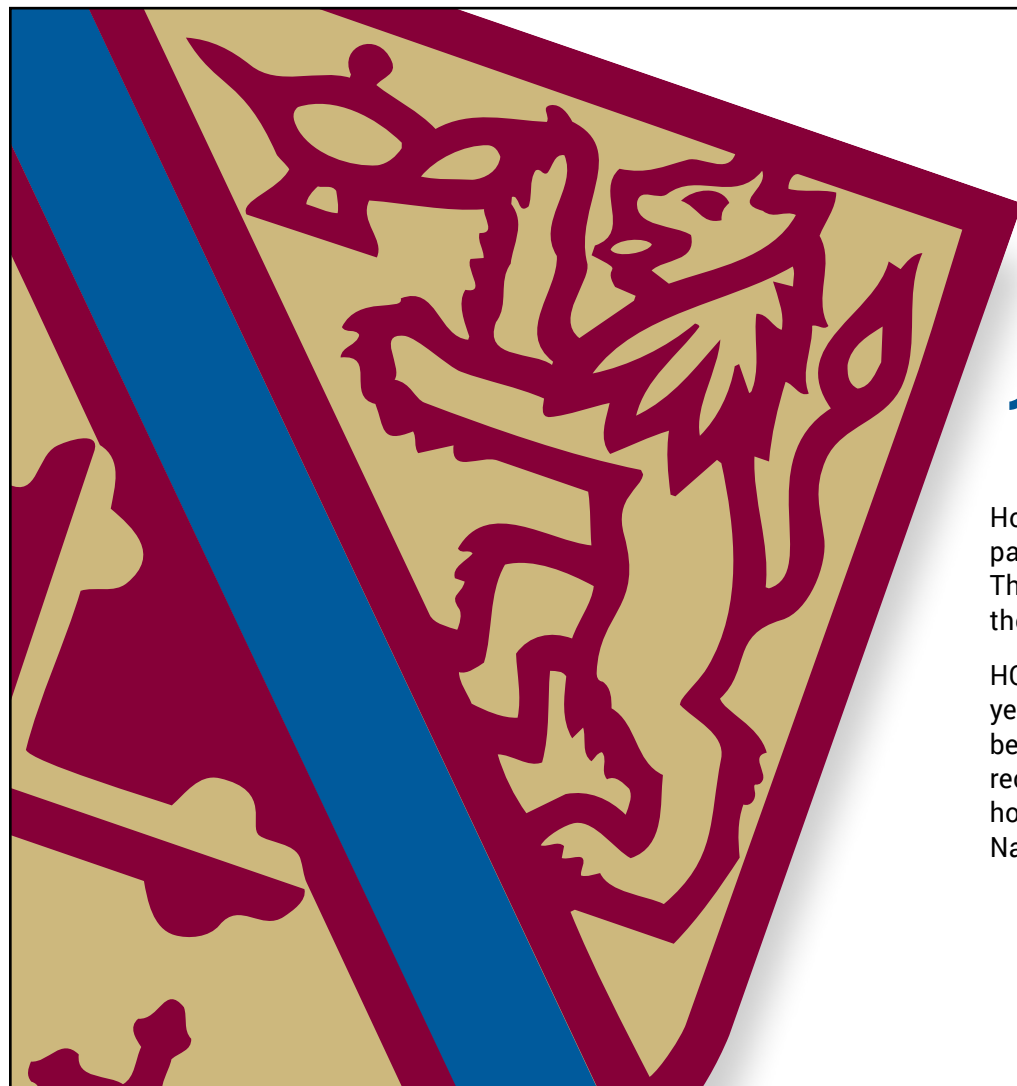
In "Leading an Institution Into the Future," a virtual forum hosted by *The Chronicle of Higher Education* this summer, President of Robert Morris University Christopher Howard offered his perspective:

"My advice to leaders is to understand that this is going to be a marathon with sprints in between. And you have to be very deliberate and intentional about making sure your people are OK. One of the things we have to do sometimes is say, how are you doing? Call your staff members and their vice chancellors and vice presidents. They're not supermen or superwomen. Be there to support them."

Many of the 221 institutions in this year's program cited being able to leverage the survey process as a communication tool as a reason for their continued participation in the program in the midst of the pandemic. Over the summer, many other institutions surveyed faculty and staff to better understand their concerns prior to making decisions about the fall semester. Some colleges deployed Request for Accommodation forms to better understand faculty needs and preferences within the context of a given individual's COVID-19 health risks. And countless are the examples of regular Presidential updates via Covid-19 specific websites, community emails, videos and even Twitter.

Whatever the mechanism or forum, it is critical to keep not just the channels of communication open, but to ensure that the critical information is flowing in all the many necessary directions: top down, bottom up, horizontally and diagonally. Such fluidity often goes against the vertically-siloed mentality so commonly found in our colleges and universities today.

In the midst of the Great Recession, we saw many leaders struggle with how to communicate effectively in the face of so much uncertainty without having all, if any, of the answers. We learned from the 2008-2012 Great Colleges to Work For programs that at the best workplaces, senior leaders were fiercely dedicated to consistent and transparent communication, *especially* when they did not have all the answers. Strong leadership requires courage, and committing to sharing information, "telling the story," and soliciting input now will provide a solid foundation for the next era of higher education.



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Howard Community College faculty and staff are passionate about providing pathways to success. The "Great Colleges to Work For" award recognizes their talent and commitment to students.

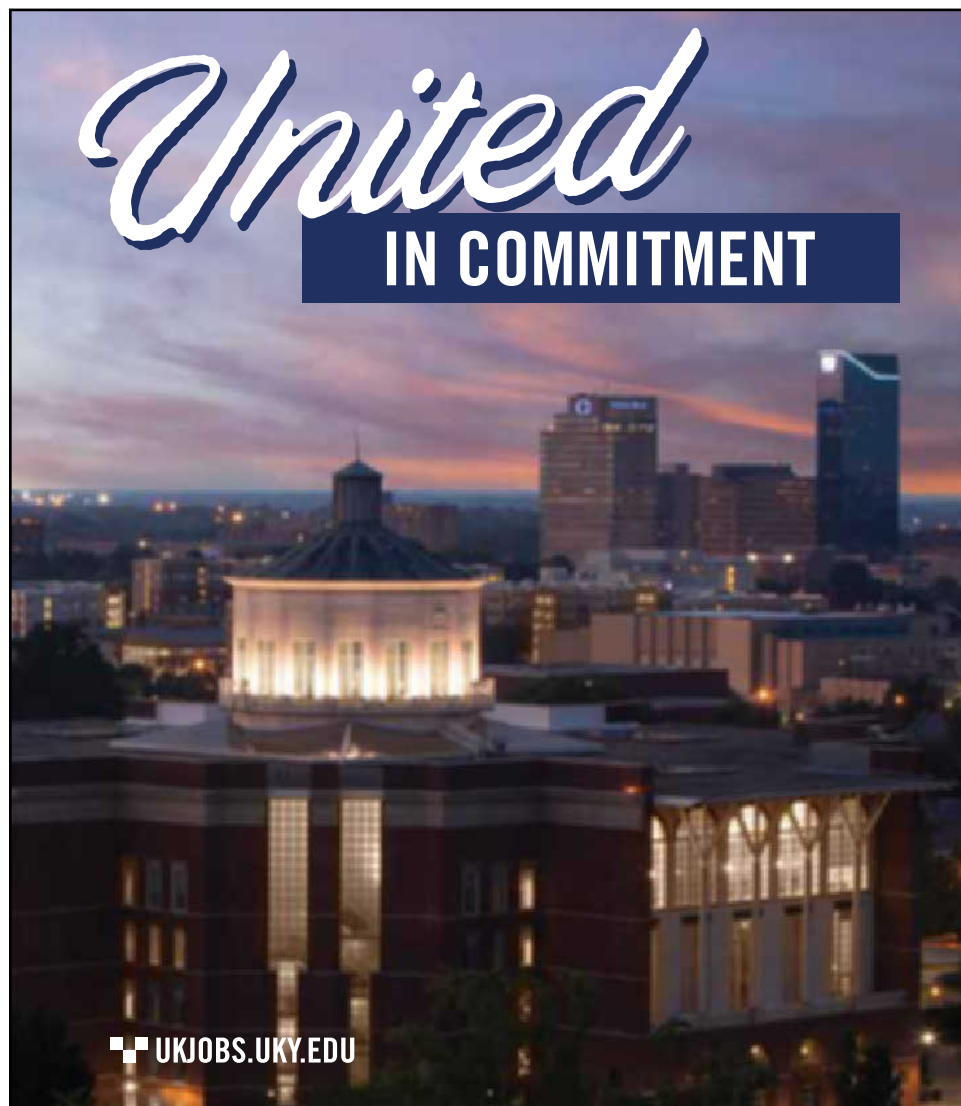
HCC has received this award every year that community colleges have been eligible. Also this year, HCC received another outstanding honor—the Malcolm Baldrige National Quality Award!



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

Perhaps that's why, once again, the University of Kentucky was named a Great College to Work For.



2020 HONOR ROLL

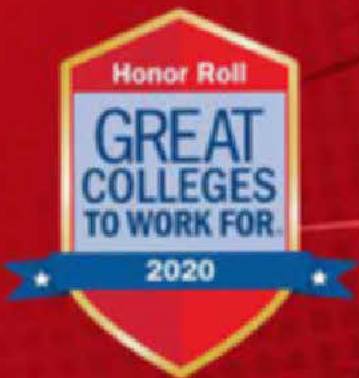
Alphabetical list of institutions sorted by 4yr/2yr and Small, Medium, Large, including the categories in which each is recognized.

	Collaborative Governance	Compensation & Benefits	Confidence in Senior Leadership	Diversity	Facilities, Workspace & Security	Job Satisfaction
4-Year Institutions						
SMALL (500 to 2,999 students)						
John Brown University						
Marietta College						
McPherson College						
Mount St. Joseph University						
Nebraska Methodist College of Nursing and Allied Health						
Roberts Wesleyan College						
Sentara College of Health Sciences						
Texas Lutheran University						
University of Maine at Presque Isle						
West Virginia School of Osteopathic Medicine						
MEDIUM (3,000 to 9,999 students)						
Abilene Christian University						
Anderson University						
Bellevue University						
Endicott College						
Francis Marion University						
Lynn University						
Regent University						
Rollins College						
University of North Alabama						
University of the Incarnate Word						
LARGE (10,000 or more students)						
Angelo State University						
Baylor University						
Florida International University						
Mississippi State University						
Southern New Hampshire University						
Texas Christian University						
UMBC						
University of Kentucky						
University of Notre Dame						
University of West Florida						
2-Year Institutions						
SMALL (500 to 2,999 students)						
North Florida College						
Panola College						
Rappahannock Community College						
Southwest Mississippi Community College						
MEDIUM (3,000 to 9,999 students)						
Central Lakes College						
Copiah-Lincoln Community College						
Indian Hills Community College						
McLennan Community College						
LARGE (10,000 or more students)						
Collin College						
Delaware County Community College						
Lone Star College System						
Santiago Canyon College						

[illegible]

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*The work of our faculty and
staff creates the possibilities our
students believe in every day.*

*We thank you for your
commitment and because of you,
we are proud to be recognized as a
2020 Great College to Work For®.*



	Administration	Faculty	Exempt Professional Staff	Non-Exempt Staff
I am given the responsibility and freedom to do my job.	88%	84%	86%	85%
I am provided the resources I need to be effective in my job.	74%	64%	72%	73%
When I offer a new idea, I believe it will be fully considered.	78%	65%	70%	67%
I understand the necessary requirements to advance my career.	77%	79%	64%	65%
I am paid fairly for my work.	69%	51%	53%	47%
We have opportunities to contribute to important decisions in my department.	83%	74%	72%	66%
Senior leadership provides a clear direction for this institution's future.	74%	59%	66%	67%
Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.	79%	63%	70%	68%
The role of faculty in shared governance is clearly stated and publicized.	79%	63%	72%	71%
Senior leadership communicates openly about important matters.	74%	58%	65%	65%
This institution's policies and practices ensure fair treatment for faculty, administration and staff.	78%	63%	69%	67%
This institution's policies and practices give me the flexibility to manage my work and personal life.	84%	75%	80%	81%
I believe what I am told by senior leadership.	79%	61%	71%	69%
This institution is well run.	77%	61%	69%	68%
This institution's culture is special - something you don't find just anywhere.	79%	67%	73%	71%
All things considered, this is a great place to work.	87%	74%	82%	81%

13 YEARS

Honor Roll

GREAT COLLEGES TO WORK FOR

2020

After 13 years of recognition — 10 on the Honor Roll — we couldn't be more proud. Now, more than ever, our faculty and staff have shown us that SNHU is more than a great college to work for — it's a great college. Thanks to everyone who went the extra mile for our students. We can't wait to see where you take us next.

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Together, we create healthy communities.

A great place to work.

A great place to teach.

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College of Health Sciences

College of Pharmacy

College of Graduate Nursing

College of Veterinary Medicine

College of Dental Medicine

College of Optometry

College of Podiatric Medicine

Graduate College of Biomedical Sciences

Western University of Health Sciences

GREAT COLLEGES TO WORK FOR

Recognized

www.westernu.edu

A Special Advertising Supplement to The Chronicle of Higher Education 08

Workplace Recognition List

The 13th annual Great Colleges to Work For assessment was administered in the spring of 2020 by ModernThink. Employee surveys and the Institution Questionnaire were completed online by program participants, the results were compiled, and analysis followed to determine the recognized institutions. The list of colleges recognized, and the categories in which each was honored, follows below.

Abilene Christian University

ABILENE, TX | WWW.ACUI.EDU



RECOGNITION IN 5 CATEGORIES

Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Supervisor/Department Chair Relationship; Work/Life Balance

Anderson University

ANDERSON, SC | WWW.ANDERSONUNIVERSITY.EDU



RECOGNITION IN 8 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process

Angelo State University

SAN ANGELO, TX | WWW.ANGELO.EDU



RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

Arkansas State University Mid-South

WEST MEMPHIS, AR | WWW.ASUMIDSOUTH.EDU

RECOGNITION IN 1 CATEGORY

Facilities, Workspace & Security

Baylor University

WACO, TX | WWW.BAYLOR.EDU



RECOGNITION IN 9 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance

Bellevue University

BELLEVUE, NE | WWW.BELLEVUE.EDU



RECOGNITION IN 7 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance

Blue Ridge Community College (VA)

WEYERS CAVE, VA | WWW.BRCC.EDU

RECOGNITION IN 3 CATEGORIES

Facilities, Workspace & Security; Professional/Career Development Programs; Work/Life Balance

Central Lakes College

BRAINERD, MN | WWW.CLCMN.EDU



RECOGNITION IN 5 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Respect & Appreciation; Teaching Environment

Central Virginia Community College

LYNCHBURG, VA | WWW.CVCC.VCCS.EDU

RECOGNITION IN 2 CATEGORIES

Collaborative Governance; Teaching Environment

College of the Ozarks

POINT LOOKOUT, MO | WWW.COFO.EDU

RECOGNITION IN 1 CATEGORY

Compensation & Benefits

Collin College

MCKINNEY, TX | WWW.COLLIN.EDU



RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Community College of Beaver County

MONACA, PA | WWW.CCBC.EDU

RECOGNITION IN 1 CATEGORY

Compensation & Benefits

Copiah-Lincoln Community College

WESSON, MS | WWW.COLIN.EDU



RECOGNITION IN 5 CATEGORIES

Confidence in Senior Leadership; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance

Covenant College

LOOKOUT MTN, GA | WWW.COVENANT.EDU

RECOGNITION IN 3 CATEGORIES

Job Satisfaction; Supervisor/Department Chair Relationship; Tenure Clarity & Process

Dalton State College

DALTON, GA | WWW.DALTONSTATE.EDU

RECOGNITION IN 2 CATEGORIES

Professional/Career Development Programs; Supervisor/Department Chair Relationship

Delaware County Community College

MEDIA, PA | WWW.DCCC.EDU



RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Diversity; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Embry-Riddle Aeronautical University - DB and PR

DAYTONA BEACH, FL | WWW.ERAU.EDU

RECOGNITION IN 4 CATEGORIES

Compensation & Benefits; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation

Endicott CollegeBEVERLY, MA | WWW.ENDICOTT.EDU**RECOGNITION IN 5 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Facilities, Workspace & Security; Respect & Appreciation; Teaching Environment

Fletcher Technical Community CollegeSCHRIEVER, LA | WWW.FLETCHER.EDU**RECOGNITION IN 2 CATEGORIES**

Professional/Career Development Programs; Work/Life Balance

Florida International UniversityMIAMI, FL | WWW.FIU.EDU**RECOGNITION IN 11 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Diversity; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Francis Marion UniversityFLORENCE, SC | WWW.FMARION.EDU**RECOGNITION IN 11 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

Gannon UniversityERIE, PA | WWW.GANNON.EDU**RECOGNITION IN 3 CATEGORIES**

Facilities, Workspace & Security; Professional/Career Development Programs; Tenure Clarity & Process

Hofstra UniversityHEMPSTEAD, NY | WWW.HOFSTRA.EDU**RECOGNITION IN 4 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Supervisor/Department Chair Relationship; Tenure Clarity & Process

Howard Community CollegeCOLUMBIA, MD | WWW.HOWARDCC.EDU**RECOGNITION IN 1 CATEGORY**

Facilities, Workspace & Security

Indian Hills Community CollegeOTTUMWA, IA | WWW.INDIANHILLS.EDU**RECOGNITION IN 5 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Job Satisfaction; Supervisor/Department Chair Relationship

Indiana TechFORT WAYNE, IN | WWW.INDIANATECH.EDU**RECOGNITION IN 3 CATEGORIES**

Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security

John Brown UniversitySILOAM SPRINGS, AR | WWW.JBU.EDU**RECOGNITION IN 10 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Kent State UniversityKENT, OH | WWW.KENT.EDU**RECOGNITION IN 3 CATEGORIES**

Confidence in Senior Leadership; Facilities, Workspace & Security; Work/Life Balance

Lander UniversityGREENWOOD, SC | WWW.LANDER.EDU**RECOGNITION IN 1 CATEGORY**

Supervisor/Department Chair Relationship

Logan UniversityCHESTERFIELD, MO | WWW.LOGAN.EDU**RECOGNITION IN 3 CATEGORIES**

Compensation & Benefits; Facilities, Workspace & Security; Work/Life Balance

Loma Linda UniversityLOMA LINDA, CA | HOME.LLU.EDU**RECOGNITION IN 3 CATEGORIES**

Confidence in Senior Leadership; Job Satisfaction; Work/Life Balance

Lone Star College SystemTHE WOODLANDS, TX | WWW.LONESTAR.EDU**RECOGNITION IN 11 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Diversity; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Lubbock Christian UniversityLUBBOCK, TX | WWW.LCU.EDU**RECOGNITION IN 4 CATEGORIES**

Respect & Appreciation; Supervisor/Department Chair Relationship; Tenure Clarity & Process; Work/Life Balance

Lynn UniversityBOCA RATON, FL | WWW.LYNN.EDU**RECOGNITION IN 10 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Marietta CollegeMARIETTA, OH | WWW.MARIETTA.EDU**RECOGNITION IN 10 CATEGORIES**

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

McLennan Community CollegeWACO, TX | WWW.MCLENNAN.EDU**RECOGNITION IN 5 CATEGORIES**

Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Teaching Environment

McPherson College

MCPHERSON, KS | WWW.MCPHERSON.EDU

RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance



Millersville University of Pennsylvania

MILLERSVILLE, PA | WWW.MILLERSVILLE.EDU

RECOGNITION IN 3 CATEGORIES

Compensation & Benefits; Teaching Environment; Tenure Clarity & Process

Mississippi Gulf Coast Community College

PERKINSTON, MS | WWW.MGCCC.EDU

RECOGNITION IN 4 CATEGORIES

Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment

Mississippi State University

MISSISSIPPI STATE, MS | WWW.MSSTATE.EDU

RECOGNITION IN 7 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Professional/Career Development Programs; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process



Mississippi University for Women

COLUMBUS, MS | WWW.MUW.EDU

RECOGNITION IN 4 CATEGORIES

Job Satisfaction; Professional/Career Development Programs; Teaching Environment; Tenure Clarity & Process

Mount St. Joseph University

CINCINNATI, OH | WWW.MSJ.EDU

RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance



Nebraska Methodist College of Nursing and Allied Health

OMAHA, NE | WWW.METHODISTCOLLEGE.EDU

RECOGNITION IN 8 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance



North Florida College

MADISON, FL | WWW.NFC.EDU

RECOGNITION IN 6 CATEGORIES

Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance



Northeast Mississippi Community College

BOONEVILLE, MS | WWW.NEMCC.EDU

RECOGNITION IN 2 CATEGORIES

Job Satisfaction; Work/Life Balance

Northeast Texas Community College

MOUNT PLEASANT, TX | WWW.NTCC.EDU

RECOGNITION IN 2 CATEGORIES

Compensation & Benefits; Confidence in Senior Leadership

Panola College

CARTHAGE, TX | WWW.PANOLA.EDU

RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance



Parker University

DALLAS, TX | WWW.PARKER.EDU

RECOGNITION IN 3 CATEGORIES

Compensation & Benefits; Respect & Appreciation; Supervisor/Department Chair Relationship

Patrick Henry Community College

MARTINSVILLE, VA | WWW.PATRICKHENRY.EDU

RECOGNITION IN 2 CATEGORIES

Confidence in Senior Leadership; Job Satisfaction

Quinnipiac University

HAMDEN, CT | WWW.QU.EDU

RECOGNITION IN 3 CATEGORIES

Collaborative Governance; Compensation & Benefits; Tenure Clarity & Process

Rappahannock Community College

GLENNS, VA | WWW.RAPPAHANNOCK.EDU

RECOGNITION IN 6 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment



Regent University

VIRGINIA BEACH, VA | WWW.REGENT.EDU

RECOGNITION IN 9 CATEGORIES

Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance



Resurrection University

CHICAGO, IL | WWW.RESU.EDU

RECOGNITION IN 3 CATEGORIES

Compensation & Benefits; Professional/Career Development Programs; Teaching Environment

Roberts Wesleyan College

ROCHESTER, NY | WWW.ROBERTS.EDU

RECOGNITION IN 5 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Tenure Clarity & Process; Work/Life Balance



Rollins College

WINTER PARK, FL | WWW.ROLLINS.EDU

RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance



Saginaw Valley State University

UNIVERSITY CENTER, MI | WWW.SVSU.EDU

RECOGNITION IN 2 CATEGORIES

Compensation & Benefits; Facilities, Workspace & Security

Santiago Canyon College

ORANGE, CA | WWW.SCCOLLEGE.EDU



RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Diversity; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Sentara College of Health Sciences

CHESAPEAKE, VA | WWW.SENTARA.EDU



RECOGNITION IN 9 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

Southern New Hampshire University

MANCHESTER, NH | WWW.SNHU.EDU



RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Diversity; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Work/Life Balance

Southside Virginia Community College

ALBERTA, VA | WWW.SOUTHSIDE.EDU

RECOGNITION IN 3 CATEGORIES

Job Satisfaction; Supervisor/Department Chair Relationship; Work/Life Balance

Southwest Mississippi Community College

SUMMIT, MS | WWW.SMCC.EDU



RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Work/Life Balance

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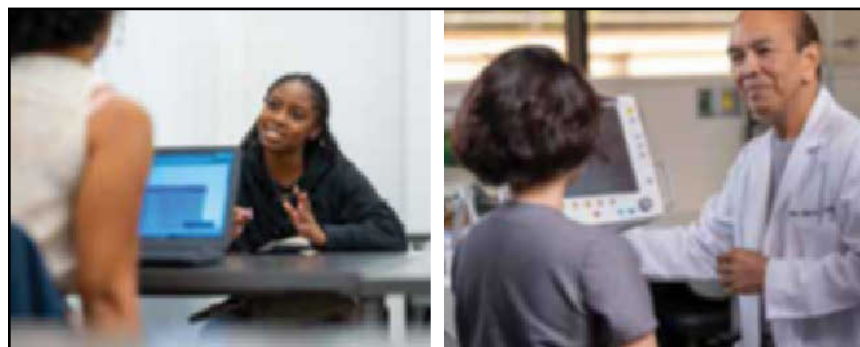
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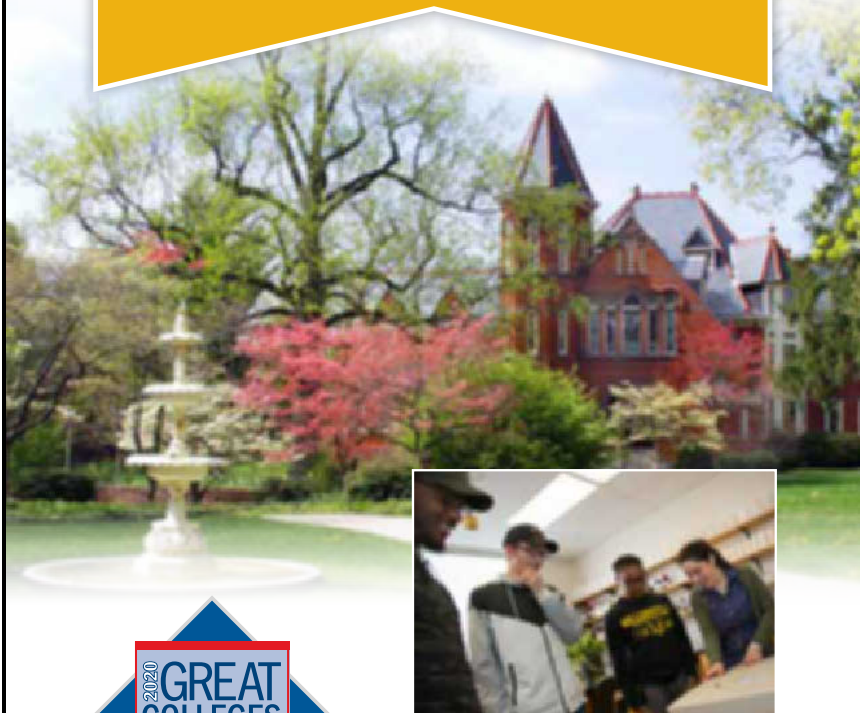


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St. Louis College of Pharmacy

SAINT LOUIS, MO | WWW.STLCOP.EDU

RECOGNITION IN 1 CATEGORY

Facilities, Workspace & Security

Texas Christian University

FORT WORTH, TX | WWW.TCU.EDU

RECOGNITION IN 6 CATEGORIES

Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Supervisor/Department Chair Relationship; Teaching Environment

Texas Lutheran University

SEGUIN, TX | WWW.TLU.EDU

RECOGNITION IN 5 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process

UMBC

BALTIMORE, MD | WWW.UMBC.EDU

RECOGNITION IN 7 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Diversity; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of Colorado Colorado Springs

COLORADO SPRINGS, CO | WWW.UCCS.EDU

RECOGNITION IN 5 CATEGORIES

Collaborative Governance; Job Satisfaction; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process

University of Kentucky

LEXINGTON, KY | WWW.UKY.EDU

RECOGNITION IN 8 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of Maine at Presque Isle

PRESQUE ISLE, ME | WWW.UMPI.EDU

RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of Mississippi

UNIVERSITY, MS | WWW.OLEMISS.EDU

RECOGNITION IN 5 CATEGORIES

Job Satisfaction; Professional/Career Development Programs; Supervisor/Department Chair Relationship; Tenure Clarity & Process; Work/Life Balance

University of North Alabama

FLORENCE, AL | WWW.UNA.EDU

RECOGNITION IN 10 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of Notre Dame

NOTRE DAME, IN | WWW.ND.EDU

RECOGNITION IN 10 CATEGORIES

Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of the Incarnate Word

SAN ANTONIO, TX | WWW.UIW.EDU

RECOGNITION IN 8 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

University of West Florida

PENSACOLA, FL | WWW.UWF.EDU

RECOGNITION IN 11 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Supervisor/Department Chair Relationship; Teaching Environment; Tenure Clarity & Process; Work/Life Balance

Victoria College

VICTORIA, TX | WWW.VICTORIANCOLLEGE.EDU

RECOGNITION IN 3 CATEGORIES

Collaborative Governance; Facilities, Workspace & Security; Respect & Appreciation

West Virginia School of Osteopathic Medicine

LEWISBURG, WV | WWW.WVSOM.EDU

RECOGNITION IN 9 CATEGORIES

Collaborative Governance; Compensation & Benefits; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect & Appreciation; Teaching Environment; Tenure Clarity & Process

Western Dakota Technical Institute

RAPID CITY, SD | WWW.WDT.EDU

RECOGNITION IN 2 CATEGORIES

Collaborative Governance; Teaching Environment

Western University of Health Sciences

POMONA, CA | WWW.WESTERNU.EDU

RECOGNITION IN 3 CATEGORIES

Compensation & Benefits; Respect & Appreciation; Work/Life Balance

Western Washington University

BELLINGHAM, WA | WWW.WWU.EDU

RECOGNITION IN 2 CATEGORIES

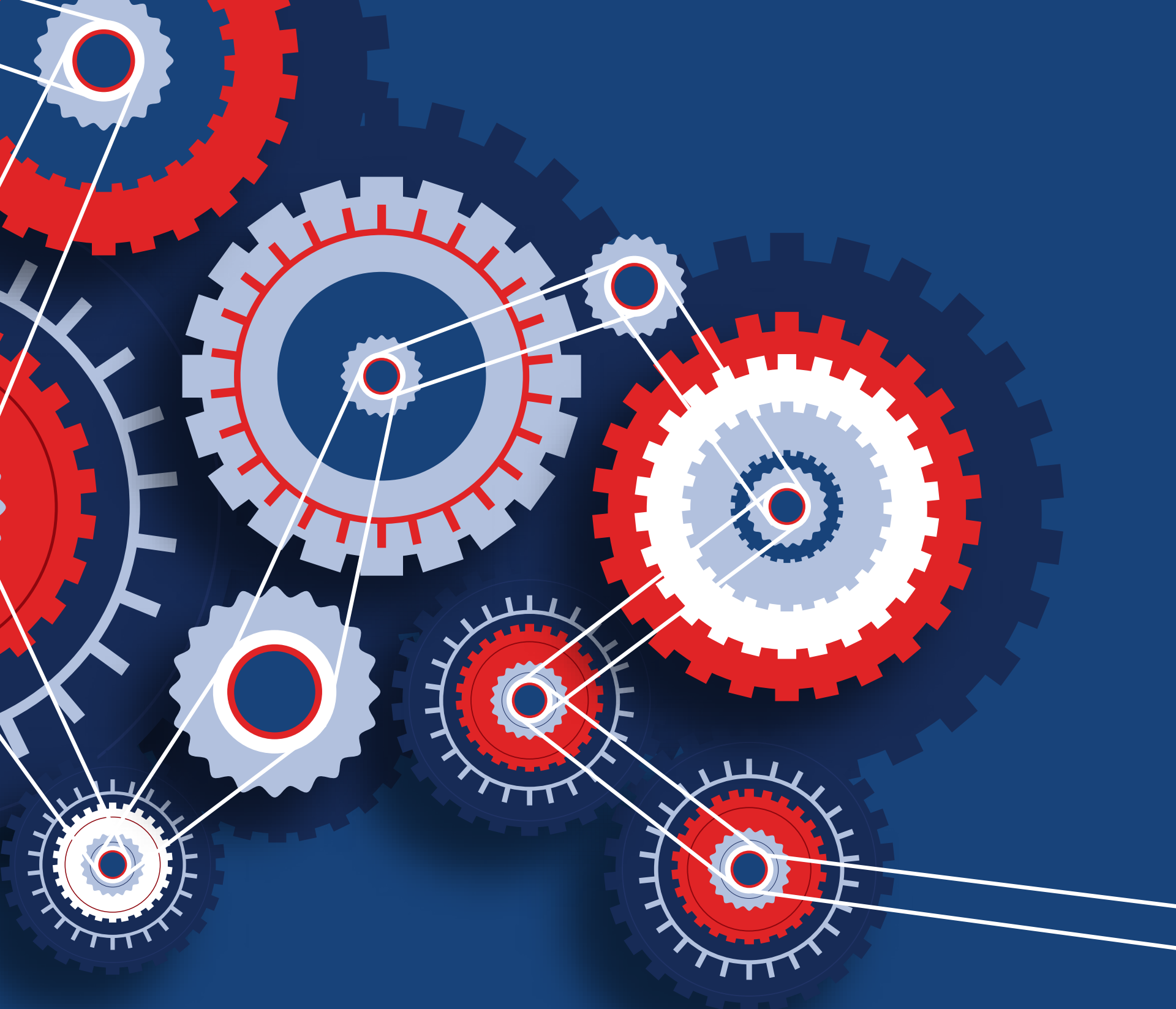
Teaching Environment; Tenure Clarity & Process

Widener University

CHESTER, PA | WWW.WIDENER.EDU

RECOGNITION IN 4 CATEGORIES

Collaborative Governance; Confidence in Senior Leadership; Teaching Environment; Tenure Clarity & Process



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Slouching Toward Equity

The lonely task of the chief diversity officer.

BY MAXIMILLIAN ALVAREZ

WE WILL REMEMBER this summer. To remember it will hurt, because what we have gone through, what we are still going through, involves a lot of pain. It is that very pain that has pushed the summer of 2020 deep into the soft tissue of our collective memory, that has made it stick to the walls of unforgetting. As with any moment of great and terrible political possibility, though, how we will remember all this — as a turning point, good or bad, or as a squashed carcass on the highway of historical sameness — is up to us, all of us, and what we do now. And, if nothing else, the mass protests for racial justice have been a painfully clear message that *something* needs to be done.

It is impossible, of course, to confine to the realm of higher education a discussion about what that something must be. Because what we are discussing cuts to the very core of who we are as a society and what world we deserve to live in. Nevertheless, as institutions that historically reflect, articulate, and advance societal values, and as institutions that employ or enroll a significant swath of the population, colleges are a critical organ in the body poli-

tic — and how they respond to social upheaval bears directly on its short- and long-term health.

Within colleges themselves, much of the responsibility for informing such institutional responses falls, directly or indirectly, on the chief diversity officer, or CDO. However, as Robert M. Sellers, vice provost for equity and inclusion and chief diversity officer at the University of Michigan at Ann Arbor, wrote in *The Chronicle Review* in June, doing this work can be professionally and psychologically exhausting, especially for diversity officers who are themselves navigating the very discriminatory and unjust social tensions they are charged with addressing. Thus, while protesters and police officers took to the streets around the country, Sellers's essay provided a necessary opportunity for CDOs to speak frankly about the roles they play, and the struggles they face, in higher education.

The Chronicle Review spoke recently with Sellers and Robin Means Coleman, vice president and associate provost for diversity at Texas A&M University at College Station, about the task of the CDO today.

THE REVIEW

Robert M. Sellers: I wrote “How Long Must We Wait?” for two reasons. First, I was trying to capture what I was actually experiencing in the moment. This was maybe a couple of days after the murder of George Floyd, and it was in the context of Covid. I was just trying to come to grips with a whole bunch of feelings and trying to answer the question: Why? Why continue to do the work that I’m doing? Why not just say, “To hell with it”? What are we even working for? And that “Why?” comes from a number of different places.

It’s not that George Floyd’s murder was shocking — and I hate to say that. There was no surprise. And besides the murder, you also had at the time, with Covid, about 25,000 Black folks who had died — and who wouldn’t have died if they were white (if you look at racial disparities, risk factors, etc.). All of those things were sort of swirling, and writing that piece was a way for me to try to capture that, to describe that feeling, and, if nothing else, if there was somebody else out there having that same set of feelings, to let them know they weren’t alone. It was also important for me to try

seeing the start of what I refer to as BLM 2020. And I think that’s important because we’ve done BLM ’19 and ’18 and ’17. This has been a long trajectory — from 1619 to 1819 to 2019.

In Texas, where I am, there has already been action and movement, going all the way back to the death of Sandra Bland while she was in police custody. Bland’s death was a story we knew very intimately. The officer who first pulled Sandra Bland over is a Texas A&M alum (we call them “former students” here). Bland was driving back to Prairie View A&M, which is part of our system. So, we’re just all over that story.

On top of that, there was a lot going on here, including heated debates about Confederate statues, particularly a statue of a former A&M president, Lawrence Sullivan Ross, which sits in the middle of our campus. Ross was a Confederate general who, in some historical retellings presented by scholars, led a massacre of Native Americans. There is some debate about whether Ross was actually a card-carrying member of the Klan or, you know, just sort of Klan-adjacent (as if this is the main thing that needs to be debated. ...). Defenders of Ross argue that he was integral to the founding of Prairie View A&M, which is a historically Black college, but others respond by pointing out that that was because he didn’t let Black folks into Texas A&M.

So it’s a very frantic, urgent moment as people are trying to figure out how to make meaning of what’s happening. And it was hard for me to realize that some still needed to figure out how to make meaning of it. I watched a murder video. I watched video of George Floyd being murdered by the police. What’s to figure out?

It’s clear to me what happened and what this means for the family of George Floyd — who is also, by the way, part of the Texas A&M system. He was a student at Texas A&M at Kingsville. His son lives minutes away from where I’m sitting right now. All of this is very local and intimate, and we’re involved.

We’ve watched so many of these videos. What part of this still needs to be discussed? Personally and professionally, these things all collided for me in a way that was quite difficult to bear.

Alvarez: Robin, you contextualized everything that’s going on within the institutional history of Texas A&M. And Rob, you’re at Michigan, and these issues are also deeply embedded in the political culture in Ann Arbor: There was the Being Black at UM movement a couple of years back, the protests against the Ann Arbor Police Department and the killing of Aura Rosser — these events prompted demands to reform the university’s relationship with the police department. Given all that context, I wanted to ask: How have your institutions, both historically and in the present moment, played a role in racial injustice?

Sellers: Do you got a week?

Our education system grew out of a country that was founded on chattel slavery, the genocide of Indigenous people for their land (because God told them to), the exploitation of labor — and all of that was based on this central notion that one race was superior to all others. To think the institutions of higher education that emerged from that history could somehow not be connected to institutionalized racism ... it doesn’t make sense. Just about every institution in this system is implicated in some way, shape,

Why? Why continue to do the work that I’m doing? Why not just say, “To hell with it”?

to share that with my team, to try to answer the question of why we are doing what we’re doing.

Writing the piece gave me an opportunity to get some clarity — and to think about my parents. Because, for me, my parents always helped me understand my purpose. And that’s something I really needed in that moment. Without that sense of purpose ... this work is just too goddamn hard.

Maximillian Alvarez: And that came through in the piece you wrote. You expressed this profound exhaustion.

Sellers: Well, I don’t want to make it sound like I’m a writer or anything, but I think, to me, it’s also the story of what it means to be Black in America. Throughout our history, it’s been a long road, and there are times when we make some progress, but we never get where we actually need to be, where we should be, where we deserve to be. And every time something like this kicks off, the fear hits you like, “OK, here we go again ... Will this make a difference? Now that people are seeing [the videos of police brutality], will anything change?” Because every time this happens, your immediate worry is that nothing will really change — but you hope to everything that it will.

Alvarez: And Robin, how have you been processing everything that’s going on? What’s happening where you are?

Robin Means Coleman: With these protests in the streets, we’re

or form. If you can find me one that isn't, I would be happily surprised.

Does higher education contribute to racial injustice? Yes. K-12 education contributes. Preschool contributes. You name it, it contributes to a system of racism. And here's the thing: It doesn't all come down to the people there. One of the struggles that we have — and that I face in my role as chief diversity officer — is that a great deal of focus is put on the concept of "implicit bias." We spend a lot of time doing implicit-bias training, which *is* important and has its place. But the insidious nature of racism is that, when racism is institutionalized, it doesn't matter who's conducting those institutions. What's hard, then, is trying to change a system that perpetuates itself and finding a place to intervene and disrupt the system to the best of your ability.

So, for me, my goal is not necessarily to destroy the University of Michigan from the inside, because I don't have the ability to do that — and, quite frankly, if I did, I don't think that I would. My goal is to try to make the University of Michigan a place that provides opportunities for folks who otherwise wouldn't have them but should have them, and deserve to have them.

You can bring in diverse faculty, staff, and students, but without serving them, all you've done is bring them into an apartheid situation. There are days when I wonder if I'm perpetuating racial injustice by filling this role within this institution. But I made the decision a long time ago that I was going to work within the system. I respect those who choose to work outside the system to try to make change. I don't expect that they will accomplish what I'm attempting to accomplish, and I won't be able to accomplish what they're attempting to accomplish.

Coleman: I think Rob sets up really nicely three key questions: What does a chief diversity officer do? Why do we do this work? And how do we help our institutions effect change?

We're talking right now from the University of Michigan all the way to Texas A&M University. I have been in both spaces, and people will often ask me, "How did you go from a seemingly liberal institution to a stunningly conservative one? Is the work harder in one space or the other?" But those two things don't matter as much as the core mission of the CDO. No matter what the orientation of a given campus is, the CDO's role is to effect change — to "move the needle," as people love to say — and that doesn't just begin and end with improving compositional diversity. Because, no matter how liberal or conservative your institution is, for the most part, you are not going to be reflective of the state that you are sitting in. If your state is 25 percent Latinx-Hispanic, you're not going to be hitting those numbers. If your state is 13 to 15 percent African American, you're not hitting those numbers. It is far more likely across the nation to see 3 percent African American at the faculty, staff, and student levels. And depending on where you're at, you'll probably see 3 percent or less for Latinx-Hispanic. I'm in Texas! Our compositional diversity does not reflect the population of the state.

But the work of diversity, equity, and inclusion goes much farther than compositional diversity. For example, to become a Hispanic-serving institution, you have to hit 25 percent and stay there. That's not Hispanic serving; that's Hispanic enrolling. That's the



job of the CDO — to shift that discourse from enrolling African Americans, enrolling Latinx students, to serving them. (And the CDO's job doesn't just deal with racial diversity; we're also working on issues of gender, ability, neurodiversity, and every sort of identity position.) That's the harder job. Whether you're at the University of Michigan or Texas A&M, it is the *serving* that is the work of the CDO. You can bring in diverse faculty, staff, and students, but without serving them, all you've done is bring them into an apartheid situation.

I will say, though, having worked at Michigan and at Texas A&M, there are some real challenges for CDOs like Rob to do this work at an institution that already thinks it's not racist. Because, as Ibram Kendi says, it's

We can ensure that the end result doesn't inhibit the education and life outcomes of people who look like us.

not enough to just not be racist; you have to be actively antiracist. So don't think Rob's job is any easier just because he's at Michigan — that's still a heavy lift, and in a lot of ways, it's *more* challenging.

As Rob said, and he's absolutely right: There are some who do anti-racist work outside of this sort of administrative system, and there are some who work within it. We need all of them; and we need to do what we can to make sure everyone doing this work feels empowered.

But here's what you don't want (and this speaks to the challenge of the CDO): You don't want us to *not* be in the room. We hear all the time from people on the inside that we are moving too damn fast, and we hear all the time from people on the outside that we're moving too

damn slow. In the end, though, what you want is for us to be in the room, not because of the visible, moving-the-needle stuff. You want us in the room for the stuff that you *don't* see. You need us in the room editing those official university statements before they go out (trust me); you want us in the room at the policy and procedure level, so we can ensure that the end result doesn't inhibit the

Sellers: One thing that I would add is that our job goes beyond serving students (although that's really important); ultimately, it's also about giving students a sense of *ownership*. When I was a graduate student at Michigan, I remember going to my first football game and being struck by an old guy wearing these ugly Michigan pants — these maize pants with blue M's all over them. This guy

standing what I mean when I say students should feel a sense of "ownership" over their school. I worry that the way we serve our students gives them the impression that they are mainly customers expecting a service they've paid for. But when I talk about "ownership," I'm talking about a home. If I go home and see something on the floor, then I pick it up. I take pride in keeping my home clean, and I

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— this old, white UM alum — clearly had a sense, walking around campus, that this was *his* campus. And quite frankly, that was the same sense I had walking around Howard's campus as an undergrad. And the thing that struck me about many of my Black colleagues and classmates at Michigan is that they didn't have the same sense that this was their school.

There are different ways of under-

feel a responsibility to do so, because it's mine. But if I go to a hotel and I see something on the floor, I want the hotel staff to clean it up, because I feel like that's what I've paid for. Having and taking ownership over a campus means everyone feels that sense of pride and responsibility, and it means feeling like this campus belongs to me as much as it belongs to the president, the faculty, or the old guy in the fun-

ny pants. And that sense of ownership is precisely what so many of us have been denied for so long in this society.

Alvarez: Given everything we've been talking about, how do you personally navigate the tensions between who you are as a person, your politics, and the roles that you occupy within higher education?

Sellers: I made the choice a long

can't be. My University of Michigan degree meant that I was able to get a faculty position at the University of Virginia; if I didn't have my UM degree, I wouldn't have even gotten an interview. All Black folks aren't the same in terms of the privileges they're afforded, and I recognize the privilege that my education bestowed upon me. So then the question is: How can I leverage that privilege?

folks taught me by their lived example: You don't owe the person who gave you the opportunity; you owe the person who comes after you to pay it forward. We're all links in that long chain.

Yes, that means that, as chief diversity officer, I'm part of the system that others say needs to be torn down. And I will take critique from anybody, I can learn from anybody,

and the value of the work I do — and the No. 1 criterion for being in that group is you have to be somebody who loves me.

I know there's always more I can be improving on, but I always try to remember the big picture ... every generation of Black folks has pushed so the next generation would be better off than they were. Seeing myself as part of that larger historical movement — that's what gets me out of the funk. That's what gives me the most important thing I think any person can have: purpose. And a life with purpose is unstoppable.

Coleman: I really want to focus on the word Rob mentioned: love. I know people will probably respond like "What? Love?" But that is absolutely the ultimate requirement — because to be part of an institu-

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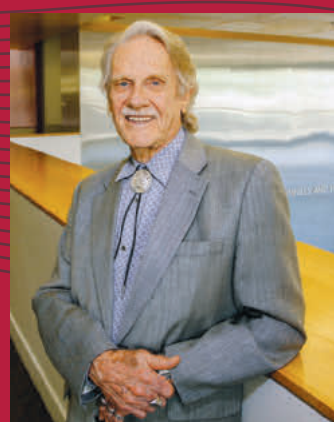
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time ago about what role I would play in this struggle. I have been given opportunities that other people who look like me haven't had. And while I am very confident in my abilities, I'm also not foolish enough to believe that I'm the most qualified Black person to have those opportunities. But because of those opportunities, I get to be in spaces that other Black folks (who may be much more qualified)

How can I use it to get through doors others can't? And how can I hold that door open for folks who have a much harder time accessing these spaces because of where they're positioned in the system?

That's my mission; that's the role that I can play. And that's my answer to people who ask me if I've "sold out" by choosing to work within the system. This, again, is something my

and I will always respond to people who are pushing me to be better. But if you want to survive in this job, it is really important to not only know what role you can play, but to be clear about who determines your worth. There are many people whose opinions I value when it comes to my job performance, but there are very, very few people who get to determine how I feel about my worth

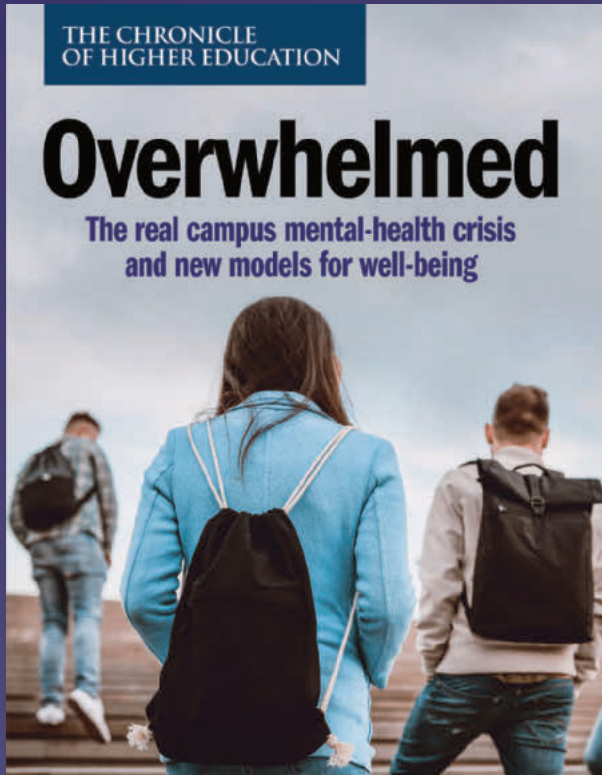
Every generation of Black folks has pushed so the next generation would be better off than they were.

tion that loves you (and can be loved back) means to be part of an institution that respects you, respects your history and culture, your whole being, your past and present, but also your future outcomes. And showing that love means believing in you and investing in your success. That's the work we do.

We're also talking about the people who do this work and what attracts them to this role. There are a lot of CDOs out there. And to be honest, we've been fighting an uphill battle to repair public perceptions. Because, in the past, what happened was institutions in higher ed and in the corporate world were creating these positions and then running out and grabbing any Black guy or Black woman they could find to fill them. And that was sufficient. So the heavy lifting that

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You can bring in diverse faculty, staff, and students, but without serving them, all you've done is bring them into an apartheid situation.

CDOs like me and Rob are doing now involves pushing back against that and showing people that everything we do is rooted in scholarship, rooted in the literature and data, rooted in assessment and accountability. This is a discipline. We don't just come to this work from an identity position; we come to it from a scholarly position. We're not just Black folks who happen to be sitting in a seat. We bring our scholarly aptitude and fortitude and pedagogical skills to this job — and to the training we give others.

Alvarez: I'm very fascinated by this notion of love as an organizing concept for the university, especially as it applies to the task of CDOs.

Sellers: Well, the beautiful thing about love is that love is bidirectional. You benefit as much from loving as the person you love. And make no mistake: When we make sure that all of our students feel

loved, feel like this is their institution, feel like they have something to contribute — and that their perspectives and experiences have a place in the classroom, in the scholarship — *everybody* benefits from that.

This is why we've got to make sure we don't fall into the trap of charity. Love and charity aren't the same thing. We're not just helping those poor little folks out because they're impoverished and we feel bad. If we don't provide the opportunity for Black students — and all students — to contribute, to understand the full breadth of their human experience and bring that to bear on their subjects, their classrooms, and on the world ... we are all missing out. When we cheat folks out of the education they deserve because we don't see, accept, and love them as full human beings, then we're also cheating ourselves, as an institution and as a society, out of all that they could and would contribute. In the end, we all pay for that. ■

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How I Built a Diverse Leadership Team

It began with a refusal to accept excuses for why it wasn't possible.

THE KILLING of George Floyd and the subsequent protests have catalyzed broader and necessary national conversations about race. Everywhere, people are struggling to unpack the injustice, pain, and exponential impact of firmly rooted systems of oppression and white supremacy.

This is a familiar space for the institution I lead, Ithaca College, a predominantly white college with about 23 percent of our undergraduate population identifying as students of color. In 2015, we were among several institutions torn by racial conflict ignited by incidents on and off campus. Ithaca navigated student-led demands for change around issues of racism, bias, and a deep lack of inclusion. Those issues were still in

THE REVIEW

are. They are also exhausted from navigating systems that do not understand or support them. Modeling that commitment starts at the top. I am proud that my eight-member leadership team comprises largely first-generation college graduates, women, and people of color with a rich array of life experience and professional strength — myself included. It is an unusual combination in a sector where the leadership demographics consistently skew white and male.

Building diverse leadership takes effort, but even more it takes a flat refusal to accept the pat excuses about why it's just not possible. An institution's location, a shallow recruitment pool, or the inability to shake up our approaches to how we conduct searches are not legitimate reasons for maintaining the status quo.

So how can a president prioritize and affirm the goals of equity and inclusion in building her or his own leadership team?

1. Champion the cause. Approach team-building opportunistically and enthusiastically, so that the process energizes the campus. The search for senior leadership can be a rallying point, a chance to build consensus and trust and reinforce shared governance.

Start by tailoring your search process to the position, rallying as many stakeholders as possible, even if it's a completely confidential search with no open meetings. My search for a provost was both inclusive and confidential, and I was transparent from the beginning about the need to recruit the most skilled, talented, and diverse pool while allowing important space for the sensitivities around publicly identifying candidates.

Contrast this with the college's search for the vice president for finance and administration, a fully open search that allowed for campus meetings and broad input. Open or closed, your search can reflect a mix of



ERIC PETERSEN FOR THE CHRONICLE



Shirley M. Collado

is president of Ithaca College.

the foreground when I began my presidency in 2017.

Stepping into this role, I was intentional about building a diverse senior-leadership team, with the understanding that not only are students tired of attending institutions that do not affirm who they are — they are also exhausted from navigating systems that do not understand or support them. We must make a real commitment to equity and to better serving students from all walks of life.

Students are tired of attending institutions that do not affirm who they

constituents on the search committee, selected in a way that brings complementary, necessary perspectives and generates enthusiasm. Our searches have included trustees, alumni, and community members.

Importantly, you must make the hiring of an exceptional team — not just impressive individuals — a stated priority. Have a vision for what your team will ultimately look like. Our priorities for team members included skills and qualities that complemented those of the president; diversity that reflected the lived experiences of students and stakeholders; a deep commitment to equity and inclusion; a collaborative ethic and spirit; and experience across sectors (public and private) inside and outside of

higher education. These prerequisites focused on the whole as much as the individual and were communicated early and often over the course of two years.

2. Seize the opportunity. Have a sense of urgency in getting a strong team in place to carry out your agenda. Within my first three months on the job, I made the decision to recruit and appoint a vice president for student affairs and campus life — a position that had previously been absorbed by the provost's office. This was a way for me to signal, from the start of my presidency, the depth to which I prioritize the student experience. It also indicated my seriousness about investing in our faculty by allowing me to create a provost position

that was solely focused on academics. While the leadership searches were staggered over two years, several key searches were conducted concurrently to maintain momentum and build the team quickly.

3. Be personally accountable. Make yourself ultimately responsible for each hire. At the beginning of the search, state clearly what you are looking for and why, and explain why the search is being shaped the way it is. If your institution has a strategic plan in place, make it clear how this position and the kind of leader you're looking for will contribute to the advancement of that plan.

While search committees are formed and search consultants are hired to support the recruitments, it is the president who must engage throughout the entire process. It is the president who must ensure that the right candidates are moving through and that leaders are hired who embrace the president's mission and are embraced by the institution.

4. Vary the process. Approach each search creatively and uniquely, and vary your process to find talent that best suits your institutional needs and vision. For instance, your search for a vice president for student affairs should look very different than your search for a vice president for philanthropy and engagement. It is critical to know where you need to look to find the depth of skills and capacities that fulfill the goals of your search.

Whatever route you take for each search, shared governance and consensus-building is critical — and understand that this may look different, too. In some cases, the consensus comes later in the process, after finalists have been selected. But if communicated properly, such a process can be viewed as essential to getting the right hires.

As president, keep things moving forward. For the eight leaders we recruited, my role altered between being the primary driver of the process to one of many engaged participants. The unifying factor was my vision for what the team would ultimately look like.

5. Get the board on board, and involved. Any successful senior-leadership search needs board buy-in. At

Ithaca, board members held key roles during the search process, ensuring that the board's voice was heard and that nonparticipating members trusted the process. Open communication and trust between the president and board made our experience work.

A critical point of consideration is the composition of the board itself. Presidents and board leadership must be willing to collaborate on moving the needle toward a robust, strong board that includes people from varied backgrounds and a wide array of expertise from different industries. At Ithaca, our board includes a local superintendent of schools, a vice president from a neighboring university,

Students are tired of attending institutions that do not affirm who they are.

and the president of a local community college.

6. Affirm your vision with candidates. Lobby them based on a clear picture of what you want the team to be. Candidates for each position must buy in to the larger vision for the team and institution. If they do, the recruiting process becomes easier. Candidates will think, "I want to be part of something special." Our passionate lobbying enabled a small, private institution in upstate New York to recruit top-notch administrators from across the U.S.

7. Find trusted search partners. It is crucial that you work with a search consultant who shares your serious commitment to diversity and have proof that they are walking the walk. It is the search consultants who connect with most candidates and must convey the excitement around the institution and its leadership team.

Students will increasingly be looking for colleges that make diversity, equity, and inclusion priorities in all facets of their leadership and operations. But real institutional change doesn't happen by accident. It requires presidents to intentionally commit to transforming their institutions — not just in words but in actions. Never has that approach been more critical than it is right now. ■

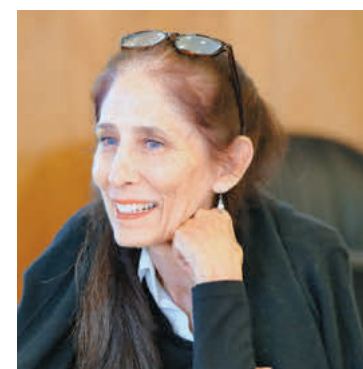


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Academe is about to get whiter, straighter, and less accessible.

WHATEVER FORM the university takes post-pandemic, it will be more white, more male, more straight, more monied, and less accessible to people with disabilities than it was before the pandemic.

To understand this future, we must look at the past. A 2019 study covering the period from 2013 to 2017 found “largely minimal” gains made in the diversification of the faculty across academe, with

some of the harshest economic effects of the 2008-9 recession were felt, and before many colleges met an existential threat in the global pandemic.

What will pass for progress now? If hiring has driven the paltry advance of diversity in the academy, the widespread adoption of hiring freezes can only stall such progress.

THE REVIEW

Given the ways that the Covid-19 pandemic has exacerbated exist-

ing inequalities, we can expect the pandemic to extend this timeline by decades.

Higher ed’s historical approach to the diversification of the faculty leaves us with little hope for the post-pandemic university. If we take seriously the findings of these studies, if we take seriously that the diversity of the academy is borne on the backs of contingent faculty, a grim picture emerges: As universities tighten their belts and eliminate adjunct positions, they also eliminate the largest population of their faculty of color. That elimination, during a global pandemic that has annihilated the academic job market, means that many of these contingent faculty may never return to the academy.

And how can they? Surviving economic insecurity often requires junior faculty to draw upon broad networks of financial and professional support — networks rarely available to faculty of color. As financial constraints reduce finding and obtaining an academic position to a matter of *whom* an applicant knows, as opposed to *what* an applicant knows, the path forward for such junior scholars closes. As the 2009 *JBHE* article put it, “the traditional ‘old boy’ network of referrals is likely to increase the percentage of whites who are hired to faculty posts when budget constraints weaken affirmative-action efforts.” As it went in 2009, so it will go in 2020, as cluster-hire and targeted-hire positions are eliminated.

Surviving job insecurity for diverse junior faculty also requires conformity to the nebulous concept of “fit” — often code for the degree to



JUSTIN RENTERIA FOR THE CHRONICLE

which minority faculty can conform to the standards of a largely white, male, and able-bodied professoriate and senior administration. And while “fit” has recently been demonstrated to be potentially inimical to efforts at diversifying the professoriate, it still remains a persistent force in the determination of “quality faculty,” to the detriment of marginalized applicants whose areas of research may be deemed “too narrow” or “too niche” to suit the needs of the established structures.

Moreover, even when faculty of color are deemed worthy to enter the tenure track, even when they do manage to “fit in,” they often face insurmountable hurdles in the form of obstructionist institutional processes and lack of support for their scholarship, which contribute to a climate inimical to their advancement, and which disproportionately affect women of color.

SO WHERE are we to go from here? The *JBHE* report offers a prescient prediction regarding the effect of the Covid-19 pandemic on the diversity of scholarship within universities: “At a time when colleges and universities are looking to cut costs,

Black-studies programs, rather than mainstream academic departments, will more likely have to surrender faculty slots.” As universities seek to survive through cold-blooded calculations and the elimination of academic programs, many of them central to universities’ purported missions, programs that focus on the experiences and culture of the marginalized will bear the brunt of these reductions.

While all such fields are vulnerable, the situation facing women’s studies across the academy appears particularly dire. In May, the National Women’s Studies Association issued a statement calling upon “all faculty, administrators and governing boards to maintain funding to protect women’s and gender studies and other interdisciplinary programs during this critical time,” citing the importance of the work of these programs in our current social moment. Unfortunately, this call seems not to have been heeded by senior administration. Self-reported data gathered by the NWSA reports steep budget cuts, the elimination of programming budgets and administrative support staff, and the suspension of searches for vacant director



Johnathan Charles Flowers

is a visiting assistant professor of philosophy at Worcester State University.

while the total number of people of color and white women employed as faculty increased from 1993 to 2013, much of that increase was in adjunct and part-time positions. “Just as the doors of academe have been opened more widely than heretofore to marginalized groups, the opportunity structure for academic careers has been turned on its head,” the authors wrote.

Reaching further back, to 2009, an article in *The Journal of Blacks in Higher Education* estimated that it would take almost a century and a half for Black faculty to reach parity with white faculty. This “snail-like progress,” in the article’s terminology, was the status quo before a decade of underinvestment, before

positions, all of which imperil the missions of these programs and departments.

Compounding the budgetary effects of Covid-19 on these fields are the political challenges facing higher education more broadly. Despite the perception of the academy as a liberal stronghold, these colleges’ most powerful voices — the regents, trustees, alumni, donors, and, at public institutions, state governments, are often politically conservative, as David Austin Walsh, a Ph.D. candidate in history at Princeton, recently pointed out in *The Washington Post*. Programs and departments centered on the experience of the marginalized will always face an uphill battle in such circumstances. Moreover, as university presidents are overwhelmingly white and male, strident appeals for the value of these programs are less likely than they should be to fall upon sympathetic ears.

Before the pandemic, administra-

tors were hesitant to fully support these programs. Now, as the pandemic intensifies existing inequalities and makes these programs even more vital, these same administrators are likely to double down on “safe” programmatic decisions. The cost of those “safe” decisions? Pro-

If there is a silver lining, it is solidarity and coalition building.

grams that value and validate the lived experiences of marginalized faculty and students.

There may be some hope: At Harvard University, the high-profile hiring of specialists in Asian American, Latinx, and Muslim studies, which

was put on hold in April — a blow to the decades-long struggle to establish ethnic studies at Harvard — was recently reversed when the university announced that the positions would be filled, as well as the addition of visiting scholarships and fellowships within the program. This move comes as part of Harvard’s larger push for diversity and racial justice.

In a similar vein, Purdue University announced on August 5 that it would be eliminating stipends for 10 of its 16 director positions in its School of Interdisciplinary Studies, which houses fields like African American and Asian American studies. Fortunately, backlash against the decision forced Purdue to reverse it a day later.

So, if there is a silver lining, it is the coalition building and solidarity in the face of such challenges. While academic solidarity is too often sophistry, and tenured faculty are only now realizing the radical

purposes to which the privilege of tenure should be put, the case of the recent backlash at Purdue, and the earlier backlash at Yale which galvanized support for its ethnicity, race, and migration program, indicates some success in opposing these cuts. However, success requires direct action in coalition with the programs affected and with the needs of those programs — something I fear may be too much for some members of the academy.

It could already be too late. With the new semester looming, a fresh wave of university transitions to online teaching, and the continued onslaught of austerity measures, something has to give. For many institutions, it will be their commitment to diversity. As a result, the university will be whiter, straighter, and less accessible. We will be left with an empty shell of what we could have had, built “safely” on the corpses of diverse programs and faculty. Let us mourn the loss. ■



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‘You Need to Leave Now, Ma’am’

I was mistaken for a prostitute at my job interview.

WHEN I entered the job market, in 2017, I was mistaken for a prostitute.

I had one interview scheduled at the Modern Language Association conference held in New York City that year. I paired my good-luck Calvin Klein dress with patterned black stockings and high-heeled Mary Janes. I decided I would wear this dress to every interview. It’s black, knee-length, belted. It’s plain and unassuming, but it fits like it was made for *my* body, and it makes me feel good.

I arrived at the hotel 45 minutes before my interview. The lobby was empty. I felt relieved. *I must be the first candidate today*, I thought. *The search committee will remember me.*

I informed the individuals at the reception desk about my interview, and asked whether there was a separate waiting area.

“No,” they told me, and pointed to the lobby.

I sat down at a table, fixed my dress.

Then I took out my journal.

Before each interview, I practiced a self-care ritual. *I am enough. I am enough.* I would write this over and over until the piece of paper looked like a collection of furious scribbles. Impostor syndrome had grabbed hold of me during my days as a first-generation college student and never let go.

The hotel staff was carefully watching me.

They wanted me to know this.

As a Black woman, I know the difference between friendly customer service and surveillance. As I sat in the lobby performing my ritual, I was continually interrupted by hotel employees. By the third *Ma’am let us know if we can help you with anything*, I knew I needed to explain my presence and answer the implicit question that wasn’t being asked: *What are you doing here? You don’t belong.* Every time, I said, “I have an interview at 10. There isn’t any seating outside of the hotel room, so I’m sitting here, if that’s OK.” And every time I said this, I received a fake smile and an incredulous look.

Five minutes before the interview, I made my way to the hotel room. I don’t remember the details of the conversation, but I vividly remember a committee member saying, “You probably didn’t get any literary training in your department.” I was earning my degree from an Afro American studies department. My dissertation was about a New Negro Renaissance poet. I didn’t know what was being asked. I still don’t. What, exactly, is “literary training,” anyway?

The interview ended. I walked to the elevator feeling relieved. I called my partner to pick me up and sat down at a table in the still-vacant lobby.

I suddenly found myself flanked by a security guard.

He began to interrogate me. “Do you have a room here, ma’am? What is your room number? This lobby is for guests only, so if you don’t have a

room here, you need to leave now.”

I was terrified.

I said that I had just come from an interview.

Indifferent, he repeated his initial command: “I’ll give you a few moments to get your things together so you can leave. Now.”

He didn’t believe me.

He towered over me as I fumbled to put on

my gloves and scarf.

“You need to leave now, ma’am,” he repeated.

It was the weekend of a massive snowstorm, and it was 10 degrees outside. I was dressed for an interview, not a blizzard. I wanted to tell the security guard to call the hotel room,

but I feared that I would come off as “combative” or “insubordinate” to the interview committee. I could see NYPD officers outside of the hotel directing traffic, and I felt closer to being in handcuffs than a tenure-track position.

The security guard held the front door open.

I walked outside and stood on the sidewalk ashamed, embarrassed, and freezing. I was too cold to cry, so I shivered in silence. I kept replaying the incident in my head. *What did I do wrong? How long was I in the lobby—three minutes, maybe? Why was I thrown out?* Days later my friend Kelly would say what I could not bring myself to admit: *They thought you were a prostitute.*

I should have emailed the members of the search committee and told them what happened. I should have, but I didn’t. I was afraid a complaint of this nature would automatically disqualify me. I was afraid of being labeled a Problem Candidate. I was afraid that they—an all-white search committee—would not believe me. Being thrown out of a hotel was bad enough. Being thrown out of a hotel *and* not being taken seriously was not an option.

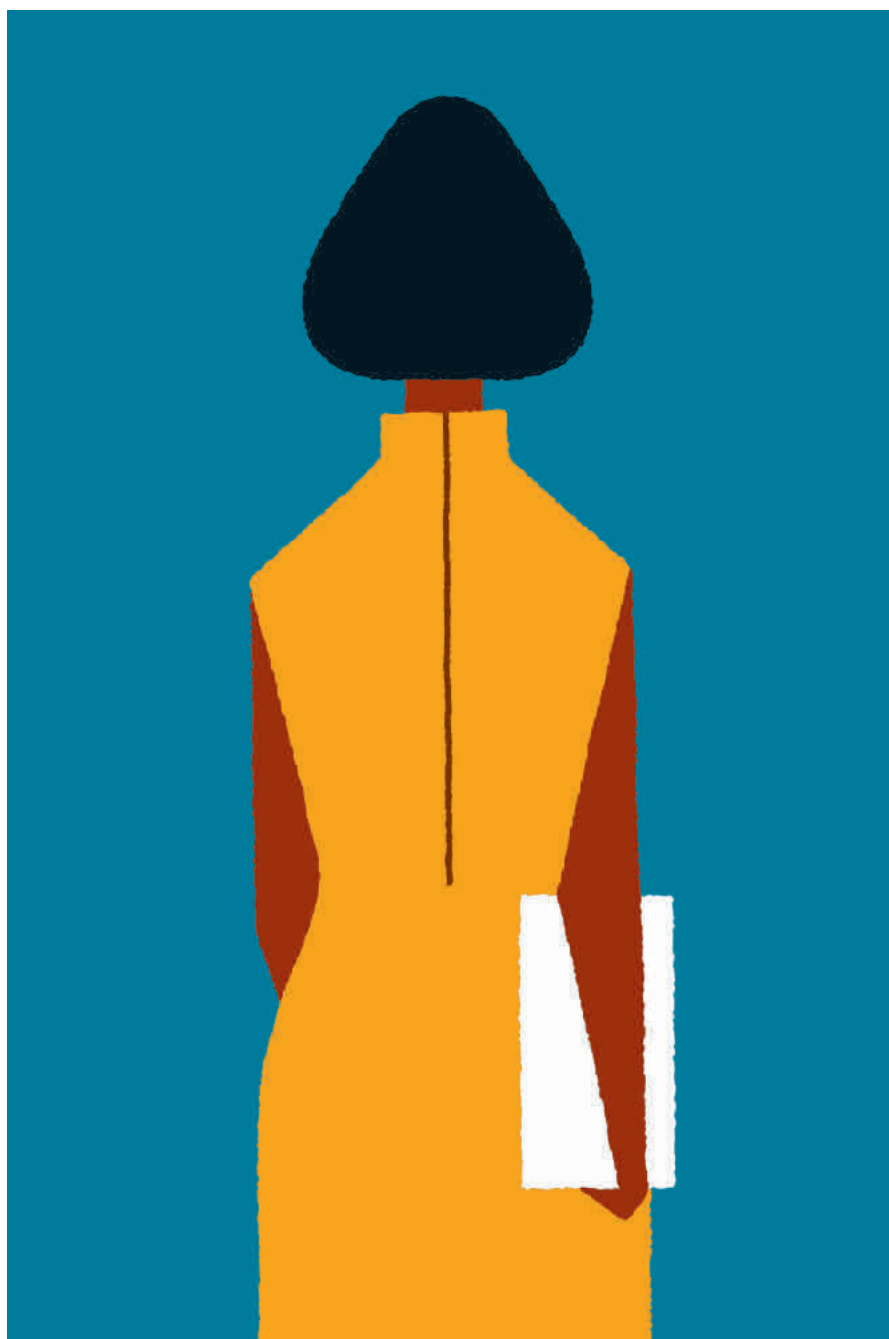
So I remained silent.

Months later I would accept an offer from this college. I had secured a position in an abysmal academic job market and immediately after graduate school. I was the epitome of success. But I felt like I had relinquished my dignity.

Now, two years later, I’ve resigned from that job. I expected to stay until tenure. That was my plan, but it quickly changed. *I love teaching*, and I cannot imagine doing anything else. However, I absolutely hated being the only faculty member of color in my department. What I didn’t know while shivering on the New York City sidewalk was that those feelings of shame, rejection, and inadequacy I felt that day were actually preparing me in advance to enter the professoriate.

AS AN UNTENURED Black woman, I am constantly reminded of the ways I don’t fit, whether it’s a colleague ques-

THE REVIEW



MARTIN LEÓN BARRETO FOR THE CHRONICLE

tioning my academic training or being the “voice of diversity” in faculty meetings.

I was hired to teach African American literature. But the real work was making everyone around me comfortable with my Blackness — relinquishing my own comfort in the process.

I learned to present a highly curated version of myself. I smiled. I made small talk. I exchanged pleasantries. I suppressed the urge to remind colleagues of my expertise during meetings, knowing that my tone or dissenting opinion would be perceived as angry, intimidating — or worse — insubordinate.

I listened as my first-generation students and students of color cried in my office and talked about how they felt they didn’t belong. Though it broke my heart, I treasured these visits. I had more in common with these students than my colleagues. Like me, they were brought in to “diversify” the campus. They had no support and neither did I. Every time they spoke

their truth, I felt like a fraud for hiding mine.

I couldn’t openly talk about the racism I experienced in the classroom from students who expressed that they didn’t want to read only Black authors. These were conversations reserved for my few colleagues of color. We would trade “war stories” over cocktails, masking our shared pain with laughter. These moments were also informal mentoring sessions. The tenure advice they gave me was foreboding and spelled inevitable doom: *Find out what your white colleagues did and do twice as much. At least.*

But I pretended to be OK. Always. I had to. There was no other option.

I thought I was prepared for the onslaught of institutional whiteness. I read the books, the articles, and I have some of the best scholars in the field as my mentors who told me how hard it would be. But I know now that there is no adequate preparation. It is a profoundly isolating experience that left me questioning my self-worth daily.

Most days, I’d decide which meeting to attend by asking myself, *Do I want to be the only Black person in that room?*

None of my colleagues were surprised when I told them I was resigning. Instead, almost all of them said, “I’m so happy for you.” They knew I was suffering, and they acknowledged how hard it is for people of color, especially Black women. When I told my chair, she responded with a flat “OK,” and our conversation was over after four minutes. She proved to me something during those few minutes though: that she couldn’t care less if I left.

I know I made the right decision. But a part of me feels like I started something I simply could not finish. I failed.

This fall I started a new position. I’m on the West Coast, closer to my family, at an institution where I have colleagues of color in my department. This is all true. But I also left because I had to. ■



Carlyn Ferrari

Carlyn Ferrari is an assistant professor of English at Seattle University.

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1

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A Survival Guide for Women of Color

How to protect yourself from the drain of academe’s everyday racism.

I WAS RECENTLY AWARDED TENURE at my university. Brown. Muslim. Woman. Tenured.

As I enter this new stage of my career, I can think only of you: the Black, Indigenous, or woman of color starting her journey in higher education. The next generation.

There are many things I wish I had known when I was new to academic life. I wish to disclose these secrets to you, to help protect your gifted mind from the injuries and injustices that keep women like me out of academe.

I am here as a sister — perhaps now as an auntie — so that you know you are not alone. I will share a few gran- ules of wisdom about racism in higher

education. May they help you survive and thrive in a system that is structur- ally designed to cast a shadow on your bright and luminous mind. So let us tackle a few obvious demons that stand in your way.

The Great Gaslighting. Let’s begin with the effects of institutionalized racism on your wellness and success.

One of the great absurdities is that colleges admit that systemic racism is real and wrong, yet also fail to acknowledge it in any specific case. You will hear many denouncements of racism as an ab- straction, a great mythical beast. A di- versity statement will be posted on the campus website.

But those award nominations that

somehow overlooked the most out- standing Black scholars in the field? The hiring committee that once again failed to shortlist any Bipoc (Black, In- digenous, or people of color) candi- dates? That lab that has never recruit- ed or promoted any women of color? In practice, colleges are cesspools of de- nial. Racism exists — but not here, not us, not me.

You already know this. What you may not yet realize: Prolonged, daily exposure to that kind of environment can disturb your beautiful mind and, thus, affect your marvelous theorems and discoveries. In essence, this racist denial is a form of relentless, institu- tionalized gaslighting.

Here is an everyday example. You

will be the only Bipoc woman in the room. Someone will behave in a hostile or inappropriate way, spitting his rac- ism right in your face. And yet, despite some awkward or confused expres- sions, you will realize that no one in the room is going to help. At this criti- cal moment, you can either stay silent or speak up. Both choices have conse- quences. If you are silent, you will car- ry the hurt in your soul. If you call it out, you will face a tsunami of hysteri- cal defensiveness. No one can tell you which choice is best for you, and each situation will be different.

If you choose to speak up, brace yourself. The gaslighting racist will re- taliate, with the primary goal of mak- ing you question your own sanity. He will now attempt to make you feel stu- pid or rude for pointing out his shame- ful behavior. You must not allow him to derail you with denial and lies. His tactics are designed to control you and make you small and quiet.

Walk away and immediately call any of your aunties — inside or out- side of academe. We know this pathet- ic trick all too well. In these situations, an auntie who never went to college is often safer to call than that card-car- rying ally in your department. She will understand the phenomenon in her bones. She will help you document it and devise a safe strategy. She will con- firm that you are not crazy or stupid, and will tell you stories of all the same foolishness she has endured.

If all of your aunties are busy or away, call a sister until we can get back to you. The most critical factor is that the poisonous words of a racist gas- lighter not be allowed to seep into the soft parts of your soul. You may be alone in that room, but you are not

ADVICE



GETTY IMAGES

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alone in this world. We are not too far away. Reach for us quickly and often, as a shield for your precious self-esteem.

Surviving a viper. In academe, “publish or perish” is our axiom. For a Bi-poc woman, racist discrimination can have a serious effect on your publication record. The real challenges happen well before the submission stage of an article or book. In fact, you are most vulnerable in the early stages of your research.

It is no secret that everyone’s first attempt at a new research project is garbled, incoherent garbage. It is through constructive academic criticism that we all transform our initial rubbish into quality research. Yet it is in this early period that a racist viper — self-aware or not — can exploit this vulnerability and shatter the confidence of an emerging Bi-poc woman scholar.

Using the veneer of academic criticism, this professor may derisively mock or dismiss your early work. She may say you are not smart enough. That you do not belong. That you have no scholarly promise. She provides no path toward growth, just a knife in your belly. If this person is your supervisor, you may be doubly devastated. In our seemingly meritocratic institutions, such intellectual condemnation can make you feel worthless.

Encountering a racist viper can be a career killer for a young scholar. The viper may say nothing about the color of your skin, but you will see her warmly encourage other students who are just as novice as you, whose work is no more polished than yours. You alone will receive cold rejection, unrelated to your daily preparation and performance. You will have no evidence of discrimination, save for the grim glare in her eyes and the change in her tone that signals you are a nuisance and should go away. She will be careful to leave no hard evidence, and therefore no formal recourse against her.

At this vulnerable early stage, you are likely to internalize unwarranted hostility and believe her lies: *Am I the worst one in class? Are my ideas stupid? Maybe I don’t belong here.*

Let me be clear. This is not a normal or appropriate way for any professional educator to provide learning feedback in any context. This is pure poison. If you are receiving such toxic signals from one or more professors, it is evi-



Aisha S. Ahmad

is an associate professor of political science at the University of Toronto and the author of the book *Jihad & Co: Black Markets and Islamist Power* (Oxford University Press, 2017).

dence that you are dealing with people who are either overtly hateful, or who have such severe internalized biases that they are blindly abusing their own students.

Your first line of defense is to identify and understand that you are dealing with a racist viper. Talk to your aunts and other women of color whom you trust. Every single one of us has been told these same lies. Vipers are old news. We will help keep your eyes on your big vision, not on this petty tyrant. We will remind you of the research that inspired you down this path. That perspective will help shrink the viper down to size. She is not a powerful giant who can crush you; she is a small, miserable person who has failed in her professional duties as an educator.

As you journey into higher education, you will need spiritual resilience in many situations:

- You just presented a paper at a prestigious conference, and then “Chad” hands you his dirty glass at the hotel restaurant. *Shame.*
- You propose a contrary theoretical perspective on your panel, and “Karen” bitterly accuses you of being aggressive. *Fear.*
- That distinguished guest lecturer asks everyone in your circle about their research, but ignores you like you’re invisible. *Sadness.*
- Your classmates form a reading group, but you are not invited. *Loneliness.*

These moments will happen and they will pass. Don’t beat yourself up if you didn’t have a witty comeback. There is no such thing as a perfect retort. Don’t be embarrassed that your

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face flushed and you stuttered. The shame is on the viper, not on you. It’s OK if you snapped and lost your temper. You have my official auntie permission to get angry and hurt sometimes, just like any human being.

Take a deep breath. Draw out all the goodness and encouragement you have received over the years from your aunties, teachers, friends, and family — those who have seen your true worth. Now go back to that classroom or forum with the spiritual army of your loved ones behind you. This is your warrior mode. No evil can touch

you.

This strength and resilience will help you withstand the toxic effects of racism on your self-esteem. We need you healthy and motivated for the long term. Your discoveries are too important to be sidelined by bitter, small-minded people. Help a younger woman of color who is even newer on this path. With practice and community, you will be strong and ready to shine.

Forgiveness and freedom. I close with a request for forgiveness. While I have counseled you to call upon Bipoc

women who have paved the way, I must also warn you about our limitations. Please remember that we are tired, and there are very few of us in academe. Sometimes we are overwhelmed and cannot help. We will have shortcomings that disappoint you.

Our strength may also have been eroded. For our survival, we have been forced to be quiet and small at times. We may sometimes advise you to shrink as well, thinking that we are keeping you safe. Please forgive us if we get scared in your moment of courage.

The truth is, we are not as free as you

will be. The world you are creating will be more equitable than the one we created for you. You — the next generation — must scale the walls of justice that we could not surmount. You must surpass us. One day, you will help others surpass you.

As you embark on this journey, fear no evil. Your light is greater than this darkness, and your love of knowledge will help change the world. We are so excited to see what you will do with your gifted mind. Remember that you are not alone. We are with you and are so proud of you. ■

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KCTCS PRESIDENTIAL SEARCH

The Board of Regents of the Kentucky Community and Technical College System invites nominations and applications for the position of President of the Kentucky Community and Technical College System.

The President oversees a system of 16 individually accredited comprehensive community and technical colleges with over 70 locations serving over 100,000 students annually. KCTCS has an annual operating budget of approximately \$908 million and touches the lives of more than 500,000 citizens. KCTCS provides 115 academic programs awarding certificates, diplomas, and associate degrees and plays a vital role in the economic future of Kentucky. In addition to for-credit offerings, the System provides a variety of initiatives and services that are helping to develop high-skilled workers for today's fast-paced and globally competitive workplace. The KCTCS President serves as an ex-officio voting member of the foundation board and provides direction and guidance to the board on its fundraising agenda to support KCTCS.

KCTCS is governed by a 14-member Board of Regents. Eight members are appointed by the Governor and six are elected members: two members of the teaching faculty are elected by faculty; two members of the nonteaching personnel are elected by nonteaching personnel; and two members of the student body are elected by students.

Application Process

The target date for applications is Monday, October 19, 2020. Nominations and applications are accepted until the position is filled. For additional information about the search, please visit <https://kctcs.edu/presidential-search/index.aspx> or goldhillassociates.com.

Application materials should be submitted to:
kctcspresidentapplication@kctcs.edu

For additional information, nominations or confidential inquiries, contact Dr. Preston Pulliams, President/CEO, Gold Hill Associates, Preston@goldhillassociates.com, (503-704-3425).

KCTCS is an Equal Opportunity/Affirmative Action Employer and has an affirmative duty to reasonably accommodate otherwise qualified individuals with a disability.



MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

PRESIDENTIAL/CEO SEARCH

The Kentucky Community and Technical College System (KCTCS) seeks a transparent, honest, humble, strategic, innovative, forward thinker and charismatic and visionary leader to serve as the President/CEO of Maysville Community and Technical College in Maysville, KY. This leader will be responsible for achieving the student success, workforce readiness and strategic goals needed for MCTC to be the first choice for area students. This position will build upon and create partnerships with other higher education institutions, employers and the community.

THE SYSTEM AND THE COLLEGE

KCTCS, the largest provider of post-secondary education and workforce training in Kentucky, is a statewide community college system with 16 colleges and more than 70 campuses across the Commonwealth. Maysville Community and Technical College (MCTC) is one of the 16 colleges. MCTC enrolls 4,828 students on an annual basis, has 4 campuses (1 in Maysville; 3 in adjacent counties) and serves Workforce clients with customized instructional programs.

THE POSITION

KCTCS and the Board of Directors of Maysville Community and Technical College (MCTC) seek a visionary educator with an outstanding record of strong leadership, educational accomplishments and an ability to foster internal and external partnerships, to serve as the next college president. The college president reports directly to the KCTCS President. The president works closely with the MCTC Board of Directors and Foundation Board comprised of a well-connected and engaged group of community leaders desirous of developing a top-in-the-country performing institution in student performance and community outcomes. The President is responsible for all aspects of the college's operation throughout the service area and represents the college at the local and state levels. The president should have a proven track record of interacting positively and professionally with all faculty and an understanding and appreciation of a faculty promotion and tenure process.

OUR MISSION

Maysville Community and Technical College (MCTC) challenges learners to accomplish their educational, career, and personal development goals.

Goals of the College

1. Provide arts and science courses and associate degrees for transfer to baccalaureate institutions.
2. Offer technical degrees, diplomas, certificates, and courses for employment and career advancement.
3. Provide transitional and adult education offerings.
4. Deliver workforce training and services to support individual, community, and economic development.
5. Provide academic and student support to enhance student learning.

Maysville Community and Technical College, a member of the Kentucky Community and Technical College System, is a public two-year degree granting institution responding to and serving the needs of communities in the northeastern Kentucky region.

OUR VISION

Maysville Community and Technical College inspires lifelong learning and transforms our region through excellent education

OUR VALUES

Achievement

We believe in the potential of each learner. We value intellectual, professional, and personal development of students, faculty, and staff. We provide flexible and accessible educational opportunities.

Collaboration

We commit to identifying and meeting the needs of our students and communities. We support cultural and academic diversity. We value effective, inclusive communication.

Integrity

We hold to high standards of behavior. We believe in treating each other with respect. We work to create an ethical learning environment.

IDEAL CHARACTERISTICS

- Student focused with a strong commitment to recruitment, retention & achievement
- Highly visible, approachable on campus & engaged in all communities served by MCTC
- Strong management skills & confident decision maker
- Team player
- Exhibit enthusiasm & passion for community colleges
- Team & relationship builder
- Transparent
- Develop & strengthen community-wide & higher education partnerships
- Understand & strengthen MCTC's role within the community, its partners & business & industry
- Understand & appreciate the culture of the area
- Appreciates MCTC's history & will continue the College's record of excellence
- Aggressive recruiter & promoter of MCTC
- Effective communicator, including outstanding public speaking skills
- Reach diverse populations & fosters equity & inclusion
- Strong & successful financial background with a thorough understanding of the budgeting process
- Aware of & responsive workforce needs of the community
- Visionary
- Engaging
- Business Minded
- Strong & proven fundraising & "friend-raising" abilities
- Entrepreneurial
- Strategic risk taker
- Nimble

REQUIRED QUALIFICATIONS

1. An earned Doctorate from an accredited college or university
2. Progressive leadership experience with 3 – 5 years Senior-level executive experience in higher education, with preference given to community or technical college experience
3. An approachable person of high integrity and energy, with a track record of building successful teams, inside and outside the organization.

PREFERRED QUALIFICATIONS

1. President with CEO experience
2. Classroom teaching experience

APPLICATION PROCESS

Applicants will submit for review the following:

1. A current vita with cover letter addressing characteristics and qualifications; and
2. A list of five professional references, including names and telephone numbers (both home and business).
3. All application materials must be received by 5:00 PM EST on October 2, 2020.

The review of applications will begin October 5, 2020. Nominations and applications will be accepted until the position is filled.

***Please Note: All semi-finalists will be required to submit a 10-minute video presentation.**

All nominations and applications should be submitted electronically to:
MaysvillePresidentialSearch@kctcs.edu

For more information regarding this position, please visit the Maysville Presidential Search webpage at <https://maysville.kctcs.edu/presidential-search/>

If you have any questions or suggestions, or would like to make a confidential inquiry please contact our Association of Community College Trustees (ACCT) Search Consultant: Julie Golder, J.D., Vice President of Search Services, jgolder@acct.org, 202-775-4466 (office) or 202-384-5816 (mobile)

The Kentucky Community and Technical College System is an equal educational and employment opportunity institution and does not discriminate on the basis of: race, religion, color, sex, national origin, age, disability, family medical history, or genetic information. Further, we vigilantly prevent discrimination based on sexual orientation, parental status, marital status, political affiliation, military service, or any other non-merit based factor.



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.





SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE



**CHANCELLOR
SEARCH**

The Louisiana Community and Technical College System invites nominations and applications for the position of Chancellor of South Louisiana Community College (SLCC).

As one of Louisiana’s fastest-growing community colleges, SLCC is a college where innovation is an expectation and Everyday Excellence is commonplace. The College remains true to its mission as it seeks to improve the quality of life for the residents of south Louisiana. SLCC boasts a myriad of course offerings and strives to meet the workforce needs of the community as well as the academic and training needs of its students. The College is proud of its history and looks forward to continuing to provide outstanding educational opportunities for students throughout the greater Acadiana region.

SLCC serves over 10,000 students annually and offers more than 50 programs leading to associate degrees, technical diplomas and high wage, high demand workforce certificates. SLCC has 10 campuses that serve the Acadiana region, which is comprised of the eight parishes of Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermillion.

Nominations and applications will be accepted until the position is filled; however, to be considered for the initial screening, candidates should apply no later than **October 14, 2020**.

For detailed information, the Chancellor profile and information on how to apply, please visit <http://www.solacc.edu/>.

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

For additional information, nominations or inquiries, contact:

Julie Golder, J.D., Vice President of Search Services
Association of Community College Trustees
jgolder@acct.org
(202) 775-4466 (office)
(202) 384-5816 (mobile)

SLCC does not discriminate on the basis of race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran’s status in its programs and activities and provides equal access to its programs and activities.

The Louisiana Community and Technical College System is committed to fostering, cultivating, and sustaining a culture of diversity and is an Equal Opportunity/Affirmative Action Employer. The LCTCS encourages applications from women, minorities, veterans, and those with disabilities in our effort to reflect our diverse society.



**MISSOURI
S&T**

**MISSOURI UNIVERSITY OF
SCIENCE & TECHNOLOGY**

INTELLIGENT SYSTEMS CENTER DIRECTOR

Missouri University of Science and Technology (Missouri S&T) seeks an innovative leader and scholar to serve as Director of the Intelligent Systems Center (ISC). The ISC is a University Research Center comprising more than 30 faculty with approximately \$7.5M in annual expenditures. Current ISC members span multiple departments at Missouri S&T who conduct joint research on projects involving secure cyber and physical systems with emphasis on the methods of sensing, control, simulation, and computational intelligence and their application to manufacturing, energy, smart living, and other systems. The director reports to the Vice Chancellor for Research.

The overarching goal of the ISC Director is to strategically lead ISC to effectively foster collaborative, high-impact research. The successful candidate will lead ISC members toward achieving the Center’s mission to perform basic and applied research to address scientific challenges and technology needs in developing intelligent systems for various industrial and societal applications, with the developed methodologies and technologies applicable to a variety of real-world problems. **Specific expectations include:**

- Growing the research portfolio of ISC by securing high-impact externally funded, multi-investigator, multi-million-dollar research projects and centers.
- Building strong collaborative relationships with other faculty.
- Building productive relationships with national laboratories, industrial companies, UM System research centers, and other academic institutions.
- Mentoring other ISC members, in particular untenured faculty, in growing their research portfolio.
- Managing the ISC resources to achieve these goals.

The qualified candidates will be renowned scholars with an earned Doctorate in electrical, mechanical, computer, or systems engineering, or a closely related field. They will have demonstrated a strong commitment to inclusion and an outstanding record of excellence in research, teaching, and service at a level commensurate with appointment as a tenured, Full Professor. The successful candidates will possess visionary leadership abilities, rooted in building others, mentoring, and effective communication. **Preferred qualifications of the successful candidate include:**

- Strong record of collaborative, competitively funded research leading to high-impact, multi-investigator publications, projects, and/or centers.
- History of successful leadership of multi-investigator research teams.
- Experience in research administration, with a reputation for transparency, fairness, integrity, inclusion, high ethical standards of excellence, and mentoring other researchers.
- Outstanding interpersonal skills that demonstrate resourcefulness, self-assurance, a “can-do” attitude, and a growth mindset.

About Missouri S&T
Missouri S&T is one of the nation’s leading research universities and offers 98 degree programs in 40 disciplines. Founded in 1870 as one of the first technological institutions west of the Mississippi and located about 100 miles west of St. Louis in the multicultural community of Rolla, Missouri S&T is an accessible, safe, and friendly campus surrounded by Ozarks scenery.

Missouri S&T is a public university with two academic colleges: College of Engineering and Computing and the College of Arts, Sciences, and Business. Together, the colleges are home to more than 440 titled faculty members, who share a strong commitment to leading-edge research and exceptional teaching. The university’s 99 degree programs include a broad array of engineering, science, computing and technology disciplines, as well as business, social sciences, humanities, and liberal arts at the level of Bachelor’s, Master’s, and Doctoral degrees, as well as a variety of professional certificates. With a total student enrollment of approximately 8,000, Missouri S&T provides students direct access to outstanding faculty, hands-on experiential learning opportunities, and a world-class, comprehensive education. Over 1,100 dedicated staff members support the university in its mission to create and convey knowledge to help solve the world’s great challenges. The Carnegie Foundation classifies Missouri S&T as a higher research activity institution, with research expenditures in FY 2019 at just over \$31 million. The new awards for the FY2020 has surpassed \$48 million. The current research expenditure capacity at Missouri S&T is estimated to be about \$30 million. For more information, visit <http://research.mst.edu/>.

Interested candidates should provide a complete CV, a research statement, and a statement of their vision as ISC Director through the Missouri S&T careers page. The position link is included below:

https://erecruit.umsystem.edu/psp/tamext/ROLLA/HRMS/c/HRS_HRAM_FL.HRS.CG_SEARCH_FL.GBL?Page=HRS_APP_JBPST_FL&Action=U&Siteld=10&FOCUS=Applicant&Siteld=10&JobOpeningId=34344&PostingSeq=1

Inquiries may be directed to Dr. Jonathan Kimball, Chair of the search committee, at kimballjw@mst.edu. Partnering on the search is Tim McIntosh, Director of Recruitment for the University of Missouri System (mcintoshts@umsystem.edu). Review of applications will begin October 31, 2020.

Missouri University of Science and Technology is fully committed to achieving the goal of an inclusive workforce that embraces diverse experiences, backgrounds and perspectives with an unabiding commitment to freedom of expression. We seek individuals who are committed to this goal and our core campus values of respect, responsibility, discovery, and excellence.

The University will recruit and employ qualified personnel and will provide equal opportunities during employment without regard to race, color, religion, sex, sexual orientation, national origin, age, disability or status as a Vietnam-era veteran.



President

Deadline November 30

The Board of Trustees of Mesalands Community College, accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, is conducting a nationwide search for a new president. The College seeks an experienced, dynamic, visionary, and enterprising leader, who will guide and set the stage for growth, stability, and service to a unique community college. Mesalands is located in a historic Route 66 community on the I-40 corridor with potential for continued success.

Mesalands Community College provides unique opportunities with immersive training complimented by its strategic location. The College is the authority on wind energy technology for the State of New Mexico boasting a wind turbine and housing a nacelle, on the ground, for hands-on training. The North American Wind Research and Training Center is a premier facility pushing the boundaries of renewable energy technology. The Paleontology program has produced a pristine world-renowned Dinosaur Museum, cultivating specimens from exclusive local dig sites.

Mesalands is New Mexico's home to the Western Meat School an innovative learning experience where ranchers, butchers, and others can learn how to direct market beef and lambs. Students receive immersive experiences in Agricultural Business and Direct to Market offerings, maintaining the traditions of the Southwest while advancing competitive business practices of the future. Other unique program offerings include: Farrier Science, Artistic Silversmithing, Fine Arts Bronze, and a nationally ranked Intercollegiate Rodeo Team. The College is fortunate to be led by a committed faculty and staff, producing high rates of student retention and success.

For additional information about Mesalands Community College, including the presidential profile, please visit: mesalands.edu/presidential-search/

In addition to your electronic materials, a paper copy must be mailed to:
Mesalands Community College - Presidential Search
ATTN: Mr. James (Jim) Streetman
911 South Tenth Street
Tucumcari, NM 88401

Lead The Way



R. WILLIAM FUNK & ASSOCIATES



PRESIDENT

Central Washington University, one of the Pacific Northwest's premier universities, announces a nationwide search for its next President. The CWU Board of Trustees seeks an experienced, innovative leader who can build upon the success of President James L. Gaudino, who is stepping down on July 31, 2021.

Founded in 1891 as a teaching school (the Washington State Normal School), CWU has grown into a comprehensive university with four colleges (Arts and Humanities, Business, Education and Professional Studies, and Sciences) and eight University Centers and instructional sites.


Located in the heart of Washington state, about 90 minutes east of Seattle, CWU enrolls more than 12,300 students, employs nearly 1,200 FTE faculty and staff, and has an annual budget of more than \$350 million. CWU has consistently ranked as one of the top "Best Bang for Your Buck" universities in the West, according to *Washington Monthly*, and is the only state university to earn the prestigious Higher Education Excellence in Diversity (HEED) award in five of the past six years.

Reporting directly to the CWU Board of Trustees, the President is the chief executive officer of the University and is responsible for its effective strategic administration. CWU seeks a President who can manifest the "Welcome" culture of the University. The President must possess impeccable integrity, extraordinary management abilities, a clear understanding of the mission of a public, comprehensive university, and a passion for educating and preparing students for successful lives and careers. Preferred candidates will have experience leading large, complex organizations, and will have demonstrated success building organizational culture that is inclusive and diverse. Candidates should have an entrepreneurial spirit and a record of success in fundraising, in-state government relations, and alumni and public outreach.

While applications and nominations will be received until a new President is selected, interested parties are encouraged to submit their materials to our Consultant at the address below by September 30th to receive optimal consideration. Application materials should include a letter of interest and a current CV.

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

AA/EEO/Title IX/Veteran/Disability Employer



The Santa Clarita Community College District
College of the Canyons is hiring:

ASSISTANT SUPERINTENDENT/VICE PRESIDENT
(Student Services)
An Educational Administrator Position
Position # ACA20-338
Review Date: October 9, 2020
Job Link: <https://bit.ly/3hUzLBA>

Under administrative direction of the Chief Executive Officer, the Assistant Superintendent /Vice President, Student Services is responsible for planning, designing, organizing, implementing, and managing district-wide student services programs and services that are welcoming, efficient, and promote student success.

LEARNING DISABILITY/ACCOMMODATION SPECIALIST
Full-Time Faculty Tenure Track
Position # ACA20-337
Review Date: October 16, 2020
Job Link: <https://bit.ly/32KKcYc>

This is a 11-Month professional, full-time tenure track position beginning January 2021. The position may include a combination of teaching, department, college, and community leadership functions.

DIRECTOR, GRANTS DEVELOPMENT
A Classified Administrator Position
Position: CLA20-342
Review Date: October 7, 2020
Job Link: <https://bit.ly/34QJNpO>

Under the direction of the Vice President, Canyon Country Campus and Grants Development, manages the grant development process, including the identification of external funding opportunities to support college projects and strategic goals, the prioritization of funding needs, coordination of pre-proposal contact with funding sources.

Applicants are encouraged to complete their applications online. We also recommend that you visit our website and sign up for job alerts for upcoming employment opportunities at: <https://www.canyons.edu/administration/humanresources/>
If you require assistance, please call the Human Resources office at (661)362-3427 or email us at: hro@canyons.edu



U.S. Army War College
Carlisle, Pennsylvania


Dean, School of Strategic Landpower

The U.S. Army War College seeks a Dean for the School of Strategic Landpower to begin by July, 2021

The War College is the Army's most senior institution for professional military education. The Dean oversees two graduate-level academic programs, one in residence and one via a blended learning format.

Important needs for this position are the ability to translate vision into action, experience with professional military education or senior level National Security educational programs, a record of program innovation, and strong team-building and communication skills.

Apply: <https://www.usajobs.gov/GetJob/ViewDetails/576808900>



Seeking a Founding Director of Nursing for new (BSN) Nursing Program
Mount Vernon, GA

MSN, Current Georgia or multistate (NLC) licensure as a RN required.

Candidates with a terminal degree in nursing (DNP, Ph.D.), additional licensure and certifications, and/or prior related work experience in starting a nursing education program will be preferred.

All applicants first must complete the college's online employment application at <https://www.bpc.edu/about-bpc/employment>. Please also submit by email to rbrian@bpc.edu a letter of interest that briefly addresses the qualifications listed above; a curriculum vitae; names and contact information for at least three professional references; and a statement of personal faith. Review of applications will begin August 1st, 2020, and continue until the position is filled.

WWW.BPC.EDU

Provost & Vice Chancellor for Academic Affairs

The Provost & Vice Chancellor for Academic Affairs serves as the university's chief academic officer. In this capacity, the incumbent is responsible for the overall administration, academic budget planning, planning and management of the curriculum, instructional programs, research centers and institutes and educational support services offered across the campus. The Provost & Vice Chancellor for Academic Affairs leads a multifunctional integrated academic division consisting of eight independent academic colleges and schools as well as distance and continuing education. The incumbent also is responsible for faculty affairs and faculty development, graduate studies, institutional research, sponsored research and oversight of the Registrar's Office, the Healey Library and the Office of Global Programs. The Provost & Vice Chancellor for Academic Affairs ensures the development and enhancement of high-quality baccalaureate, certificate, master's and doctoral-level programs through ongoing program review and assessment, maintenance of academic standards, and the expansion of research and other scholarly/creative activity. Works directly and closely with the deans and the UMass Boston fundraising team to identify new sources of revenue to support the mission of the university. Responsible for designing and implementing strategies to advance the university's commitment to diversity in assigned areas of responsibility. Ensures that all academic programs, support services, and academic policies in assigned areas of responsibility reflect a deep commitment to diversity, equity, and inclusion, and models that commitment in decision-making. In partnership with Human Resources, oversees collective bargaining processes for unionized faculty, department chairs and graduate students.

Examples of Duties:

- Provides executive level leadership and supervision for all academic and student service programs, including undergraduate, graduate, extended degree and continuing education programs. Provides direction, leadership, and motivation for all faculty and staff within the academic division. Works with and coordinates the team of senior staff who are responsible for achieving goals in support of the academic mission of the university.
- Sets quality standards for academic program assessments, curriculum teaching, and student learning outcomes.
- Reviews all evaluations and files regarding the reappointment, promotion, tenure or dismissal of faculty.
- Ensures that academic and student services data is current and integrated with the institutional mission statement, in consultation with others through the principles of shared governance.
- Establishes and maintains an effective plan that supports the recruitment and retention of highly qualified and diverse faculty.
- Coordinates and manages the budget development of colleges and departments within areas of oversight.
- Advises the Chancellor on all matters relating to the academic functions of the university. Becomes involved in, and takes leadership responsibility for, other tasks as assigned by the Chancellor as needed. Represents the university to assigned UMass system and external groups and individuals. Acts as an effective advocate for UMass Boston.
- Manages faculty personnel processes, including hiring, tenure and promotional decisions, in an orderly and equitable fashion.

Qualifications:

- Earned doctorate in an academic discipline or interdisciplinary field from an accredited institution and demonstrated record of distinguished research/scholarship and teaching that would support appointment as a tenured full professor.
- Highly motivated team player able to function effectively in a fast-paced environment, with strong interpersonal skills.
- Established track record of success in managing large and complex academic units.
- Demonstrated ability to engage in and steward complex higher education finance and budgeting, including the ability to support university fundraising efforts.
- Strong record of commitment to diversity, equity, social justice and inclusion.
- Demonstrated commitment to affirmative action and equal opportunity in academic admissions, personnel actions and other relevant arenas.
- Established history of leadership in contributing to student success efforts for undergraduate and graduate education. Demonstrated receptivity to student input, feedback, and engagement.
- Proven ability to make, implement, and productively communicate the rationale for difficult decisions.
- Experience in securing, managing and increasing external funding through sponsored research, fundraising, and innovative external partnerships that support the academic enterprise.
- Understanding of and respect for the role of academic freedom in the academy.
- An academic leader with a collaborative and authentic approach to shared governance.
- Working knowledge and appreciation of a broad range of academic scholarship, student services and administration practices. Demonstrated ability to exercise inclusive and decisive leadership in higher education.
- Substantial and successful executive and fiscal management experience, particularly in an environment of constrained resources.
- Commitment and demonstrated ability to manage a complex academic organization and work productively, both vertically and horizontally, with colleagues across all units of the campus to deepen the understanding and appreciation of the university's core values, and to enact appropriate and timely responsiveness to the needs and concerns of students, faculty, and staff of a public doctoral university.
- Excellent communication skills, both oral and written.
- A proven track record of building financially sustainable academic systems and infrastructure.
- Strong interpersonal skills.

Preferred Qualifications:

- Experience at the level of dean or higher.
- An academic leader with knowledge of UMass Boston, the UMass system, the city of Boston and the multiple communities UMass Boston serves, as well as an understanding and appreciation of the university's unique urban mission.
- Successful experiences in the following areas: leading strategic planning, substantive and decisive evaluation of academic programs, learning outcomes assessment and accreditation, and developing interdisciplinary programs.
- Experience in collective bargaining and/or high-level administration in an institution with unionized faculty.
- Ability to function effectively in external and internal environments with sound judgment in the context of politics, public relations, and academe.
- Strong commitment to a collaborative and consensus-building environment.
- Understanding of the unique culture of an urban university with diverse commuting and residential student populations, including an appreciation of the unique needs of first-generation students, students from diverse socioeconomic backgrounds and students of color.
- Demonstrated achievements in supporting and expanding the development of mutually beneficial industry partnerships and innovative curricular change that support student success and economic development.

Special Instruction to Applicants:

Please apply online with your resume and cover letter. Preference will be given to applications received on or before September 30, 2020. <https://employmentopportunities.umb.edu/boston/en-us/job/506262/provost-vice-chancellor-for-academic-affairs>

UMass Boston provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, gender, gender identity or expression, age, sexual orientation, national origin, ancestry, disability, military status, genetic information, pregnancy or a pregnancy-related condition, or membership in any other protected class. This policy applies to all terms and conditions of employment.



ACC is for EVERYONE

Be part of a nationally recognized college that values diversity, equity, and inclusion.

We are hiring faculty!

Advanced Manufacturing	Mathematics
Studio Art (Sculpture/3D Design)	Physics
Biology	Visual Communication (UX/UI)
Communication Studies	Visual Communication (Graphic Media Production)
Computer Science and Information Technology	Associate Degree Nursing
Culinary	Dental Hygiene
Economics	Emergency Medical Services Program
English	Occupational Therapy Assistant
Environmental Science	Pharmacy Technology
Fashion Design	Professional Nursing
Game Design	Radiology
History	Sonography
Hospitality Management	Surgical Technology
Humanities	Welding
Logistics and Supply Chain Management	
Marketing	

TO VIEW ALL OPPORTUNITIES, VISIT: austincc.edu/employment

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.



Be Boulder.

With CU ENGINEERING

» We are hiring multiple faculty across all disciplines

» Help us build a more inclusive and diverse academic culture

colorado.edu/engineering/faculty-jobs

 Engineering & Applied Science
UNIVERSITY OF COLORADO BOULDER



College of Liberal Arts and Sciences

FACULTY POSITIONS

We are actively recruiting for faculty positions beginning January/August 2021. We are a comprehensive college that spans the **fine and performing arts, humanities, social sciences, and natural and mathematical sciences.** Position descriptions are on our website: clas.uiowa.edu/faculty/faculty-searches

jobs.uiowa.edu/working-at-iowa

The College of Liberal Arts and Sciences is strongly committed to diversity; the strategic plans of the University and College reflect this commitment. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran. The University of Iowa is an equal opportunity/affirmative action employer.



8TH
LARGEST
MEDICAL SCHOOL
IN THE NATION

2
LOCATIONS:
KANSAS CITY, MO
& JOPLIN, MO

100%
RESIDENCY
PLACEMENT RATE
FOR 2020 COM GRADS

1,873
STUDENTS
CURRENTLY
ENROLLED

Founded in 1916, Kansas City University (KCU) is one of the nation's founding colleges of osteopathic medicine and a leader in health sciences education. With graduate and doctoral programs in osteopathic medicine, biomedical sciences, clinical psychology and soon dental medicine plus options for dual-degrees, advanced studies and experiential coursework, KCU is dedicated to preparing students for dynamic careers in an ever-changing industry. As KCU continues to redefine health sciences education, we are focused on building a campus community focused on the future. From implementing a robust plan for transitioning from on-campus academics to distance learning – that kept students not only safe but on track in their studies – to addressing issues of diversity, equity and inclusion through dedicated efforts, KCU is *improving the well-being of the communities we serve*.

NOW HIRING: ASSOCIATE PROVOST AND DIRECTOR OF CAMPUS HEALTH AND WELLNESS

The Associate Provost and Director of Campus Health and Wellness will be responsible for driving transformation that will elevate the culture of health and wellness at KCU. This position will help in developing and executing strategy that will improve and nurture multiple wellness dimensions, including emotional, mental, physical, financial, spiritual, and social wellness. This position will work closely with other institutional stakeholders and executive leadership to establish and maintain strong, collaborative relationships with internal and external constituents, focusing on direct responsibility for KCU wellness needs.

FUTURE GROWTH OPPORTUNITIES:

PRIMARY CARE FACULTY • OSTEOPATHIC MANIPULATIVE MEDICINE FACULTY • CLINICAL PSYCHOLOGY FACULTY
STUDENT SERVICES STAFF • ADMISSIONS STAFF • HUMAN RESOURCES STAFF

If you are interested in an upcoming position, please submit your resume to: RECRUITING@KANSASCITY.EDU. Stay tuned for the opening of these positions and others by visiting the KCU website and following us on LinkedIn at: [LINKEDIN.COM/SCHOOL/KANSAS-CITY-UNIVERSITY](https://www.linkedin.com/school/kansas-city-university)

KEY FACULTY AND STAFF POSITIONS ARE LISTED AT: **KANSASCITY.EDU/JOBS**



KCU is committed to promoting an equal employment opportunity workplace. Equal opportunity is and shall be provided for all employees and applicants for employment on the basis of their demonstrated ability and competence ancestry, military and/or veteran status, and/or any other status protected by applicable Federal, state or local law.



Washington University in St. Louis

ARTS & SCIENCES


African and African American Studies (AFAS)
Assistant Professor of African and African Diaspora Studies

The Department of African and African American Studies in the School of Arts & Sciences at Washington University in St. Louis invites applications for a tenure-track position at the rank of assistant professor of any region of Africa or the African Diaspora in the areas of Art History, Environmental Studies, or Demography and Migration. Applicants in art history, anthropology, psychology, law, political science, sociology, geography, or philosophy will be considered; candidates with expertise in environmental studies may exceed this list by having qualifications associated with one or more physical sciences. Applicants can be either newly graduated Ph.Ds. or more advanced junior scholars. The starting date for the position is July 1, 2021. All applications should be submitted via Interfolio (apply.interfolio.com/78452).

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

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

Each year Washington University publishes a Safety and Security brochure that details what to do and whom to contact in an emergency. This report also publishes the federally required annual security and fire safety reports, containing campus crime and fire statistics as well as key university policies and procedures. You may access the Safety and Security brochure at <https://police.wustl.edu/clery-reports-logs/>.



Pomona College

Fred and Dorothy Chau Postdoctoral Fellowship

Pomona College seeks applications for the Fred and Dorothy Chau postdoctoral fellowship, a two-year position, beginning September 2020. This fellowship is open to scholars in any field in the arts, humanities or social sciences whose research engages race, ethnicity, class, gender, sexuality, or transnational studies. Successful candidates will teach two courses per year. Fellows are also responsible for giving one public presentation each year. Salary is commensurate with a visiting full-time faculty position. Please submit letter of application, CV, short description of dissertation, a statement about your interests in teaching at a liberal arts college, a statement addressing the your demonstrated ability to mentor a diverse student body, and three letters of recommendation by January 15, 2021 to www.academicjobsonline.org.

Pomona College, a member of the Claremont Colleges, supports equal access to higher education and values working in a richly diverse environment.

JOB
SEARCH
TIPS

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

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

Get more career tips on
jobs.chronicle.com

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



INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK



Pictured:
Khajae Henry
2020 MSW Graduate

Highest Ranked in Indiana

Indiana University School of Social Work is the highest ranked and largest in the state. For over 100 years, we have provided innovative instruction to students who are passionate about helping others.

Hands-on Experience

Our bachelor and master of social work students learn from caring faculty and gain hands-on experience through internships. For those interested in careers in research, we offer Indiana's only Ph.D. program.

Committed to Diversity

We are committed to stepping into the complex diversity challenges before us. We are working together to bring healing to our own community while finding our collective voice to effect change in our broader communities.

socialwork.iu.edu



**COLORADO
COLLEGE**

Multiple Tenure-Track Positions for 2021

Colorado College, a highly selective liberal arts college with an enrollment of approximately 2000 students, seeks to fill twelve tenure-track positions for the 2021-2022 school year in:

Education: Special Education
English: Creative Nonfiction
Environmental Program: Global Environmental Change
Human Biology and Kinesiology
Mathematics and Computer Science: Statistics
Mathematics and Computer Science: Computer Science
Molecular Biology
Physics
Political Science: International Relations/Foreign Policy
Political Science: International Relations/Global Health
Psychology: Biopsychology OR Neuroscience
Race, Ethnicity and Migration Studies: Africana Studies

Information about Colorado College is available at <http://www.ColoradoCollege.edu>. Interested applicants should refer to the full job descriptions for each position found at <https://www.coloradocollege.edu/offices/dean/faculty-position-openings/>, as they become available. Check the website for application closing dates. Ph.D. must be complete or very nearly complete before starting date.

Colorado College actively promotes a dynamic environment in which students and employees of diverse cultures, backgrounds, and perspectives can learn and work. We have made the commitment to become an antiracist institution. We welcome and encourage applications from candidates who can contribute to the cultural and ethnic diversity of our college. The College's distinctive “Block Plan” divides the academic year into eight 3 1/2-week blocks. During each block, students take and faculty teach one course at a time, with a maximum enrollment of 25 students per class. This unique academic calendar supports experiential learning opportunities such as field trips and service learning and a breadth of innovative teaching strategies that engage students in the classroom. Faculty teach six blocks per year.

Colorado College is an equal opportunity employer committed to increasing the diversity of its community. We do not discriminate on the basis of race, color, national origin, gender, age, religion, gender identity or expression, disability, or sexual orientation in our educational programs and activities or our employment practices.



COLLABORATIVE RESEARCH AND PUBLICATION OFFER

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

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

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

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

USC Viterbi

School of Engineering

The Viterbi School of Engineering at the University of Southern California seeks outstanding individuals to fill anticipated openings for tenured, tenure-track, teaching track, and research track positions at all levels in the following academic areas:

Qualified applicants must have a Ph.D. (or equivalent terminal

- | | |
|--|---------------------------------------|
| • Aerospace and Mechanical Engineering | • Computer Science |
| • Astronautical Engineering | • Electrical and Computer Engineering |
| • Biomedical Engineering | • Industrial and Systems Engineering |
| • Chemical Engineering and Materials Science | • Engineering Writing |
| • Civil and Environmental Engineering | • Information Technology |

Qualified applicants must have a Ph.D. (or equivalent terminal degree) and a strong record of scholarly achievement in research and/or teaching, as applicable for the position. Interested applicants should visit the specific website of their interest for further information on the faculty search and application process at <https://viterbischool.usc.edu/faculty/positions-available/>

USC is an equal opportunity, affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, disability, or any other characteristic protected by law or USC policy. USC will consider for employment all qualified applicants with criminal histories in a manner consistent with the requirements of the Los Angeles Fair Chance Initiative for Hiring ordinance.



**Professor and Director
School of Modeling, Simulation and Training**

The University of Central Florida is accepting applications for Professor and Director of the School of Modeling, Simulation, and Training (SMST). This is a 12-month, state funded appointment within SMST at the rank of professor with tenure. The Director oversees all activities and personnel within SMST, providing strategic, technical, financial, and administrative leadership. Direct reports include the Deputy Director of the Institute for Simulation & Training, the program director of the Modeling and Simulation (M&S) graduate programs, and the fiscal & contract manager. We welcome qualified candidates whose background reflects the interdisciplinary nature of MST, and whose experience reflects a track record of successful research administration, including effective organizational and personal communication and motivation. The director has the opportunity to shape the future of the school, and to play a central role in the associated university, regional, state, national, and international impacts.

For more information about this position, see <http://www.ucf.edu/jobs>

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

CHALLENGE CONVENTION. CHANGE OUR WORLD.

Clark University announces the following openings for full-time Tenure Track faculty positions and an Associate Professor of Practice starting fall semester 2021 and an Associate Professor of Practice. A more detailed posting including responsibilities, expectation and a list of required application materials can be found at <https://www.clarku.edu/offices/human-resources/job-opportunities/>.

Clark University is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.

Founded in 1888 as the first all-graduate-studies institution in the country, Clark University is a renowned liberal-arts-based research university with a distinguished research pedigree. Our small size affords not only an environment supportive of student learning, but also unique opportunities for interdisciplinary research. Clark's support of faculty research exceeds that typically found at commonly sized institutions and supports exceptional opportunities for student research at the graduate and undergraduate levels. Located in the heart of New England, Worcester, Massachusetts, Clark enrolls approximately 2,200 undergraduate and 1,000 graduate students.

Clark University embraces equal opportunity and affirmative action as core values: we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. This commitment applies to every aspect of education, services, and employment policies and practices at Clark. Our commitment to diversity informs our efforts in recruitment, hiring and retention. All positions at Clark share in the responsibility for building a community that values diversity and the uniqueness of others by exhibiting integrity and respect in interacting with all members of the Clark community to create an atmosphere of fairness and belonging. We strongly encourage members from historically underrepresented communities, inclusive of all women, to apply.

Tenure Track:

Biology – Evolutionary Biology
Geography – Earth System Science
Math/Computer Science – Data Science and Machine Learning
Psychology – Social Psychology
Associate Professor of Practice - English - Secondary English Education



As a job candidate attending a scholarly conference, remember that, even at cocktail receptions, you are “on.”

From the moment you arrive at the airport to the moment you return home, consider yourself to be on an extended job interview. Dress professionally (even on the plane). Always be prepared to discuss your research (succinctly; don't drone on). Have business cards on hand, as well as drafts of your current manuscripts, grant applications, and/or book proposals. You never know whom you will meet on the plane, in the buffet line at breakfast, or in the hotel lobby.



FACULTY POSITIONS

The Fuqua School of Business

The Fuqua School of Business at Duke University will be filling potential strategic positions for the 2021-2022 academic year. Possible openings could be in any of the School's academic and program areas: Accounting, Decision Sciences, Economics, Finance, Health Sector Management, Management, Marketing, Operations Research, and Strategy. Although our focus is on hiring candidates at the rank of assistant professor, in cases of extraordinary fit, we will consider more senior ranks including associate and full professor.

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

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

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

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

Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke also makes good faith efforts to recruit, hire, and promote qualified women, minorities, individuals with disabilities, and veterans.



**Arnold School of Public Health
Tenure Track Assistant/Associate Professor
of Epidemiology**

The Department of Epidemiology and Biostatistics in the Arnold School of Public Health (ASPH) at the University of South Carolina (UofSC) invites applications for a tenure-track position in Epidemiology at the rank of Assistant or Associate Professor. This search is focused on recruiting a faculty member with expertise in advanced epidemiologic research methods.

The successful applicant will be expected to maintain an active research program, teach courses in advanced epidemiology research methods and other epidemiology courses, mentor graduate students, and contribute to the department and school through professional service. A qualified candidate for the rank of Assistant Professor will have an earned doctoral degree in epidemiology by the beginning date of employment, demonstrated evidence of high-quality scholarly research, and the potential to successfully compete for external research funding. A qualified candidate for the rank of Associate Professor will have an earned doctoral degree in epidemiology, a successful track record of competitive external funding in support of research, and a teaching record commensurate with experience.

Qualified candidates will be capable of 1) teaching doctoral level courses in the theory and application of epidemiologic research methods that include causal inference, 2) enriching our curriculum in epidemiologic research methods, and 3) having strong potential to develop an independent research program, either in epidemiologic research methods or in an applied area of epidemiologic research. Examples of existing epidemiology faculty expertise are nutrition, obesity, cancer, neurodevelopmental disability, perinatal epidemiology, infectious and parasitic diseases, health disparities, environmental and occupational epidemiology, and cardiometabolic outcomes (e.g., diabetes). Abundant collaborative clinical research opportunities exist with other medical units at UofSC.

How to apply: Applications require: 1) letter of application; 2) curriculum vitae; 3) research statement; 4) teaching statement; and 5) contact information for three references. Submit your application at the following link: <http://uscjobs.sc.edu/postings/85809>.

For additional information please contact Emily Tedesco, tedescel@mailbox.sc.edu, Department of Epidemiology & Biostatistics, 915 Greene St., Columbia, SC 29208, Telephone: (803) 777-7353, Fax: (803) 777-2524. Review of applications will begin immediately and continue until the position is filled. The anticipated start date is August 16, 2021.

The University of South Carolina is an affirmative action, equal opportunity employer. The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.

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





TEXAS STATE UNIVERSITY is home to 38,000 students and 2,000 faculty members in the growing Austin-San Antonio region known as the Texas Innovation Corridor. A member of the Doctoral Universities: High Research Activity Carnegie classification, we are a university with a passion for hands-on academic learning, research, and scholarly experiences.

As a proud Hispanic-Serving Institution, our faculty and students are generating new knowledge, catalyzing ideas into reality, and pushing boundaries in every discipline. For more than a century, our university has been united by the belief that, through our love of learning and our hard work, we can do great things. We are innovators and artists, investigators and inventors, entrepreneurs and idealists. We are Texas State.

Bolstered by research with relevance and innovation in creative and scholarly work in a full range of academic disciplines and spirit of inclusiveness, Texas State seeks candidates for a variety of faculty and academic administrator positions.

TEXAS STATE UNIVERSITY ANTICIPATED POSITIONS

EMMETT AND MIRIAM MCCOY COLLEGE OF BUSINESS ADMINISTRATION

Computer Information Systems and Quantitative Methods

- Chair, Computer Information Systems and Quantitative Methods

COLLEGE OF HEALTH PROFESSIONS

St. David's School of Nursing

- Assistant Professor, Associate Professor or Professor
- Assistant Professor, Associate Professor or Professor – Family Nurse Practitioner Program
- Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor – Psychiatric Family Nurse Practitioner

COLLEGE OF SCIENCE AND ENGINEERING

Ingram School of Engineering

- Assistant Professor in Civil Engineering – Geotech
- Assistant Professor in Civil Engineering – Structures
- Professor in Civil Engineering – Water Resources
- Associate Professor or Professor in Materials Science, Engineering, and Commercialization (MSEC)

Texas State University anticipates more faculty positions to become available. Please check jobs.hr.txstate.edu on a regular basis to learn more about these positions.



Texas State University, to the extent not in conflict with federal or state law, prohibits discrimination or harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or expression. Texas State University is a tobacco-free campus. 20-507 09/20

W PAUL G. ALLEN SCHOOL OF COMPUTER SCIENCE & ENGINEERING

RESEARCH ASSISTANT PROFESSOR SEATTLE, WA

The University of Washington's Paul G. Allen School of Computer Science & Engineering invites applications for a non-tenure track Research Assistant Professor position in the fields of Molecular engineering with computation methods (e.g., ML); DNA nanotechnology; and/or Synthetic biology. The position would be a full-time, multi-year appointment with 12-month service period and with an anticipated start date of September 1, 2021. The initial appointment is for a three-year term.

Our school offers a highly collegial and collaborative culture, with broad interdisciplinary research ties across campus. We are leaders both in core computing and computer engineering research, and in research that applies computer science to solve pressing world challenges in medicine and global health, education, accessibility, developing world technology, and others. The Seattle area is particularly attractive given the presence of significant industrial research laboratories, top technology companies, as well as a vibrant technology-driven entrepreneurial community that further enhances the intellectual atmosphere.

We look forward to learning how the applicant's experience or future plans for research and service would support our commitment to diversity and inclusion. The University is building a culturally diverse faculty and staff and strongly encourages applications from women, underrepresented minorities, individuals with disabilities and covered veterans. The University is a first-round awardee of the National Science Foundation's ADVANCE Institutional Transformation Award to increase the advancement of women faculty in science, engineering, and math (see www.engr.washington.edu/advance). Moreover, College of Engineering has consistently had one of the highest percentages of women faculty in the top 50 colleges of engineering (US News and World Report Undergraduate Rankings). Additionally, the University's Office for Faculty Advancement promotes the hiring, retention, and success of a diverse and inclusive faculty at the University of Washington.

All University of Washington faculty engage in research, teaching and service.

Qualifications

Applicants must have earned a doctorate (or foreign equivalent) in Computer Science, Computer Engineering, or related field, by the date of appointment.

Application Instructions

To ensure full consideration of your application, please submit all materials no later than November 15, 2020. Applications will only be accepted via Interfolio.

Please provide pdf files for the following requested materials: your letter of application, a complete curriculum vitae, statements of research interests, a diversity statement, and your three most significant publications. You may optionally provide a teaching statement, if available. You are also asked to provide at least four confidential letters of recommendation.

For any administrative issues or inquiries related to the search, please contact frc@cs.washington.edu. For technical issues, please contact Interfolio staff at 877-997-8807 or help@interfolio.com.

Equal Employment Opportunity Statement

University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, pregnancy, genetic information, gender identity or expression, age, disability, or protected veteran status.

Commitment to Diversity

The University of Washington is committed to building diversity among its faculty, librarian, staff, and student communities, and articulates that commitment in the UW Diversity Blueprint (<http://www.washington.edu/diversity/diversity-blueprint/>). Additionally, the University's Faculty Code recognizes faculty efforts in research, teaching and/or service that address diversity and equal opportunity as important contributions to a faculty member's academic profile and responsibilities (<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432>).

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TEXAS A&M UNIVERSITY
Education &
Human Development

FACULTY POSITIONS AVAILABLE

The College of Education and Human Development at Texas A&M University, a member of the prestigious Association of American Universities, has multiple faculty positions opening in Fall 2020-2021.

Texas A&M is located in the twin cities of Bryan and College Station, home to about 203,000 residents. This central Texas location offers the best of both worlds: it's small enough to offer safe and affordable living, and just a short drive to three major Texas cities — Houston, Austin, and Dallas.

The following faculty positions are open and applications are being accepted. Qualifications for positions include an earned doctorate, teaching experience in the areas of expertise noted, mentoring of undergraduate and graduate students, contribution to the college and university service activities, evidence of a commitment to teaching and research that includes individuals from diverse backgrounds, participation and leadership in program development, commitment to collegiality and collaboration, and depending on position, may include the ability to secure and maintain external funding to support research and graduate students, and supervising the thesis and dissertation research of graduate students.

Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that **embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.**

The Texas A&M System is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity

Department of Educational Psychology
<https://epsy.tamu.edu/about/employment-opportunities/>

- **Assistant/Associate Professor in Research, Measurement & Statistics (RMS).** Seeking a clinical faculty member to provide instructional leadership with graduate and undergraduate teaching responsibilities in the Department of Educational Psychology. The position requires experience and expertise in (a) communicating introductory/foundational statistical content, (b) the development and delivery of online course content, and (c) mentoring doctoral students who are learning to teaching statistical concepts.
- **Associate/Full Professor in School Psychology (SPSY).** The Department of Educational Psychology at Texas A&M University announces a tenure track, Associate/Full Professor position within an APA-accredited School Psychology Program. The specific area of research expertise for this position is open; however, we seek applicants with an established and fundable programmatic line of research that contributes significantly to child psychology/ the profession of school psychology.

Department of Health and Kinesiology
<https://hlkn.tamu.edu/about/employment/>

- **Assistant Professor in Sport Management (SPMT).** The Division of Sport Management (SPMT) at Texas A&M University seeks qualified applicants for a newly created Assistant Professor position to serve as a core tenure track faculty member and play an integral role in the SPMT program. Applicants must possess an earned Doctorate in Sport Management or an appropriate and closely related discipline. Through their research, demonstrated by publications in medium to high impact journals, applicants must also indicate their potential for funded research (i.e., Local-, State-, and Federal-level). In addition to research, applicants must have a record of outstanding teaching at the undergraduate and graduate levels, demonstrated existing expertise (or the potential for) online teaching, and demonstrated expertise in statistical and research methods necessary for effectively mentoring MS (i.e., thesis) and PhD students.
- **Assistant Professor in Health Education.** The Division of Health Education at Texas A&M University seeks a Tenure Track Scholar in the College of Education and Human Development. We seek an emerging scholar who is well versed in health-related and translational research with interdisciplinary research experience and a solid research foundation to further advance the Division's strong and expanding research portfolio. This Assistant Professor will be an integral part of the Division of Health Education's faculty, with expectations to expand research efforts, engage in interdisciplinary collaborations, aggressively seek funding opportunities, provide research mentorship for graduate students, and facilitate undergraduate research activities. This individual will teach graduate and undergraduate courses based on faculty expertise, experience, and the needs of the academic unit. Successful applicants will hold a doctoral degree relevant to the research and teaching mission of the Division of Health Education, have a strong record of research, and a commitment to dynamic graduate and undergraduate teaching. Preferred areas of scholarship include but are not limited to innovative approaches/methodologies and/or content areas. For example, innovative approaches/methodologies could include system science, complex systems, and big data. Content areas could include health inequities, health disparities, and social determinants of health among diverse populations and settings.

TAMU- ACES Fellow: Assistant Professor in Health and Kinesiology. Texas A&M University's College of Education and Human Development invites applications for the Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program from scholars whose work aligns with the Department of Health & Kinesiology. In recognition of Texas A&M University's Diversity Plan, the ACES faculty pipeline initiative promotes the research, teaching, and scholarship of early career scholars who embrace the belief that diversity is an indispensable component of academic excellence. ACES Fellows will benefit from: prescriptive mentoring, access to instructional best practices, a vast array of world-class research and productivity resources, and a robust network of renowned Texas A&M scholars from across disciplines. Fellows will begin their appointment in Fall 2021. In partnership with the College of Education and Human Development, the ACES Fellows Program is funded by the Office of the Provost and administered by the Office for Diversity at Texas A&M University. For more information about the program and its application requirements, visit the ACES program description. The application must be submitted online and is available at: <https://apply.interfolio.com/74763>. **Applications are due by 9 a.m. on October 1, 2020.**

Department of Teaching, Learning and Culture
<https://tlac.tamu.edu/about/employment/>

- **Associate/Full Professor Position in Early Childhood Education.** We invite applications for a position in Early Childhood Education at the rank of Associate or Full Professor with tenure on arrival for qualified candidates to begin in the 2020-2021 academic year. Responsibilities of the position include a) maintaining a vibrant funding and research agenda in early childhood education that can be complimented in a content/context area of education of national/international significance, b) teaching at the undergraduate and graduate level, and c) enhancing and elevating early childhood education research and practice applied to the preparation of the next generation of teacher, researchers and academic leaders.
- **Clinical Assistant Professor in Technology and Teacher Education.** The Department of Teaching, Learning and Culture at Texas A&M University invites applications for a Clinical Assistant Professor to teach undergraduate and graduate courses in Technology and Teacher Education. We seek a vibrant and inventive colleague to join our dynamic faculty and become a thought leader in the scholarship of teaching and learning in technology enhanced learning environments applied across the scholarly areas of teaching and research within the department. Candidates with expertise in fully implementing the International Society for Technology in Education (ISTE) standards for students, educators, education leaders and a passion to lead boldly in bringing computational thinking, transformational technology enhanced learning and computer science to the forefront of teacher education are highly encouraged to apply. Experience with multiple teaching formats (e.g., face-to-face, hybrid, online) is preferred. Clinical faculty must have relevant professional experience, preferably in K-12 settings; evidence of effective or promise for post-secondary teaching experience; commitment to diversity; and engagement in professional leadership activities.

Please visit the websites listed above for complete job descriptions and application requirements for these and other positions that may be available

The best candidates are the dedicated ones.

The smart ones. The inspired ones. The ones who not only pursue knowledge, but are compelled to share it. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

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JOB SEARCH TIPS

The CV and the cover letter are fundamentally different genres.

Your CV is a chronology of your accomplishments. As a genre, it has its own conventions and styling. Whereas the CV is a document that informs, the cover letter is a document that elucidates and persuades.

Get more career tips on jobs.chronicle.com



Karen Kelsky is founder and president of The Professor Is In, which offers advice and consulting services on the academic job search. She is a former tenured professor at two universities.

JOB
SEARCH
TIPS

Is texting
during a job
interview
now
acceptable?

In the category of “obvious yet apparently needing to be said,” let me offer job candidates this advice: Put away your phone while your hosts are taking you out to dinner (or lunch or any meal or social event during a campus interview). Texting in such situations sends out several messages to the hiring committee — but not the kind you should be sending.

Get more career tips on
jobs.chronicle.com

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W PAUL G. ALLEN SCHOOL
OF COMPUTER SCIENCE & ENGINEERING

ASSISTANT PROFESSOR, ASSOCIATE
PROFESSOR OR
FULL PROFESSOR
SEATTLE, WA

The University of Washington's Paul G. Allen School of Computer Science & Engineering invites applications for up to three tenure-track positions in a wide variety of technical areas in both Computer Science and Computer Engineering. Hires will be made at the Assistant (Tenure-track), Associate (Tenure-eligible), or Full (Tenure-eligible) Professor ranks, commensurate with experience and qualifications. The positions would be full-time, multi-year appointments with 9-month service periods and with an anticipated start date of September 1, 2021. Our school offers a highly collegial and collaborative culture, with broad interdisciplinary research ties across campus. We are leaders both in core computing and computer engineering research, and in research that applies computer science to solve pressing world challenges in medicine and global health, education, accessibility, developing world technology, and others. The Seattle area is particularly attractive given the presence of significant industrial research laboratories, top technology companies, as well as a vibrant technology-driven entrepreneurial community that further enhances the intellectual atmosphere.

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All University of Washington faculty engage in teaching, research, and service.

Qualifications

Applicants for tenure-track and tenure-eligible positions must have earned a doctorate (or foreign equivalent) in Computer Science, Computer Engineering, or related field, by the date of appointment.

Application Instructions

To ensure full consideration of your application, please submit all materials no later than November 15, 2020. Applications will only be accepted via Interfolio.

Please provide pdf files for the following requested materials: your letter of application, a complete curriculum vitae, statements of research and teaching interests, a diversity statement, and your three most significant publications. You are also asked to provide at least four confidential letters of recommendation.

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MAKE AN IMPACT

We are dedicated to attracting and retaining talented, diverse staff and faculty who impact the lives of our students and better our community. THIS is a great place to work.

We are hiring full-time, tenure-track faculty beginning in the 2021-2022 academic year in the following disciplines:

- Foundational Math
- Business Leadership
- Biology
- Criminal Justice
- Accounting
- Management
- Allied Health
- Medical Assisting
- Respiratory Care Technology
- Nursing
- Engineering

For full details and to apply online, visit jobs.ccp.edu.

The application deadline is October 16, 2020.

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Chair of the Department of Biostatistics and Epidemiology

College of Public Health – Chair, Department of Biostatistics and Epidemiology. The East Tennessee State University (ETSU) College of Public Health is seeking a nationally recognized leader to serve as Chair of the Department of Biostatistics and Epidemiology. ETSU is a CEPH-accredited College of Public Health with a strong commitment to high quality teaching, research and service and a focus on interprofessional collaboration to improve the health status of the region, state and nation. The College is a member of the Association of Schools and Programs of Public Health (ASPPH). It is home to five centers and institutes focused on health improvement in the region and nation: the Addiction Science Center, the Center for Rural Health Research, the Center for Applied Research and Evaluation in Women's Health, the Tennessee Public Health Training Center and the Tennessee Institute for Public Health. According to the U.S. News and World Report, in 2019 the college ranked in the top third of all schools and programs of public health and was among the top 10 in the Southern U.S.

The Department of Biostatistics and Epidemiology seeks an energetic and visionary leader who will continue to grow the department in scale and impact. The department's educational programs include the DrPH in Epidemiology, MPH in Epidemiology (with an online option), MPH in Biostatistics (with an online option), graduate certificates in Epidemiology and in Biostatistics (both with online options) and an undergraduate minor in Epidemiology. An overview of the department and its programs can be found on the departmental website: http://www.etsu.edu/cph/biostat_epidemiology. Significant opportunities exist for expanded departmental collaborations with university, state and regional partners.

ETSU was classified as a Carnegie Doctoral University: High Research Activity (R2) in 2018 and had 14,435 students in AY 2019-20. Clinical and health-related academic programs are organized as ETSU Health, which includes health professions programs in the College of Public Health, the College of Nursing, the James H. Quillen College of Medicine, the Bill Gatton College of Pharmacy, the College of Clinical and Rehabilitative Health Sciences and the Mountain Home VA Hospital. ETSU Health and the College of Public Health have strong research and practice affiliations with the largest regional health system, Ballad Health, and with state and local public health agencies. ETSU is located in Johnson City, one of the Tri-Cities of Northeast Tennessee. The larger region, known as the Appalachian Highlands, is adjacent to the Great Smoky Mountains National Park and is a 4-6 hour drive from Nashville, Washington, DC, Atlanta, and the Research Triangle of North Carolina. Johnson City is frequently ranked among the best small towns in the U.S., with affordable housing, an accessible regional airport, excellent schools, and outstanding cultural and outdoor recreational activities. Clinical care in Washington County is consistently ranked among the best in Tennessee.

Applicants should have a terminal degree in epidemiology, biostatistics, health research methods, medicine, social & behavioral science, or related discipline. Those without a degree in one of the aforementioned fields, but who have post-doctoral training in epidemiology or extensive relevant professional epidemiologic or biostatistics experience are encouraged to apply. Candidates should possess a professional history consistent with appointment to the rank of associate or full professor. Demonstrated academic, research or practice-related administrative and leadership experience is required. Significant experience with extramurally funded research and demonstrated commitment to mentorship of junior/mid-career faculty and graduate students is preferred. Graduates of ASPPH-member schools are encouraged to apply.

Applicant should submit 1) a cover letter describing their interest in the position and relevant research, teaching, practice and leadership experience, and 2) their curriculum vitae with contact information for three references. References will not be contacted until the applicant has discussed the position with the committee or its chairperson. Instructions for submitting the materials can be found at: <http://jobs.etsu.edu>. Questions regarding the position and search can be sent to the search committee chairperson, Dr. Robert Pack at packr@etsu.edu.

East Tennessee State University is an AA/EEO University and does not discriminate on the basis of race, color, national origin, ethnicity, age, sex, physical or mental disability, pregnancy status, marital status, sexual orientation, gender identity, genetic information, or covered veteran's status in its admissions policies and all its departments, activities or employment practices. The following position has been designated to handle inquiries regarding East Tennessee State University's non-discrimination policies: Office of Equity and Inclusion, 230 Burgin-Dossett Hall, P. O. Box 70705, Johnson City, TN 37614 Phone: 423.439.4445

ARTS

Lecturer Positions in the Arts Center

Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) is a public innovation university led and managed by Guangdong Province and established by Shenzhen with the power of the whole city, aimed at quickly completing an international high-level research university and an important base for China's research of significant sciences and technologies and cultivation of top innovation talents. SUSTech adheres to the school-establishing spirits "dare to break through and dare to try, be realistic and pragmatic, reform and innovate, pursue excellence" and highlights the running characteristics "knowledge creation, innovation, entrepreneurship". In order to further advance the disciplinary development, SUSTech Arts Center hereby openly recruits two full-time lecturers. Warmly welcome the experts and scholars to apply. Recruitment requirements 1. Have a doctoral degree in arts (including music, dramatic art, fine arts, dancing art, new media art, media, intangible cultural heritage and modern and contemporary art); 2. Have the fluent English conversation and exchange skills, and those who master a second foreign language shall be in priority; 3. Have the ability to open a school-wide optional course of general education; 4. Have the relevant work experience of more than three years, and those who have the experience in

college teaching shall be in priority; 5. In addition to teaching, the work content covers the school art troupe construction and management and the campus activity planning so those who have the relevant experience shall be in priority. Please send your applications to arts@sustech.edu.cn.

BUSINESS

Assistant Professor
Tulane University
Assistant Professor. Teach business analytics and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D or ABD, Business Administration. Interested persons should send a cover letter and CV to: Genean Mathieu, Tulane University, 300 Gibson Hall, 6823 St. Charles Ave., New Orleans, LA 70118.

Assistant Professor (tenure-track)
University of Southern California Business
Assistant Professor Marshall School of Business - University of Southern California The Marshall School of Business invites applications for an Assistant Professor (tenure-track) position, teaching undergraduate and graduate courses. The position is based in Los Angeles, CA. Ph.D. required. To apply, please email a letter of interest, CV, and three references to Steve.Adcok@humanresources@marshall.usc.edu. USC is an equal opportunity employer that actively seeks diversity in the workplace.

CHEMISTRY

Faculty Positions in the Department of Chemistry

Southern University of Science and Technology
The Department of Chemistry at Southern University of Science and Technology (SUSTech) invites faculty position applications at ANY RANK from tenure-track assistant professor to full professor with tenure in all areas of chemistry from now. Research, innovation and entrepreneurship are strongly supported and valued at utmost in SUSTech. Currently, The Department of Chemistry has 42 tenure/tenure-track professors, 2 Academicians of CAS, 1 Foreign academician of ATSE, 4 National Distinguished Experts, 3 National Nature Science Fund for Distinguished Young Scholars, 1 awardee of Ten Thousand Talent Program, 1 National Science Fund for Excellent Young Scholar, 1 National Distinguished Youth Experts of Ministry of Education, 13 National Distinguished Youth Experts and 1 Pearl River Scholar in Guangdong Province. The proportion of the talent program reaches up to 71%. Southern University of Science and Technology (SUSTech) is a research-oriented public university founded in Shenzhen, China's innovation center, to serve as a model for reforming the education system and modernizing the national university system. SUSTech has learned from world-class research institutions spanning the globe and has planned its academic disciplines based on the major needs and strategic industries



Assistant Professor – Tenure Track

Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts has openings at the junior tenure track faculty level beginning July 1, 2021, or as soon thereafter as possible. No economic field constraints. Will consider only candidates with a PhD in Economics by start date of employment, and with strong recommendations from graduate school faculty and established potential in research and teaching. Responsibilities include teaching 1 subject per term the first year and 1.25 subjects per term thereafter, departmental committee work, and productivity in research. Applications must be received by **November 15, 2020**. Interviews will be conducted virtually starting January 6, 2021.

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

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

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

emerging around the Pearl River Delta region. With a major focus on science and engineering, SUSTech still has substantial research focuses in medicine, humanities and social services, to maximize the potential for new ideas across disciplines for new knowledge, new technologies and social development. With the characteristic of research, innovation and entrepreneurship, the unique spirit of hard work, SUSTech aims to attract high-quality talents to its faculty, cultivate outstanding and innovative talents, achieve internationally excellent research outcomes, advance knowledge and promote the application of science and technology, and to become a world-class research university. The Department of Chemistry strives to gain internationally reputed achievements in research and to foster excellent scientists and engineers in the areas of inorganic chemistry, organic chemistry, bioanalytical chemistry, and physical chemistry/molecular materials chemistry. The Department has independently undertaken around 100 national, provincial, ministerial and local scientific research programs; the total quantity of research funds reaches around RMB 200 million. In recent years, the Department of Chemistry, as the corresponding unit, has published over 400 papers on the world top-level chemistry journals, including Science, Nature, JACS and Angewandte Chemie. Adhering to SUSTech's motto of "Research, Innovation and Entrepreneurship", the Department of Chemistry focuses on cultivating students' innovation, critical thinking and ability for interdisciplinary cooperation. The undergraduates at SUSTech are strongly encouraged to participate in various frontier research programs supervised by professors. The Department maintains a wide range of state-of-the-art lab instruments necessary for modern chemical research and teaching. Applicants should have a Ph.D. in Chemistry or in highly related field obtained from internationally renowned universities and institutes; or Ph.D. degrees from Chinese universities with more than 3 years of working abroad, with achievements in related fields or good potential for further development; scholars with academic influence in Chemistry are welcome. Globally competitive (including US & HK) salary and A total of approximate CNY 12 million research fund will be provided for each successful applicant (SUSTech Outstanding Young Scholars) in 3 years. Application materials, including full cv and research proposal should be submitted to the Department of Chemistry via chemhire@sustech.edu.cn. Review of applications and interview of shortlisted applicants will begin from now on until all the positions are filled. The Department of Chemistry welcome all eligible young scholars at home

and abroad to join us at SUSTech. Further information about SUSTech Department of Chemistry can be found at <http://chem.sustech.edu.cn/>

COMMUNICATIONS

Assistant Professor of Communications

California State University-Dominguez Hills
California State University Dominguez Hills invites applications from qualified candidates for an Assistant Professor of Communications (Journalism/Public Relations) position starting January 2021. CSUDH is committed to recruiting diverse faculty to complement the diversity of its student body and Los Angeles' South Bay-area communities. For more information, email facultyaffairs@csudh.edu. Application review will begin in October 2020. CSUDH is an Equal Opportunity Employer.

COMPUTER SCIENCE

Assistant Professor in Computer Science

Indiana University
The Luddy School of Informatics, Computing, and Engineering at Indiana University (IU) Bloomington invites applications for a tenure track assistant professor position in Computer Science to begin in Fall 2021. We are particularly interested in candidates with research interests in formal models of computation, algorithms, information theory, and machine learning with connection to quantum computation, quantum simulation, or quantum information science. The successful candidate will also be a Quantum Computing and Information Science Faculty Fellow supported in part for the first three years by an NSF-funded program that aims to grow academic research capacity in the computing and information science fields to support advances in quantum computing and/or communication over the long term. For additional information about the NSF award please visit: https://www.nsf.gov/awardsearch/showAward?AWD_ID=1955027&HistoricalAwards=false. The position allows the faculty member to collaborate actively with colleagues from a variety of outside disciplines including the departments of physics, chemistry, mathematics and intelligent systems engineering, under the umbrella of the Indiana University funded "quantum science and engineering center" (IU-QSEc). We seek candidates prepared to contribute to our commitment to diversity and inclusion in higher education, especially those with experience in teaching or working with diverse student populations. Duties will include research, teaching multi-level courses both

online and in person, participating in course design and assessment, and service to the School. Applicants should have a demonstrable potential for excellence in research and teaching and a PhD in Computer Science or a related field expected before August 2021. Candidates should review application requirements, learn more about the Luddy School and apply online at: <https://indiana.peopleadmin.com/postings/9841>. For full consideration submit online application by December 1, 2020. Applications will be considered until the positions are filled. Questions may be sent to sabry@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

Assistant Professor of Computer Science

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

ENGINEERING

Professor/Associate Professor/Assistant Professorship in the Department of Electrical and Electronic Engineering

Southern University of Science and Technology
The Department of Electrical and Electronic Engineering now invites applications for the faculty position in the Department of Electrical and Electronic Engineering. It is seeking to appoint a number of tenured or tenure track positions in all ranks. Candidates with research interests in all mainstream fields of electrical and electronic engineering will be considered, including but not limited to IC Design, Embedded Systems, Internet of Things, VR/AR, Signal and Information Processing, Control and Robotics, Big Data, AI, Communication/Networking, Microelectronics, and Photonics. These positions are full time posts. SUSTech adopts the tenure track system, which offers the recruited faculty members a clearly defined career path. Candidates should have demonstrated excellence in research and a strong commitment to teaching. A doctoral degree is required at the time of appointment. Candidates for senior positions must have an established record of research, and a track-record in securing external funding as PI. As a State-level innovative city, it is home to some of China's most successful high-tech companies, such as Huawei and Tencent. We also emphasize entrepreneurship in our department with good initial support. Candidates with entrepreneur experience is encouraged to apply as well. To apply, please send curriculum vitae, description of research interests and statement on teaching to ehire@sustech.edu.cn. SUSTech offers internationally competitive salaries, fringe benefits including medical insurance, retirement and housing subsidy, which are among the best in China. Salary and rank will commensurate with qualifications and experience. More information can be found at <http://talent.sustech.edu.cn/en> and <http://eee.sustech.edu.cn/en>. The search will continue until the position is filled. For informal discussion about the above posts, please contact Chair Professor Xiao Wei SUN, Head of Department of Electrical and Electronic Engineering, by phone 86-755-88018558 or email: sunxw@sustech.edu.cn. To learn more about working & living in China, please visit: [SEPTEMBER 18, 2020 55](http://www.</p></div><div data-bbox=)

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try-profiles/china.

FIELD HOCKEY

Assistant Field Hockey Coach
Ohio University - Athens (Main Campus)
Ohio University Athletics Dept.
- Asst. Field Hockey Coach (Athens, Ohio) to: teach & coach field hockey student-athletes to develop tactical, technical & physical knowledge & skills required of a Division I collegiate student-athlete; instruct student-athletes in rules, game strategies & performance principles; plan & direct physical conditioning programs & conduct recruiting program & create scouting reports that record player assessments; assist with management & administration of field hockey program & budget; maintain knowledge of NCAA, Mid-American Conference & university policies & regulations & ensure the field hockey program remains in compliance. Requires Bachelor's degree in Sport Management, Sport Administration or closely-related field. To apply, send cover letter & CV/ resume to kaufmanb@ohio.edu

FILM STUDIES

Assistant Professor, Film Studies
Massachusetts Institute of Technology
The Literature Faculty at the Massachusetts Institute of Technology in Cambridge, Massachusetts invites applications for a tenure-track assistant professor in the history, theory, and criticism of film beginning July 1, 2021. We especially encourage applicants with interest in transnational cinematic movements, including African Diasporic/Black, Latin-American/Latinx, and Global Indigenous. The successful candidate will sustain and expand current undergraduate offerings in film studies, and contribute to a generalist literature curriculum, predominantly taught in English and open to students in all majors. Candidates should show the promise — and preferably a demonstrated record — of peer-reviewed scholarly publication as well as effective teaching in seminar-style classes with a focus on critical reading, thinking, and writing. The successful candidate will have a PhD in Film Studies or a related field in hand by start of employment. The position involves 1) conducting significant scholarship likely to have a major impact on its field; 2) teaching undergraduate courses at Introductory, Intermediate, and Seminar tiers; 3) committee memberships and other forms of service to the Literature Faculty, the university, and the discipline. MIT is an Affirmative Action/Equal Opportunity employer and strongly encourages applications from women, minorities, veterans, and individuals with disabilities. Application materials should include a cover letter, curriculum vitae, and three letters of recommendation. Complete applications are due no later than October 4, 2020 and should be submitted electronically via AcademicJobsOnline.com. (#16727)

FRENCH STUDIES

Associate Professor, French Studies
Tulane University
Associate Professor, French Studies. Will teach French language and culture courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D, French, Literature, Medieval Studies, or related field. Interested persons should mail cover letter and CV to: Genean Mathieu, Office of the General Counsel, Tulane University, 300 Gibson Hall - 6823 St. Charles Avenue - New Orleans, LA 70118-5698. TU is an EEO/AEE employer.

INFORMATICS

Assistant Professor in Informatics
Indiana University- East
The School of Business & Economics at Indiana University East in Richmond, Indiana invites applications for an assistant professor position in informatics. The successful candidate will teach both online and in-person multi-level courses as well as perform research and scholarly activities and service to the School of Business & Economics and the University. Position requires PhD in Computer Science, Informatics, Information Systems, or a closely related field. Interested candidates should send a letter of interest and curriculum vitae to: evgordon@iue.edu. Questions regarding the position or application process can be directed to: Evelyn Gordon, Director of Human Resources, Indiana University East, Whitewater Hall 122, 2325 Chester Blvd., Richmond, IN 47374 or evgordon@iue.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

INTERNAL MEDICINE

Hematology/Oncology - Hospitalist
University of Rochester Medical Center
Provide care to patients, manage and coordinate patient care throughout treatment, teach medical students, residents, and APPs. MD, NYS license, Internal Medicine Residency. Send CV to P. Hickey, URM 601 Elmwood Ave., Box 704, Rochester, NY 14642.

LAW

Pre-Law Program Manager
Baylor University
Pre-Law Program Manager (Waco, TX) Facilitate the success of Baylor's pre-law students - during their time as undergraduates and beyond - by providing advising, programming and resources designed to encourage informed decision-making, academic preparedness and the development of successful law school applications. Teach 2 courses: Understanding the Legal Profession and Understanding Law School Admissions. Master's Degree or equivalent in Higher Education, Political Science, or related field and 3 years of experience required. Mail resume to Baylor University, Attn: HR, 1 Bear Place #97021, Waco, TX 76798

LIBRARY SCIENCE

Assistant Professor in Library Science
University of Kentucky
Responsibilities: This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky, with an initial appointment of 45% teaching, 50% research and 5% service within the School of Information Science. Job responsibilities include the pursuit of a vigorous research program and the delivery of high-quality teaching to both graduate and undergraduate students. Qualifications: A Ph.D. degree in Library Science or related field Rank and Salary: The position will be filled at the Assistant Professor level. Salary, fringe benefits, and initial operating support are competitive with other leading land-grant universities. CVs can be sent via email to School Director, Jeffrey Huber, at infosci@uky.edu. The University of Kentucky is an Equal Opportunity Employer and encourages applications from veterans, individuals with disabilities, women, African Americans, and all minorities.

MARKETING

Marketing Faculty
University of Rochester
University of Rochester, full-time Marketing Faculty. Teach marketing courses, develop the course curriculum, advise students, and supervise student projects. Publish research and participate in university service activities. Ph.D. in Marketing, Business Administration, or Economics. Ref job 1406, resume to Ashley Beyer, Simon Business School, Carol G. Simon Hall, RM 2333B, BOX 270100, Rochester, NY 14627.

MATHEMATICS

Faculty Positions in the Department of Mathematics
Southern University of Science and Technology
The Department of Mathematics invites applications and nominations for multiple tenured or tenure-track faculty positions (Assistant Professor, Associate Professor, Full Professor and Chair Professor) in all areas of Pure Mathematics, Computational and Applied Mathematics, Probability and Financial Mathematics, with an anticipated starting date of August 2021. Candidates should have demonstrated excellence in research and a strong commitment to teaching. A doctoral degree is required at the time of appointment. Candidates for senior positions must have an established strong record of research and leadership in their research area. The language of instruction can be either Chinese or English. Salary and start-up fund are highly competitive and will be commensurate with experience and qualifications. Regular faculty members (tenured and on tenure track) will be provided with generous housing subsidy. To apply, please send curriculum vitae, description of research interests and statement on teaching to mathjobs.org. The teaching statement should include evidences of effective teaching. Candidates should also arrange for at least three letters of recommendation sent directly to mathjobs. Complete applications received before Nov. 30, 2020 will receive full consideration. Late applications will also be considered until the positions are filled. Established in 2012, the Southern University of Science and Technology (SUSTech) is a public institution funded by the municipal government of Shenzhen, a special economic zone in China. Shenzhen, a major city located in Southern China and situated immediately north of Hong Kong, is the high-tech and manufacturing hub of China. A picturesque coastal city, Shenzhen is also a popular tourist destination and was named one of the world's 31 must-see tourist destinations in 2010 by The New York Times. The Southern University of Science and Technology is a pioneer in higher education reform in China. The mission of the University is to become a globally recognized institution, emphasizing academic excellence, and promoting innovation, creativity and entrepreneurship. Set on five hundred acres of wooded landscape in the picturesque South Mountain area, the new campus offers an ideal environment for learning and research. The University currently has 800 faculty members in seven faculties: Faculty of Science, Faculty of Engineering, Faculty of Life and Health Science, Faculty of Business, Faculty of Medicine, Faculty of Humanities and Social Sciences, and Faculty of Innovation and Entrepreneurship. The Department of Mathematics at SUSTech was founded in 2015 with the mission of conducting first-class research and mathematical education. The department offers bachelor, master and doctoral degrees. Current faculty members include two Chinese Academy of Sciences members, six National Talents Distinguished Scholars, and four Junior National Talents Distinguished Scholars. Almost all faculty members have had multiple years of teaching and research experience in top Uni-

versities outside of China, and with a large percentage of them held tenured positions in the West before joining SUSTech. Research interests of the faculty members cover a broad array of Mathematics including Pure Mathematics, Computational and Applied Mathematics, Probability and Financial Mathematics. More information about the department can be found at math.sustech.edu.cn.

MUSIC

Assistant Professor
Xavier University of Louisiana
Assistant Professor. Teach music and related courses, advise students, and perform faculty service. DMA Music or closely related field by start date. Interested persons should send a CV and cover letter to: Sharlene LeBlanc, Xavier University, New Orleans, LA 70125.

PHYSICS

Faculty Positions in the Department of Physics of SUSTech
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) is seeking applicants for tenure-track or tenured faculty positions in the Department of Physics. We are interested in candidates working in diverse fields including Astrophysics, Biophysics, and Particle physics. Candidates well established in Materials Physics, Condensed Matter physics and Computational physics are also welcome. Applicants are expected to manage his/her own research program in their field and be committed to excellence in teaching at both undergraduate and graduate levels. We offer internationally competitive salaries, benefits, and start-up resources for scientific equipment, as well as annual resources for graduate students, supporting staff and consumables. A relevant PhD degree, an excellent track record in research and good communication skill are required. Applicants should submit the following documents to hesy@sustech.edu.cn. (1) Curriculum Vitae (with a complete list of publications) (2) Statement of research interests and research plans (3) Statement of teaching philosophy (4) Five representative publications (5) Names and contact information of five references About SUSTech Southern University of Science and Technology (SUSTech) is a research-oriented public university founded in Shenzhen, China's innovation center, to serve as a model for reforming the education system and modernizing the national university system. SUSTech has learned from world-class research institutions spanning the globe and has planned its academic disciplines based on the major needs and strategic industries emerging around the Pearl River Delta region. With the characteristic of research, innovation and entrepreneurship, the unique spirit of hard work, SUSTech aims to attract high-quality talents to its faculty, cultivate outstanding and innovative talents, achieve internationally excellent research outcomes, advance knowledge and promote the application of science and technology, and to become a world-class research university. Currently, SUSTech has 25 departments/schools, there are more than 400 tenure/tenure-track professors, more than 6417 students, including 4239 undergraduate students and 2178 graduate students. In 2019, SUSTech was ranked No. 19 in "Nature Index" among all mainland universities of China. In the "Times Higher Education World University Rankings 2020", SUSTech maintained its top ten ranking in mainland China, ranking equal ninth in mainland China. For more information about SUSTech, please visit https://www.sustech.edu.cn/en/ About the Department of Physics Founded in 2011, the Department of Physics has a current size of 35 full-time

tenured and tenure-track faculty members, with a plan to grow into a size of 67 faculties in the next few years. The department provides four-year undergraduate programs in Physics and Applied physics, and also offers master and doctoral programs in Physics. There are about 190 undergraduate students and over 180 graduate students currently. The Department of Physics now has 4 second-level subjects i.e. condensed matter physics, theoretical physics, computational physics and optics, while setting up biophysics, astrophysics and particle physics. More than 20 laboratories have been established, including 2 Provincial Key Laboratory and 3 Municipal Key Laboratories, equipped with more than 350 million (CNY) instruments including MBE, TEM, FIB, PLD, PPMS, STM, High-Performance Calculation System and so on. Hitherto, the departmental research support totaled more than 508 million (CNY), and its academic have published up to 1000 papers in top journals of physics including Nature, Science, Physical Review Letters, Nature Physics, etc. In the "Times Higher Education World University Rankings 2020", the Physical Science in SUSTech ranked top ten in mainland China. For more information about the Dept. of Phys., please visit https://phys.sustech.edu.cn/en/?lang=en

PUBLIC HEALTH AND EMERGENCY MANAGEMENT

Recruitment of SUSTech School of Public Health and Emergency Management
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) is an innovation-oriented university in Shenzhen, China. The newly established SUSTech School of Public Health and Emergency Management is committed to cultivating talents with both theoretical knowledge and practical ability in prophylactic medicine, providing important talent and intellectual support for the Guangdong-Hong Kong-Macau Greater Bay Area, China and the world in responding to health challenges and public emergency management. We are now recruiting high-level talents at home and abroad. The details are as follows: I. Job Opening 1. Vice Deans, 2 Openings: Vice Dean of Administration; Vice Dean of Teaching Affairs; 2. Scholars and Experts in the Following Fields: Global Health, Big Data in Healthcare, Artificial Intelligence for Public Health Information and Disease Early Warning, Public Health Emergency Management, Chronic Disease Prevention and Smart Health Management, Public Health Genomics, Public Health Microbiology and Immunology, Prevention and Control of Infectious Diseases, Epidemiology and Biostatistics, Health Policy and Management, Environmental Health, Nutrition and Healthy Aging, etc. II. Job Category and Qualifications 1. Vice Deans: (1) Professor or senior researcher with high academic attainments, and important achievements in scientific research recognized by scholars at home and abroad. (2) With experience in administration and ability in management; teamwork and dedication spirit. 2. Scholars and Experts: (1) Strong abilities in organization and coordination; being creative and with strategic vision in the development of the department/center. (2) For faculty positions: outstanding talents or excellent Ph.D. and postdoctoral fellows from universities and research institutes at home and abroad. (3) For Department Chairs and Directors of Centers: overseas candidates shall be Associate Professors or above; domestic candidates shall be senior professional level, with priority given to national talent programs winners. (4) With strong sense of responsibility, pioneering spirit, innovation-oriented and teamwork

spirit, good academic research ethics, and integrity. III. Remuneration Packages SUSTech will offer competitive remuneration packages based on the candidates' competence and job qualifications. IV. Required Materials: 1. A detailed CV, copies of academic certificates and diploma; 2. Five letters of recommendation and detailed contact information; V. How to Apply Please submit your CV and application via email. After passing the preliminary review, you will be informed of the interview. VI. Contact Information Address: Room 303, Administration Building, Southern University of Science and Technology, 1088 Xueyuan Avenue, Shenzhen, Guangdong province, P.R. China. Zip code: 518055, Contact: Mr. Chen, +86-755-88010231, Email: chenx7@sustech.edu.cn (please specify your email subject as "name + Recruitment of SUSTech School of Public Health and Emergency Management")

SEMANTICS

Assistant Professor, Semantics
Massachusetts Institute of Technology
Assistant Professor, Semantics Massachusetts Institute of Technology (MIT) Cambridge, MA The Department of Linguistics & Philosophy at MIT invites applications for a tenure-track position at the Assistant Professor level, starting July 1, 2021, or as soon thereafter as possible. The appointment will be made in the area of Semantics, understood in a fairly broad sense. We equally encourage applicants whose work is focused primarily on semantic theory, and applicants whose work in semantics connects strongly with other areas of linguistics and/or adjacent fields. We also encourage a range of focuses and methodological approaches, including (but not limited to) fieldwork on under documented languages, experimental studies, computational modeling, and focused theoretical work. Applicants must possess a Ph.D. in linguistics or a related field by the start of employment. Faculty responsibilities include teaching at the graduate and undergraduate level and conducting research in the area of semantics. Applicants should submit a letter of application, curriculum vitae, copies of research papers, evidence of teaching ability, and contact information for at least three referees. In addition, the application should include a statement outlining the applicant's research interests, previous achievements, and plans, as well as the broader questions that this research promises to engage with. We prefer that applications and supporting materials be submitted online, at the application link provided below. Review of applications will begin on December 16, 2020. To ensure full consideration, applications should be complete by this date, but we will consider all applications submitted until the position is filled. Application Deadline: 15-Dec-2020 (open until filled) Web Address for Applications: https://academicjobsonline.org/ajo/jobs/16583 Contact Information: Professor Danny Fox Email: foxmit.edu Phone: 617-258-7411 MIT is an equal opportunity employer committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

SPATIAL DATA

Spatial Data Specialist
Smith College
Spatial Data Specialist Teach classes in spatial data, science, and quantitative spatial data analysis. Develop curricular materials and tools for classes using spatial data technologies. Develop and provide services to support the identification, creation, curation, visualization, analysis, and dissemination of spatial data used and generated by the college community. Work with faculty and students to promote the use

of spatial research methods in a wide range of knowledge domains, including developing innovative Digital Humanities projects. Bachelor's degree in Data Science, Geography, Geoscience, International Relations, Environmental Science or a closely related field with an emphasis in quantitative spatial data analysis required. Apply to: Smith College Human Resources, ATTN: Jenny Silver, 30 Belmont Avenue, Northampton, MA 01060. Reference ID: SDS20 Smith College is an Affirmative Action/Equal Opportunity employer and does not discriminate on the basis of race, gender, age, color, religion, national origin, disability, sexual orientation, gender identity and expression or veteran status in the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by all applicable laws and regulations. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

TECHNOLOGY

Assistant Professor of the History of Technology
California Institute of Technology
The Division of the Humanities and Social Sciences at the California Institute of Technology (Caltech) invites applications for a tenure-track position in the history of technology, beginning Fall 2021. The appointment will be at the assistant professor level; however, exceptionally well-qualified applicants at higher levels may also be considered. The specific area and period is open, but we would like to find a candidate who is able to handle technical, cultural, and economic aspects of the subject, including connections to the history of science, even if their own concentration leans more to one aspect or the other. We are seeking highly qualified candidates who are committed to a career in research and teaching. The term of an untenured initial appointment is four years and is contingent upon completion of the Ph.D. degree. Interested candidates should apply electronically at: <https://applications.caltech.edu/jobs/historytech> Applications should include a cover letter, research statement, CV, teaching statement, three letters of recommendation, and a writing sample. Applicants should submit a diversity and inclusion statement that discusses past and/or anticipated contributions to improving diversity, equity, and inclusion in the areas of research, teaching, and/or outreach. The deadline for applications is December 1, 2020. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity, or national origin, disability status, protected veteran status, or any other characteristic protected by law.

The best candidates are the informed ones.

The curious ones. The inspired ones. The ones who not only pursue knowledge, but are compelled to share it. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

Find the brightest talent, only at *The Chronicle*.

New Chief Executives



Ronald Berry, dean of the College of Business and Social Sciences at the University of Louisiana at Monroe, has been named president. He will replace Edwin Litolff, who became interim president in May when Nick Bruno retired.



Berenecea Johnson Eanes, interim president of the City University of New York's York College since Marcia V. Keizs stepped down in August 2019, has been named to the position permanently.



Alisa White, president of Austin Peay State University, has been named president of Sam Houston State University. She succeeds Dana Hoyt, who plans to retire.

Chief executives (continued)

APPOINTMENTS

Jay Hartzell, interim president of the University of Texas at Austin since June, has been named the sole finalist for the permanent position.

Michael Levens, interim provost and professor and academic chair of the marketing department at Walsh University, has been named president and chief executive. He replaces Gerald Schafer, who has served as interim president since March.

David McFaddin, interim president of Eastern Kentucky University, was named to the post on a permanent basis. McFaddin, a former senior vice president for operations and strategic initiatives, succeeds Michael T. Benson, who stepped down in December.

Thomas L. Monahan III, former chief executive of the technology company CEB Inc., has been named president and chief executive of DeVry University.

RESIGNATIONS

Scott R. Pilarz, president of the University of Scranton since 2018, plans to step down in May 2021. He also served as president from 2003 to 2011.

Steven Poskanzer, president of Carleton College since 2010, plans to step down in July 2021. He will return to the faculty after a sabbatical.

John D. Simon, president of Lehigh

University since 2015, plans to step down in June 2021. He will return to the faculty after a yearlong sabbatical.

RETIREMENTS

Richard Davenport, president of Minnesota State University at Mankato since 2002, plans to retire in June 2021.

Michael A. McRobbie, president of Indiana University at Bloomington since 2007, plans to retire in June 2021.

Sandy Shugart, president of Valencia College since 2000, plans to retire in

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people@chronicle.com

June 2021.

Andrew Westmoreland, president of Samford University since 2006, plans to retire in June 2021.

Michael K. Young, president of Texas A&M University since 2015, plans to retire. He will step down in May 2021 and return to the faculty in the law school and the Bush School of Government and Public Service.

Chief academic officers

APPOINTMENTS

Zach Kelehear, vice provost for instruction at Augusta University, will become interim provost and execu-

tive vice president for academic affairs on August 31.



PYUSHA SINGH

Pyusha Singh, interim provost at Columbia College, in Missouri, has been named provost and vice president for academic affairs.

Terrell Strayhorn, associate provost and director of the Center for the Study of Historically Black Colleges and Universities at Virginia Union University, has been named provost and senior vice president of academic affairs.

Other top administrators

APPOINTMENTS



SANFRENÁ BRITT

Sanfrená Britt, vice chair for the Executive Council on Diversity and Inclusion at Texas A&M University-Central Texas, has been named chief diversity officer.

Gabriel Cagwin, chief business development officer at Arizona State University, has been named vice president for institutional advancement at Tarleton State University.

Charles Cotton III, senior director of admissions at Alma College, will become vice president for enrollment management at Clarke University on October 1.

Daniel Ennis, chief financial and operating officer at the Johns Hopkins University, will become executive vice president at Duke University on December 1.

Chris Ferguson, associate vice president of enrollment at Occidental College, has been named vice president for enrollment management at University of the Pacific.

Rick Gibson, chief marketing officer and vice president for public affairs and church relations at Pepperdine University, has been named senior vice chancellor.

Kris Klinger, assistant vice president for hospitality and auxiliary services at the University of Southern California, has been named associate vice president of auxiliary services at Syracuse University.

Kim Lew, president and chief investment officer at Carnegie Corporation of New York, has been named president and chief executive of the Columbia Investment Management Company, managing Columbia University's endowment.

Morris Taylor, an associate professor and chair of the department of public administration and policy analysis at Southern Illinois University at Edwardsville, will become vice chancellor for administration on October 1.

RETIREMENTS

Larry Sparks, vice chancellor for ad-

ministration and finance at the University of Mississippi, plans to retire.

Deans

APPOINTMENTS

Evelyn L. Ashley, associate dean of students and director of student support, advocacy and accountability at Southern Methodist University, will become dean of students at the University of Massachusetts at Amherst on September 14.

Carol R. Bradford, executive vice dean of academic affairs and the chief academic officer for Michigan Medicine at the University of Michigan, will become dean of the College of Medicine and vice president for health sciences in the Wexner Medical Center at Ohio State University on October 1.

Christian Brady, dean of the Lewis Honors College at the University of Kentucky, has been named interim dean of the College of Arts and Sciences. He replaces Mark Kornbluh.

Philip M. Hritcko, interim dean of the School of Pharmacy at the University of Connecticut since June 2019, has been named to the post permanently.

Ashish K. Jha, a professor of global health and faculty director of the Harvard Global Health Institute at Harvard University, has been named dean of the School of Public Health at Brown University.

Jason E. Lane, interim dean of the School of Education at the University at Albany since 2018, has been named to the post permanently.

Tracy Langkilde, a professor and head of the department of biology at Pennsylvania State University at University Park, will become dean of the Eberly College of Science on October 1.

Nergis Mavalvala, a professor of astrophysics and associate head of the department of physics at the Massachusetts Institute of Technology, will become the first female dean of the institute's School of Science on September 1.

John M. Pezzuto, dean of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences at Long Island University, has been named dean of the College of Pharmacy and Health Sciences at Western New England University.

Henrietta Williams Pichon, associate dean in the College of Education at New Mexico State University, has been named interim dean of the college.



Peter Tolias, director of the Center for Healthcare Innovation and a professor and chair of the department of chemistry and chemical biology at the Stevens Institute of Technology, has been named dean of the School of Natural and Behavioral Sciences at City University of New York Brooklyn College.

Marc Tomljanovich, executive director of business programs and a profes-

sor of economics at Drew University, has been named dean of the Lombardo College of Business at Millersville University.

Alex Toth, an assistant professor in the department of criminology and criminal justice at the University of Tampa and a former senior assistant regional director in the U.S. Drug Enforcement Administration, has been named dean of the Center for Public Safety at Seminole State College.

Christian Wilwohl, director of study abroad at the State University of New York at New Paltz, has been named dean of global education and senior international officer at Providence College.

RESIGNATIONS

Mary Galvin, dean of the College of Science at the University of Notre Dame, plans to step down on December 31.

Robin Remsburg, dean of the School of Nursing at the University of North Carolina of Greensboro, plans to step down on July 31, 2021.

Other administrators

APPOINTMENTS

Amer Ahmed, founder and chief executive of AFA Diversity Consulting and a former director of intercultural teaching and faculty development at the University of Massachusetts at Amherst, has been named interim executive director of equity and inclusivity and visiting lecturer in intercultural studies at Dickinson College.

Tara Berrien, an employee relations consultant for the Christiana Care Health System, in Delaware, has been named assistant vice president for diversity and equal employment opportunity and Title IX at Morgan State University.

sor of economics at Drew University, has been named dean of the Lombardo College of Business at Millersville University.

Michelle Rosenthal Clark, assistant vice chancellor for university development at the University of California at San Francisco, will become associate vice president for development at the California Institute of Technology on September 21.

Larry Dockery, assistant football coach at McMurry University, has been named coordinator of inclusion and diversity in the athletics department.

Nathan Levi Esquerra, director of the Center for American Indian Economic Development in the W.A. Franke College of Business at Northern Arizona University, will become the first senior vice president for Native American advancement and tribal engagement at the University of Arizona on September 8.

Kathy Harper, who recently served as a marketing and communication consultant for the University of Wisconsin at Madison's Division of Continuing Studies, has been named director of university communications at Southeast Missouri State University.

Estrella Johnson, an associate professor of mathematics in the Virginia Tech College of Science, has been named the college's director of inclusion and diversity.

Pete E.C. Markowitz, a professor of physics and a faculty fellow in the Honors College at Florida International University, has been named associate dean of the Honors College.

Sheree Ohen, chief officer of diversity and inclusion at Clark University, will become the inaugural associate dean of diversity, inclusion, and belonging for the Faculty of Arts and Sciences at Harvard University on September 28.

Lorena Oropeza, a history professor at the University of California at Davis, has been named interim associate vice chancellor for academic diversity.

Mike Stull, a professor of entrepreneurship and director of the Inland Empire Center for Entrepreneurship at California State University at San Bernardino, has been named director of the university's new School of Entrepreneurship.

Gregory Taylor, interim associate provost at the State University of New York Purchase College, was named associate provost.

Jacqueline Terrassa, Woman's Board vice president for learning and public engagement at the Art Institute of Chicago, will become director of the Colby College Museum of Art in October.

Deaths

Richard W. Fortner, dean emeritus and a professor emeritus of management and accounting at the University of Michigan at Flint, died on August 22. Fortner joined the Flint campus as dean of the School of Management in 1980, and retired in 1997.

Alan Harre, a president emeritus of Valparaiso University, died on August 20. He was 80. Harre led the university from 1988 until his retirement in 2008. He also served as president of Concordia University at St. Paul from 1984 to 1988.

Fujio Matsuda, a former president of the University of Hawaii from 1974 to 1984, died on August 23. He was 95. Matsuda joined the university engineering department in 1962, and later became vice president for business affairs. He was the university's first and only president of Asian descent.

John Thompson, a former basketball coach at Georgetown University from 1972 to 1999, has died. He was 78. When the team won the 1984 NCAA championship, Thompson was the first Black coach to lead a team to that victory.

- COMPILED BY JULIA PIPER

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University Life Suits Him Fine.

C.J. Woods enrolled as a student three decades ago and hasn't left a college campus since.

His pursuit of higher education ultimately led him to earn a doctoral degree on that very subject. His experience has taken him from being a residence hall director as a student in Mississippi, to overseeing diversity programs at several colleges, on to his current role as associate vice president and chief of staff for the Office of the President at the largest university in the country.

As the son of a math teacher and a guidance counselor, C.J. learned the value of public service early, and supporting students both inside and outside the classroom has become a mission. Whether as administrator, professor, entrepreneur or father, he approaches every role with dignified grace and thoughtful decision making.

DR. C.J. WOODS

*Associate Vice President and
Chief of Staff
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