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THE CHRONICLE OF HIGHER EDUCATION

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On the cover: *Chronicle* illustration, photos from AP and Mark Abramson

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Nina

DON'T REMEMBER MUCH about my first tour of *The Chronicle's* offices, a banal ritual of warm but awkward introductions. But 15 years later, I do remember meeting Nina Ayoub. What stands out isn't Nina herself — she was kind, somewhat skittish, and plainly eager to turn back to her work — but her desk. Every surface and most of the surrounding floor was covered with teetering towers of books and galleys.

As my tour guide shuffled me along he explained that Nina was *The Chronicle's* books editor. For decades she had single-handedly produced the Scholarly Book List, once a *Chronicle* mainstay —

first in the A section and then in *The Review*. As longtime subscribers will know, the list was a curated compendium of new books published in a broad range of disciplines. To compile the list, I would later learn, Nina would comb through stacks of publisher catalogs and a dizzying array of books, which arrived daily by the binful. She was meticulous about every detail — author's name, page count, list price, synopsis. Years later, I would become her editor; I can't recall ever catching an error or running a correction.

If Nina were here to read this, she'd be mortified. She was an intensely private woman. Books were her primary companion, and she built them into a fortress to keep the world at bay. Unless you worked directly with her or she had cultivated a friendship with you, it was hard to know her. And even then, she remained something of a mystery.

Sadly, Nina isn't here. After retiring from *The Chronicle* at the end of 2017, she was diagnosed with a recurrence of the cancer she'd beaten a few years earlier. Nina died shortly before Christmas. She was 63.

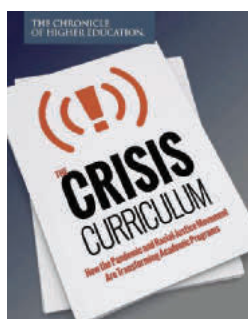
A publication is a reflection of the sensibilities, eccentricities, and talents of the people who make it. For decades, Nina's book list — and the incisive, often amusing book review that accompanied it — was part of what made *The Chronicle* distinctive. It was also a weekly testament to the richness and eclecticism of the world of academic research. A typical installment of the list might include an ethnography of Mexicans living in Alaska, a history of color television, a critical study of the films of Clint Eastwood, and an edited collection on the role of women in the Civil War. It was sophisticated, cosmopolitan, and curious. Just like Nina. — EVAN GOLDSTEIN, MANAGING EDITOR



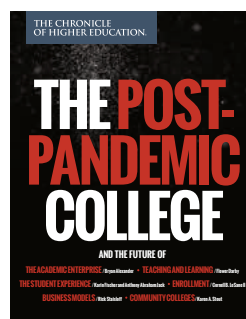
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New from the Chronicle Store

Colleges are wrestling with the financial havoc and technological logistics of a hellish year, but **the pandemic and racial awakening are also prompting a rethinking of college curricula**. Experts caution, however, against empty virtue-signaling, or offering fare that's poorly thought out and might prove superficial and fleeting.



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



Colleges have seen demand for campus counseling grow at five to six times the pace of enrollment. This discrepancy has left a gap in services in its wake. **Manage demand for counseling by focusing on students' mental health**, and learn how to make well-being a campuswide priority.



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

The next big thing is tiny, but is it safe?



If there's one lesson we can draw from 2020, it's that the tiniest things on our planet can wreak havoc.

It's a salutary point to remember when considering nanomaterials, the extraordinary world of the inconceivably small. In stark contrast to the tiny virus that causes Covid, the materials and particles of the nano-universe offer us all kinds of benefits. Yet crucial questions remain. How can we guard against possible risks to our health and environment? How can we ensure that nanomaterials are safe?

These questions preoccupy a team of researchers at Swansea University, led by Shareen Doak, professor of genotoxicology and cancer at the University's Medical School. Doak and colleagues are examining the potential risks of nanomaterials and developing better tests to assess their safety.

The need for this research becomes more pressing by the day. The reason? Nanomaterials are becoming mighty big, with the sector predicted to reach a market value of \$175 billion by 2025.

They're getting so big precisely because they're so small. Less than a millionth of a meter in size, nanomaterials have unique physical and

chemical features which give them improved properties such as greater reactivity, strength, electrical characteristics and functionality.

These benefits mean they are being incorporated into all kinds of products, from batteries and solar panels to wearable technology and sunscreen. The automotive, computing, electronic, cosmetics, sports and healthcare industries all benefit from nanotechnology innovations. Nanomedicine can dramatically improve our future ability to treat disease.

Excitement at the rich array of potential benefits must be tempered, however, with a measure of caution. There are still limitations in our understanding of the potential health and environmental risks of nanomaterials. There is much that we simply don't know.

Meanwhile, nanomaterials are already entering our environment, albeit at low levels, and are being found in waste water from products like toothpaste and sun lotion.

Doak underlines just how much is uncertain, and says we need answers fast:

"It is vitally important we get to grips with the potential adverse impacts of nanomaterials before widespread use occurs. At present, the long-term effects of nanomaterial exposure on ecosystems are poorly understood. Nor do we know the impact on ecological food chains.

We also don't know enough about how nanomaterials can affect humans when exposed in small doses and over long periods. The most important routes of exposure are our lungs, gut and skin. But once they enter the body, if they are able to move into the blood circulation, then they may become trapped in other organs such as the liver. We don't know, however, what risk they pose long term."

One area of particular interest to Professor Doak is DNA damage, as this can lead to cancer. Evaluating the potential risk of DNA damage

caused by nanomaterials is therefore a vital aspect of safety assessment.

Yet here we come up against the major obstacle. Amidst the sea of uncertainties about the possible risks of nanomaterials, one thing is crystal clear: the tests used to assess those risks are not always fit for purpose.

One crucial flaw is that too many health and environmental safety tests focus on short-term, high-dose exposures. In the real world, exposure to nanomaterials is long-term, repetitive and occurs at low doses.

Professor Doak explains how current tests on health risks are very simplistic:

"To determine the biological impact of inhaling nanomaterials, scientists grow a single lung cell system in the lab and expose it to nanomaterials suspended in liquid. But there are over 40 different cell types within the human lung. These kinds of tests cannot accurately predict the potential harm associated with nanomaterial exposure. Nor accurately mimic the complexity of the human body or the manner in which we encounter nanomaterials."

Shareen Doak, Professor of Genotoxicology and Cancer in Swansea University Medical School

Doak and her team at Swansea University's In Vitro Toxicology Lab have been developing tailored safety testing methods for nanomaterials and new, advanced non-animal tissue models.

They've set up the PATROLS project, which is establishing a battery of innovative, next generation safety testing tools. These will more accurately predict the adverse effects caused by long-term exposure to nanomaterials in humans and the environment.

Their research is shaping policy and improved regulation. Various international policy makers and regulators have already adapted DNA damage testing to make it appropriate for evaluating nanomaterials. These include the Organisation for Economic Co-operation and Development (OECD), European Chemicals Agency (ECHA), European Food Safety Authority (EFSA) and the Food and Drug Administration (FDA).

For Professor Doak, a more accurate safety assessment process is an all-round winner.

"It's about protecting people's health and our environment. But it also helps protect the nanotechnology industry. Nanomaterials are things of wonder, with so much potential – but it's vital that we have the full picture. That's where our research is making a difference."



This content was paid for and created by Swansea University. The editorial staff of *The Chronicle* had no role in its preparation.

FIRST READS

Christmas special | Firing offense? | Mixed tally | Fresh start

Christmas special

Policy Reforms Come Down the Chimney

THE HIGHER-EDUCATION COMMUNITY spent the weekend before Christmas waiting to see how much money Congress would give to colleges and students in an aid package meant to offset economic losses from the Covid-19 pandemic. The number that emerged, about \$20 billion, was not much of a surprise, and fell far short of what higher-education associations said was needed to repair the fiscal damage of the past nine months.

But lawmakers also did something unexpected, by including a full slate of significant policy reforms in the omnibus legislation. The law contains a new requirement to simplify the application process for federal student aid, forgives more than \$1 billion in federal loans to historically Black colleges, expands the Pell Grant program to people who are incarcerated, and restores Pell eligibility for students who were defrauded by their colleges, among other things.

Higher-education associations, which are likely to seek more economic aid in 2021 from a new Congress and presidential administration, praised the policy changes. “Community-college leaders welcome adoption of the second-chance Pell,” said David S. Baime, senior vice president for government relations and policy analysis

at the American Association of Community Colleges.

Ted Mitchell, president of the American Council on Education, applauded the changes in the Free Application for Federal Student Aid, the Fafsa: “This important legislation will support struggling students and families in coming years by simplifying and expanding the federal student-aid system.”

But he called the amount of money in the aid package “disappointing” and “wholly inadequate to meet the needs of students and colleges and universities.”

The legislation’s policy changes are, in part, a reflection of how much higher-education policy remains to be worked out in the long-delayed next reauthorization of the federal Higher Education Act, which expired in 2013.

In 2019, Sen. Lamar Alexander, Republican of Tennessee, sought to shepherd a reauthorization bill through the chamber’s Committee on Health, Education, Labor, and Pensions, which he leads. But that effort failed, and Alexander retires this month.

Simplifying the Fafsa has been the senator’s mantra for many years now — accompanied by his dramatic unfolding of a lengthy string of papers meant to represent the existing form — and this legislation takes several steps in that direction.

Under the law, the Fafsa will be cut from more than 100 questions to 36, and the income-

verification process will be streamlined by using data from the Internal Revenue Service. Advocates for low-income students have long pushed for such measures to increase the number of disadvantaged students who apply for federal aid.

The law also increases the number of students who will be able to receive Pell Grants and, notably, reverses a 26-year-old ban on Pell Grants for people who are incarcerated — now commonly referred to as a “second-chance Pell.”

“After so many years of advocacy on this issue,” Baime wrote in an email, “it is incredibly gratifying to see bipartisan political support for this enlightened and rational policy.”

The law — part of a larger, \$900-billion stimulus package that President Trump signed after a short delay — comes nearly eight months after the \$2-trillion Cares Act. That law appropriated some \$14 billion to higher education, split evenly between money for students and for institutions.

While the latest legislation will provide more money than the March package did, the amount is just a fraction of the \$120 billion that higher-education associations have sought in recent months.

Since last spring, colleges have shed more than half a million jobs — the largest decline in the higher-education work force since the federal government began collecting such data. Freshman enrollment in higher education fell more than 13 percent over all, and more than 22 percent at community colleges.

The law also limits how much money will go to the few dozen colleges that are subject to the endowment tax — those that enroll more than 500 students and hold \$500,000 in endowment per student. Those colleges will get just half of the money that would otherwise be allocated under the law, with the exception of Berea College, in Kentucky, an institution in the home state of the U.S. Senate’s majority leader, Mitch McConnell.

Several wealthy colleges declined to accept any of the Cares Act money, over legal concerns as well as the threat of negative publicity.

— ERIC KELDERMAN



Firing offense?

A Professor Is Celebrated. Then He's Dismissed.

A PROMINENT FACULTY MEMBER at the University of Mississippi found himself at the center of a firestorm last month, after news of his unexpected termination spread on social media.

Garrett Felber, an assistant professor in his fourth year at the university, got a letter from his department chair on December 10, informing him that she had recommended his termination. The reason that Noell Howell Wilson gave was that Felber had failed to properly communicate with her and had refused to meet by phone or Zoom, according to a copy of his termination letter obtained by *The Chronicle*. But to Felber and a growing list of supporters, that rationale rings hollow — and is, they say, unprecedented.

Felber has a history of activism and has been an outspoken critic of the administration at Mississippi, a background that has led supporters to conclude that something deeper motivated the decision. “It would be naïve and ahistorical to think this termination is about emails or a meeting,” he told *The Chronicle*.

The tension between Felber and Wilson began in late October, when he tweeted that she had rejected a \$42,000 grant he'd recently been awarded to support Study and Struggle, a project focused on incarceration in Mississippi. Months earlier, Felber wrote, another grant for the same project had been accepted, and promoted, by the university.

The reason Wilson gave for rejecting the grant, Felber tweeted at the time, was that Study and Struggle is a political project, not a historical one. “The real issue,” he wrote, was that Mississippi “prioritizes racist donors over all else. So it's not some mythic politics v. history binary, but that this antiracist program threatens racist donor money. And racism is the brand. It's in the name.” (The university has long grappled with its nickname, “Ole Miss,” which was the term enslaved people used to refer to the wife of their owner.)

Wilson, in her letter informing Felber of his termination, suggested that a breakdown in communication had followed the grant

rejection. “You have refused to speak to me,” she wrote, citing several attempts she'd made to schedule phone and Zoom calls with him. Rather than respond directly to those invitations, she wrote, Felber had insisted that information about grants “should be communicated to me in writing.”

But Felber told his colleagues in an email that he'd been in regular communication with Wilson, having sent her an email about another topic on December 7, just three days before receiving word that he was being terminated.

In a statement to *The Chronicle*, Noel E. Wilkin, Mississippi's provost and executive vice chancellor for academic affairs, confirmed that Wilson had recommended Felber be given a 12-month nonrenewal notice. “In the letter, Dr. Wilson described multiple instances where Dr. Felber refused to speak to her, and how that refusal made it impossible to maintain a productive working relationship necessary to supervise his faculty responsibilities,” Wilkin said. “Dr. Wilson's recommendations for a 12-month notice of nonrenewal is consistent with AAUP standards and university policy for untenured faculty.”

Wilson referred a request for comment to the university's communications department, which provided Wilkin's statement. And Felber himself declined to comment on the record to *The Chronicle*, beyond his statement that it would be naïve to believe his firing stemmed from bad communication.

Anne Twitty, an associate professor in the history department, confirmed that Felber's email was the first his colleagues had heard of his termination. None of them had been consulted about the decision, she said. As a result, “all of us are feeling completely blindsided by this.” Nor, she added, had Wil-

son communicated with the department about the decision to reject Felber's grant in October, which the chair said had been made on behalf of the faculty.

In April, Wilson had written in an evaluation that Felber had had “a successful year” for both teaching and research and “a phenomenal year of service for a junior faculty member.” And in August, in a press release announcing Felber's yearlong fellowship at Harvard University's Hutchins Center for African and African American Research, Wilson had called him “an indefatigable researcher and community builder” with a “national profile in the field of African American history.”

All of that was what the university had been looking for when it hired Felber, Twitty said. One faculty member had said during the search process that the department “needed a change-maker.” In Felber, Twitty said, “that's who we hired.”

The news has rippled through academic circles, too, with many scholars coming to Felber's defense on Twitter.

The Yale philosopher Jason Stanley called the case “as clear-cut a case of a violation of academic freedom as one could envisage.” Several other academics tweeted that they wouldn't speak at Mississippi until Felber was reinstated.

— MEGAN ZAHNEIS



KELLY GRIFFITH-BAUER

Mixed tally

A Full Picture of Fall Enrollment

ENROLLMENT, the lifeblood of colleges, is the subject of a steady stream of research briefs that have come out this fall. They've shown, month by month and in close to real time, a downward enrollment trend among colleges reporting to the National Student Clearinghouse Research Center. Now the full picture is in.

The latest survey, released last month, shows that total enrollment across higher education is down 2.5 percent. The latest data release reflects virtually the entirety of

recession did not affect high-school graduates at all this spring," he said on a call with reporters, "but it did affect college-freshman enrollment." While the latest report doesn't disaggregate students by race and ethnicity, previous analyses by the center showed steep drops among first-time Black, Hispanic, and Native American students in particular.

Meanwhile, graduate enrollment went up by the same percentage, 3.6 percent, that undergraduate enrollment fell, but the ac-

undergraduates at for-profit colleges was 31, about a decade older than the median of students attending other types of institutions.

Men vs. women

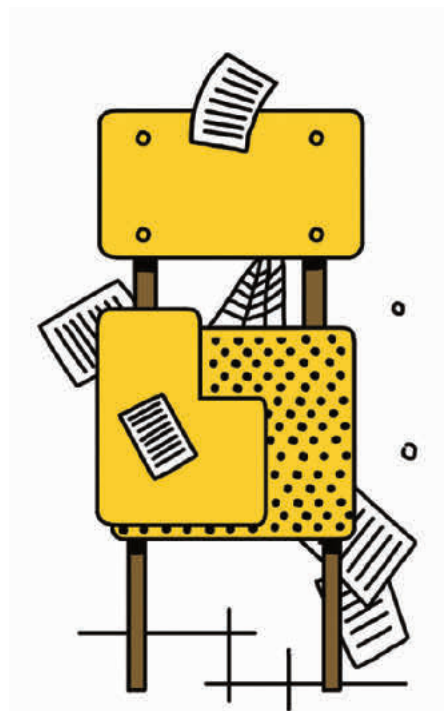
The drop in enrollment of men was more than seven times that of women — 5.1 percent for men vs. 0.7 percent for women — continuing a long-running trend. At four-year public institutions, the difference was particularly striking: Nearly 57,000 fewer men were in class this year compared with



the postsecondary institutions that report to the center, or about 3,600 colleges, representing 97 percent of the nation's postsecondary enrollments in degree-granting institutions. But this top-line drop in enrollment masks a fair amount of variation, as some pockets of the sector have fared better than others. Here is a closer look at some of the diverging trajectories among institutions and students:

Undergraduates vs. graduates

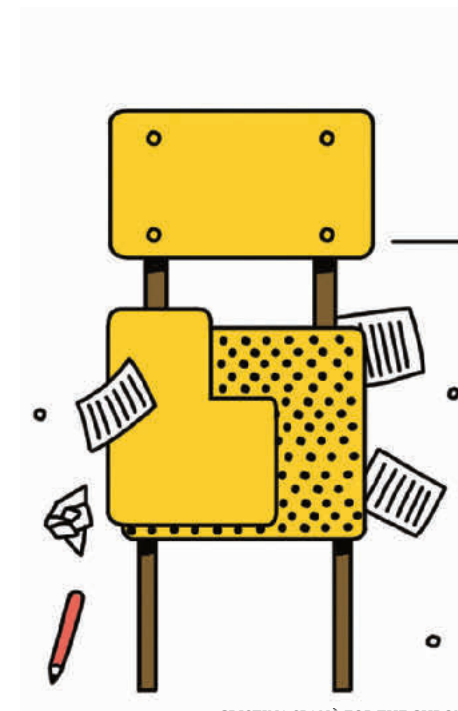
The decrease in undergraduate enrollment was the primary driver of the overall decline across the sector. Enrollment among undergraduates dropped 3.6 percent, or by more than 560,000 students, from the fall of 2019. The most notable drop was among first-time freshmen, who declined 13.1 percent. Despite concerns about a slowing number of high-school graduates, that demographic trend was not a factor in college enrollment, according to Doug Shapiro, executive director of the center. "The



tual growth in the number of students enrolled in graduate or professional programs, nearly 99,000, was smaller than the drop in the number of undergraduates. Public four-year institutions, which experienced a 4.6-percent increase in graduate enrollment, accounted for the majority of this growth.

Community colleges vs. for-profit institutions

Early indications were that community-college enrollment had taken a nosedive, which the latest report confirms. Public two-year colleges saw a 10.1-percent decline in enrollment, or more than 540,000 students. A 21-percent drop in freshman enrollment at these institutions contributed the most to the decline. Enrollment at for-profit four-year colleges, after fluctuating according to previous reports, rose 5.3 percent, though it reflected a smaller group of students overall — an increase to 789,888 from 749,885. Notably, the median age of



CRISTINA SPANÒ FOR THE CHRONICLE

last fall, but there were over 71,000 more women.

Drops by discipline

One of the most surprising findings in the data, said Shapiro, was the decline in enrollment in some high-demand fields in community colleges, perhaps because some of the courses in those fields may be difficult to teach online. Students majoring in precision production dropped more than 18 percent, for example, while those majoring in mechanic and repair technologies, and in homeland security, law enforcement, and firefighting, fell by about 15 percent. At four-year colleges, the numbers of students majoring in English literature and language and foreign languages also fell, by more than 7 percent and 8 percent, respectively. Still, the news wasn't all negative; other areas reported an upswing: Computer science and psychology each increased, by more than 5 percent and nearly 7 percent, respectively.

— DAN BERRETT

Degrees of Choice for Displaced Workers

ABOUT a third of Americans believe they would need more education or training if they lost their jobs during the pandemic, according to recent data from the Strada Education Network's Center for Education Consumer Insights.

But with the economy still in a pandemic-induced recession, displaced workers haven't turned to colleges to retool their skills. Some higher-education observers wonder if that disconnect will end this year.

"Does that belief start to translate into enrollment and pursuit of education in training?" Dave Clayton, a senior vice president at Strada, asked during a recent webinar about the surveys the nonprofit group has conducted of adults, their work, and their education plans during the pandemic. "That's really a key

theme we'll be watching in 2021."

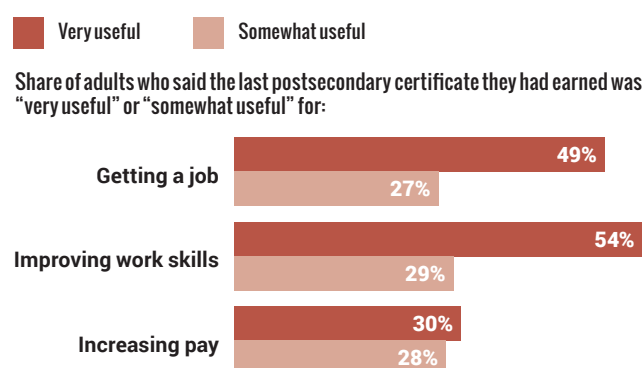
Strada's data suggest that when adults eventually do set out to learn new skills, they're most likely to enroll in a nondegree program or seek skills training. Such programs were a popular option before the pandemic. Data from the National Center for Education Statistics show that in 2016 roughly one out of four adults had a nondegree credential — a postsecondary certificate, a certification, or a license.

Here's a look at how adult learners value postsecondary certificates, how adult learners who want a nondegree credential prefer to earn it, and more.

— AUDREY WILLIAMS JUNE

A Path to Work

Even before the pandemic, many adults found postsecondary certificates to be of value.

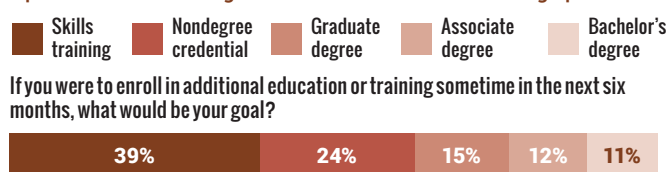


Note: Data were collected in 2016 and reflects post-secondary certificates awarded below the baccalaureate level.

Source: U.S. Dept. of Education

A Clear Preference

Since the pandemic began, Americans have consistently expressed a preference for nondegree credentials and skills-training options.

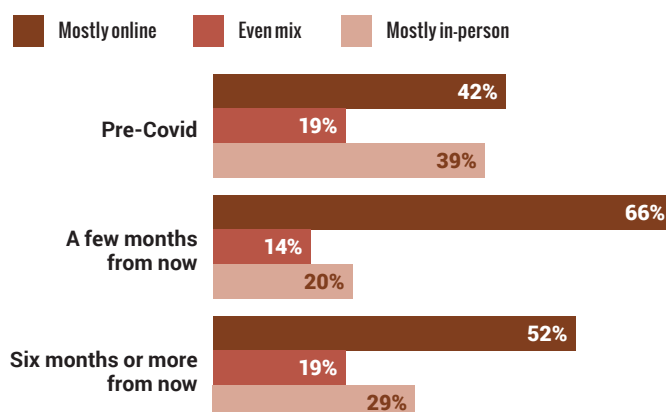


If you were to enroll in additional education or training sometime in the next six months, what would be your goal?

Source: Strada Center for Education Consumer Insights

Looking to Learn Online

Before the pandemic struck, 42 percent of adult learners who wanted to take nondegree courses, earn nondegree certificates, or obtain vocational or technical training said they favored online classes. That share increased when they were asked about their longer-term preferences.



Note: Data collected June 2020

Source: Eduventures

A Popular Credential at Public Colleges

The number of postsecondary certificates below the associate level awarded by public colleges rose 117 percent over an 18-year period.

Academic year	Public	Private	For-profit
2000-1	309,624	29,336	213,543
2001-2	319,291	32,904	232,053
2002-3	355,727	36,926	253,772
2003-4	364,053	35,316	288,418
2004-5	370,683	35,968	304,222
2005-6	370,570	35,909	308,311
2006-7	389,244	34,195	304,876
2007-8	399,741	33,915	314,698
2008-9	428,849	31,939	343,832
2009-10	472,428	35,652	427,639
2010-11	519,711	36,534	474,232
2011-12	525,264	32,856	430,941
2012-13	545,446	30,913	390,855
2013-14	576,468	30,738	362,072
2014-15	602,904	46,090	312,152
2015-16	615,137	40,010	284,144
2016-17	631,076	35,281	279,666
2017-18	671,880	25,789	257,069

Source: U.S. Dept. of Education

Bachelor's Degree Not Necessary

A postsecondary degree credential is needed for more than half of the most in demand jobs that is beyond high school but less than a bachelor's degree.

Occupation	Annual avg. openings projected, 2019-29	Median annual wage, 2019	Typical education needed
Heavy- and tractor-trailer truck drivers	209,200	\$45,260	Postsecondary nondegree credential
Nursing assistants	174,000	\$29,660	Postsecondary nondegree credential
Bookkeeping, accounting, and auditing clerks	162,100	\$41,230	Some college, no degree
Teaching assistants, except postsecondary	140,400	\$27,920	Some college, no degree
Medical assistants	92,800	\$34,800	Postsecondary nondegree credential
Hairdressers, hairstylists, and cosmetologists	70,600	\$26,090	Postsecondary nondegree credential
Automotive-service technicians and mechanics	61,700	\$42,090	Postsecondary nondegree credential
Licensed practical/registered vocational nurses	58,400	\$47,480	Postsecondary nondegree credential
Computer user-support specialists	53,600	\$52,270	Some college, no degree
Preschool teachers, except special education	50,600	\$30,520	Associate degree

Source: U.S. Bureau of Labor Statistics



THE YEAR THAT PUSHED

How the pandemic exacerbated long-



CHRONICLE ILLUSTRATION, PHOTOS FROM AP AND MARK ABRAMSON

HIGHER ED TO THE EDGE

simmering problems.

BY SCOTT CARLSON AND LEE GARDNER

N JANUARY 2020, as America was beginning its fourth year of Donald J. Trump's presidency, higher-education leaders were focused on long-haul struggles that had dogged the industry for years.

New studies were being published on institutional viability, and *The Chronicle* was reporting on increasingly ominous warnings about college finances, the demographic cliff, climbing tuition-discount rates, and the shifting value proposition. College officials could not have suspected that their challenges — formidable but still manageable — would rise to crisis levels within weeks.

Meanwhile, unsettling videos that were being leaked out of China depicted a city locked down amid an outbreak of a mysterious virus — even people dying in the street. In the United States, the news barely registered as a concern.

By March 11, when the World Health Organization declared the

coronavirus to be a global pandemic, all of that had changed. President Trump, who had told Republican senators a day earlier to be calm because “it will go away,” shared the health agency's news in a stilted Oval Office address. It was clear to anyone paying attention that life was about to be irreversibly upended.

Covid-19 touched off a financial wildfire for colleges, fanned by short-term losses and expenses but fueled by the fundamental fiscal precariousities that many institutions have been facing — or failing to face — for some time. As the days and weeks turned into months, and the short-term emergency became a long-term state of existence, the pandemic exposed the gulf between higher ed's haves and have-nots. It also revealed long-ignored income and racial disparities at colleges and a widening national political divide symbolized by the college credential.



Signs affixed to empty chairs symbolize jobs eliminated at Guilford College. Colleges have laid off more than half a million people during the pandemic.

Some colleges have found themselves nearing a breaking point, and some may yet arrive there: Hairline fractures aren't always evident.

THE CRISIS, when it came, differed in several respects from its most obvious point of comparison for many college leaders — the recession of 2008-09.

First, it happened virtually overnight. With little warning, millions of businesses shut down, millions of Americans lost jobs, and thousands of colleges had to refund millions of dollars in room-and-board fees and spend additional cash to ramp up online learning and provide needed technology to students and faculty. The University of Massachusetts alone lost nearly \$170 million from its operating budget. The macro- and microeconomic consequences were swift and staggering, espe-



STUART ISETT, POLARIS, NEWSCOM

The U. of Washington was the first major U.S. campus to move to remote learning because of Covid-19. It announced on March 6 that it would close after a staff member tested positive.



LISA MCLEOD



JOHN MOORE, GETTY IMAGES

Eight months after the pandemic began, the U. of Washington Medicine Clinical Virology Lab had processed more than a million coronavirus tests.



JENNA SCHOENEFELD FOR THE CHRONICLE

Andrew Perez was scheduled to be the first in his family to graduate from college in the spring. But Harvard sent him home in May to Pico Rivera, Calif., because of Covid-19 fears.



CRAIG F. WALKER, BOSTON GLOBE VIA GETTY IMAGES

Students at UMass in Boston marched in June against police brutality and the killing of George Floyd.



ED KASHI, VII, REDUX

Dotun Adeyemo, a recent graduate of Rutgers U., was among more than 3,000 people in Newark, N.J., protesting George Floyd's killing in Minneapolis.



RICHARD TSONG-TAATARI, STAR TRIBUNE, GETTY IMAGES

Friends of George Floyd's family spoke after his funeral on the campus of North Central U., in Minneapolis.

cially for the most vulnerable members of society.

Second, it was unprecedented and unpredictable, which made planning and reacting difficult. In late April, some colleges still had summer events on their calendars, hoping that the initial lockdown would bring the virus under control in a month or two. The notion that Covid-19 would be as dangerous, if not more so, as 2020 ended, didn't register. As the spring semester drew to a close, college leaders were forced to devise enrollment targets for fall and operating budgets for the coming fiscal year at a moment of peak uncertainty.

Third, the recession arrived near the apogee of a long boom in American higher education, following decades of generally upward momentum and growth. But Covid-19 descended on a postsecondary ecosystem that had never fully recovered from the blow it took 12 years ago. While state support for public colleges crept back up over the past decade, it has never quite recovered its pre-recession flush. The cost of attending a state university or community college has shifted definitively to students and their families, while wages stagnate.

The recession also contributed to a deepening demographic dip that has depressed the number of college-bound high-school graduates in many regions of the country, creating intense competition for students among public and private institutions alike. Faltering tuition revenue, private colleges' use of high tuition-discount rates to attract students, and years of trimming every possible expense left many institutions ill-prepared to absorb the financial crisis brought on by the pandemic.

The federal government provided a crucial lifeline to many colleges and their students with \$14 billion of emergency relief money delivered through the Cares Act. Though it amounted to less than a third of what higher-education advocates had said would be needed, the aid allowed many colleges to defray some unexpected losses and expenses, and it supported many students hit hard by unemployment or other hardships. But the money lasted only so long, and subsequent attempts to pass a second stimulus lagged. Advocates asked for \$120 billion, though Congress ultimately approved just a sixth of that sum. After threatening a veto, President Trump finally signed an omnibus \$900 billion relief bill on December 27.

When things got tough, financially, the costs were not borne equally. Layoffs and furloughs, when they came, often affected an institution's lowest-paid workers first — food-service and custodial workers — reflecting a trend that has continued at colleges and throughout the work force nationally. Colleges have lost as much as 10 percent of their employees since the pandemic began, although job losses among top administrators and tenured faculty members still remain relatively rare.

When fall finally arrived, economic inequities had consequences for enrollment as well. Four-year students didn't stay away in droves as expected — undergraduate enrollments at public and private colleges were both essentially flat from last fall, according to data collected by the National Student Clearinghouse Research Center. At public two-year colleges, which enroll more lower-income students and students of color, enrollment was down about 10 percent. While most colleges will suffer some financial strain from enrollment drops, community colleges may be especially vulnerable.

International students proved another enrollment wildcard, and another unpleasant financial surprise. The xenophobic hostility of some Trump-administration policies had already weakened enrollment from abroad as a lucrative source of tuition revenue for many colleges. Covid-19 nearly pinched it off. New enrollment of international students, which had already been dropping, plummeted by 43 percent this fall.

The cumulative effect of the economic strains amounted to a surprise stress test on the financial health of colleges, and some are showing significant weakness. Ithaca College, for example, announced in the spring that it would cut nearly a quarter of its faculty. Other institutions, like the University of Vermont and the College

of Saint Rose, have made plans to cut programs and professors, including some with tenure. More than furloughs or temporary layoffs, these kinds of announcements bespeak structural, even existential, challenges. The bond-rating agencies Moody's Investors Service and Fitch Ratings project revenue declines of 5 to 10 percent for colleges for 2021, so more institutions could falter. There have been surprisingly few closures, or announcements of mergers or sales, given the circumstances. Financial consultants to colleges whisper that we will almost certainly see more.

If there is reason for optimism, it may lie in the fact that most students did show up in the fall, at least at four-year institutions, and despite some grumbling, they seemed willing to pay full tuition to do so, even amid Covid-compromised circumstances.

There is still plenty of bad news to go around, however. Despite the initial rollout of several effective vaccines, Covid-19 and its aftermath are likely to compromise ordinary college operations into 2021 and beyond.

Even as the physical health of the country begins to recover, its economic health may lag, especially when it comes to state taxes and support for public colleges. In states that depend heavily on tax dol-

Despite the initial rollout of several effective vaccines, Covid-19 and its aftermath are likely to compromise ordinary college operations into 2021 and beyond.

lars from industries hard hit by the pandemic, like energy or tourism, public revenues could drop by double digits over the coming couple of fiscal years, and those shortfalls would very likely affect public colleges.

"When we look at the state funding data for higher education, usually the big cuts come the year after the recession and the second year after the recession," says David Tandberg, senior vice president for policy research and strategic initiatives at the State Higher Education Executive Officers Association.

Students and families financially affected by the events of 2020 will be unlikely to stomach any tuition increases, cutting off one of the most expedient means for shoring up their own finances. It could take years to rebuild enrollments, while a smaller-than-hoped-for Class of 2025 works its way toward graduation. And all the while, institutions will still struggle with sliding demographics numbers and questions about the purpose and value of higher education.

THAT PURPOSE of higher education — to promote free speech, democracy, civility — came into sharp focus in the spring. And it was triggered by an event far from the walls of a college campus.

On May 25, Derek Chauvin, a Minneapolis police officer, knelt for more than eight minutes on the neck of George Floyd, a 46-year-old African American man, while onlookers recorded the arrest and begged the officer to let the man breathe. When responding medical personnel finally told Chauvin to get off Floyd, his lifeless body had to be lifted onto a stretch-



DREW ANGERER, GETTY IMAGES

Betsy DeVos, Trump's education secretary, pushed an agenda of deregulation.

“How can we avoid the vitriol and public castigation from state officials and voters? That’s the primary concern.”

er. The video — impossible to ignore, especially for people stuck at home staring at screens — sparked protest everywhere.

Even before Trump’s presidency, and especially since it began, colleges had been hotspots for activism and conflict in a national conversation about race, opportunity, and equality. Consider the turmoil over race relations at the University of Missouri, or the controversy over the “Day of Absence” at Evergreen State College, or the toppling of the Silent Sam monument at the University of North Carolina, or the furor after students at Georgia Southern University burned the book of a Latina author who spoke about white privilege.

Floyd’s death inflamed that activism and gave it a renewed sense of urgency. Activists on campus — both students and faculty — demanded that higher education continue to evaluate its relationship with the police, its history of white privilege, and ties to historic symbols of racist America.

“There has been such a long history of the blurring of the lines between town and gown — between what happens on campus and what happens in the community for African Americans,” says Devin Fergus, a professor of history and Black studies at the University of

Missouri. “When I go off campus, my experiences are no really no different from that of other African Americans.”

In that sense, Floyd’s killing led to yet more soul searching regarding the representation of nonwhite people and nonwhite stories in higher education — opening up a window for the changes sought by activists.

Colleges offered new courses and programs in justice and equity, while some considered making such courses requirements for graduation. And nonwhite professors found themselves with empathetic new allies among their colleagues.

That, in turn, led to worries that higher ed’s social-justice advocates were engaging in a dangerous overreach. While some academics made calls to root out “racist” research and teaching within the academy, others argued that doing so promoted ideology over the bedrock academic tenets of pursuing free inquiry and truth. Knee-jerk political correctness could also lead academe to “fetishize” non-white status. Jessica Krug, an associate professor of history at George Washington University, stood as 2020’s version of Rachel Dolezal: A woman who grew up as a “white Jewish child in suburban Kansas City,” who posed as a Black Latina.

But the reactions also stoked anger among those with a more nationalistic impulse. In September, the Trump Administration issued an executive order, threatening to yank grants from colleges holding diversity training “rooted in the pernicious and false belief that America is an irredeemably racist and sexist country.” While some colleges plowed ahead with diversity programs, others responded by canceling lectures and programs.

Actions like those led to a question among academics: Has the American university become so corporatized, so dependent on monies released by conservative state governments and donors, so obsessed with its own image and prestige, that it can’t effectively advocate for important yet politically dangerous issues?

“In my institution and others, the primary concern is, How can we avoid the vitriol and public castigation from state officials and voters?” says Fergus. “That’s the primary concern, far more so than issues of stratification and issues of racial social justice.”

Fergus points to the case of Garrett Felber, a University of Mississippi assistant professor of history, who was fired in December. The university had rejected a grant Felber won to study incarceration in Mississippi. Felber contended on Twitter that the university “prioritizes racist donors,” and that his study offended them.

The attention on race also highlighted — once again — higher education’s role in widening gaps between white and nonwhite, wealthy and poor students. Covid-19 only exacerbated the pressures on colleges’ most vulnerable students — and faculty and staff.

“The pandemic has laid bare the stark inequalities that have existed in our higher-education system for decades,” says Tandberg, of Sheeo. If states respond to their financial pressures with across-the-board cuts, those will disproportionately affect institutions that serve poorer, nonwhite students.

“The employees that have been required to show up — who are people of color, who are older, who are paid less, have less job stability — are putting their lives at risk,” says Tandberg.

The pandemic would surely lead to a decline in jobs for contingent faculty; some argued that this could kill the job ladder for nonwhite faculty.

“My hope is that this pandemic is a stark wake-up call, that policy makers and institutional leaders can’t ignore these issues anymore,” Tandberg says. “I mean, that would be the best-case scenario. Otherwise, there’s really nothing good about what’s happened. It’s all been devastating.”

College is often the gateway to good jobs in the labor market — and a college education will be essential for workers in a future that is increasingly mechanized or outsourced. The cost of college and student-loan debt have long been key issues to progressive advocates.

With Joseph R. Biden’s presidential inauguration just a month away, discussions of making college free and canceling all student-loan debt have gone mainstream.

Fergus points out that the first New Deal coalition, starting in the 1930s, was formed from a coalition of Southern whites, immigrants, Blacks, labor unions, intellectuals, and political operatives. It came after decades of the Gilded Age running headlong into the Great Depression. Perhaps we’re in the same place in 2020, says Fergus.

“I’d say we’re headed toward a second New Deal coalition, a coalition which might be a little bit different from the first coalition, but in many ways kind of similar,” he says.

Of course, all of that depends on whether Democrats can push for such an expansive vision in a deeply divided country.

IN A YEAR of “brain fog” and scrambled perceptions of time, two memories from 2020 will stick with us: One is Trump’s rigid Oval Office address in March, acknowledging that the federal government had not contained the spreading virus. The other is Election Day and the four days of vote counting that would make him a one-term president.

Those two events bookended a year of crises — and one in which the authoritarian and nativist impulses of Trump’s new far-right movement collided with the culture of higher education.

The pandemic unleashed the resentment of people who had been left out of the new economy, who doubted the science and the eggheads, who had grown tired of the righteousness of campus liberals. After all, it was the caricature of academics that had helped elevate the former reality-TV star to the White House in the first place.

As our colleague Jack Stripling observed in his November 2016 article “A Humbling of Higher Ed,” Trump “rode a rising wave of resentment toward the elitism and insularity that higher education is often thought to represent.”

“For a candidate who offered so few specific higher-education proposals,” Stripling wrote, “Trump ran an effective right-flank offensive against many of the values academics hold dear.”

In the months that followed, Trump banned travelers from sev-



ROBYN BECK, AFP, GETTY IMAGES

During the pandemic, faculty at Mount San Antonio College, in Walnut, Calif., handed out diplomas at a drive-through commencement ceremony.



SHEALAH CRAIGHEAD, WHITE HOUSE, ZUMA, NEWSCOM

The Rev. John Jenkins, president of the U. of Notre Dame, tested positive for Covid-19 after a Supreme Court nomination ceremony for Amy Coney Barrett at the White House.

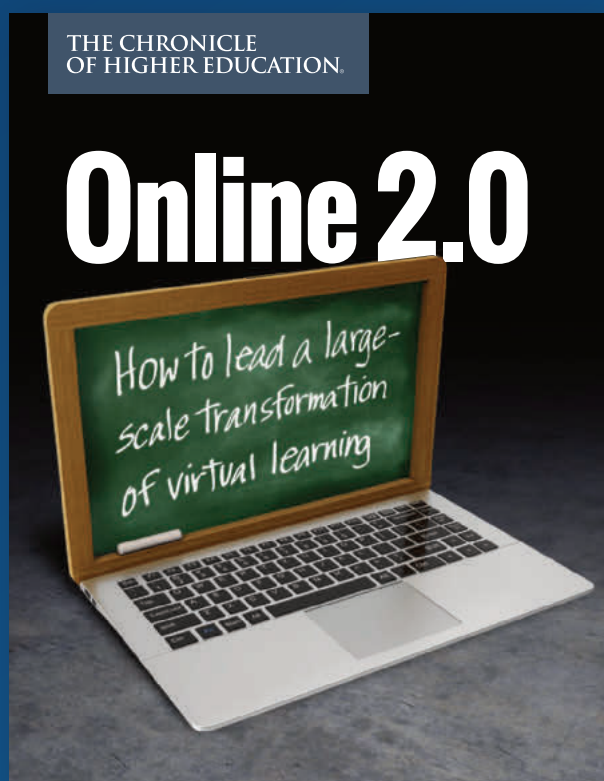


ANDREW HARNIK, AP

President-elect Biden (second from left, at the Democratic convention) is being urged by progressives to sign an executive order forgiving up to \$50,000 in federal student loans.

Online 2.0

How to lead a large-scale transformation of virtual learning



The abrupt pivot to fully remote instruction left institutions scrambling to provide continuity of learning, as faculty members grappled with the intricacies of learning-management systems, unfamiliar conferencing technologies, and new protocols for coursework and tests, often with scant instructional-support infrastructure.

The Chronicle's report, "Online 2.0," explores how institutions can take remote learning to the next level. What is the best way to make online learning coherent, educationally meaningful, and attractive to potential and returning students? What is the science behind online learning? And what are the best ways to provide faculty development, evaluate remote courses, and ensure equity for all students?

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en majority-Muslim countries, seemed to offer succor to the white supremacists who marched with torches through the University of Virginia's campus, and tried to cancel the Deferred Action for Childhood Arrivals program.

His secretary of education, Betsy DeVos, pushed an agenda of deregulation, with more relief for the for-profit sector, which had been scrutinized under the Obama administration, and tried to block state efforts to rein in companies that abused student borrowers.

Over the years, Trump frequently assailed the science of climate change, even while wildfires raged out of control in the West. His long record of denying science came home to roost with the pandemic, a situation that pitted scientists and the public-health community against political opportunism.

The whiplash between health officials' directives to wear masks and limit contact, versus Trump's impulse to downplay the virus, was confusing and potentially fatal. It contributed to a return in the fall semester with the virus uncontained — and people on or around campus flouting the precautions. (That actually fit the virus battle plan for some within the Trump administration: "We want them in-

Trump may leave office on January 20, but Trumpism will most likely live on.

fected," wrote a then-adviser with the Department of Health and Human Services in an email obtained by *Politico*. Exposing non-high-risk groups, like young people, to develop herd immunity was the only way to defeat the virus, the thinking went.)

Biden's thinking on several core issues aligned with those of student Democrats during the campaign: In addition to his support for reducing the financial burdens of college, he vowed to increase the Pell Grant, invest in historically Black colleges, restore protections for transgender students, do away with standardized testing, and give more money to community colleges to expand access.

The incoming First Lady, Jill Biden, has a doctorate in education and wrote her dissertation about retention at community colleges. Conservative pundits pounced on her title as fraudulent because she is not a medical doctor; such columns were widely seen as patronizing and sexist.

Trump may leave office on January 20, but Trumpism will most likely live on. White resentment about economic opportunity and political correctness could continue to animate the right, especially if Trump continues to dominate the Republican Party. The right could even generate another candidate like Trump.

And although vaccines are already being rolled out, the pandemic will very likely stay with us for a while, too — maybe for most of the coming year, which could add to the unrest, the economic desperation, and the political polarization. The end of 2021 might seem far away — especially for colleges that are, right now, having a hard time seeing how to get to the end of the spring semester. ■

Scott Carlson is a senior writer who explores where higher education is headed. Lee Gardner writes about the management of colleges and universities, higher-education marketing, and other topics.



PAUL HENNESSY, SOPA IMAGES, LIGHTROCKET, GETTY IMAGES

Residents line up in their cars at a food-distribution site at Lake-Sumter State College, in Florida.



ABBIE PARR, GETTY IMAGES

The Arizona Wildcats play the Washington Huskies before a crowd of cardboard cutouts in Seattle, emblematic of our pandemic times.



ZACH BLAND, COLLEGIATE IMAGES, GETTY IMAGES

Sarah Fuller, No. 32 of the Vanderbilt Commodores, makes history as the first woman to play in a Power 5 Conference football game, kicking off against the Missouri Tigers.

The Exception

Many universities say they opened safely this fall.
Stella Linardi felt anything but safe.

STELLA LINARDI Linardi was stranded.
It was 1:30 a.m. on September 3, and the junior at Cornell University stood in the lobby of Cayuga Medical Center, in Ithaca, N.Y. The hospital had just sent her home with a flu diagnosis, but she was still waiting on the results of a Covid-19 test. She felt weak. Her body ached. And her phone was dead.

It was the night after the first day of classes during a semester that promised to be like no other. Cornell, like many colleges, had brought students back for in-person learning. The university had upgraded its ventilation systems and given coronavirus tests to each of the roughly 19,000 students who arrived on campus. But no one knew quite what to expect.

Linardi asked a woman at the front desk how to get home and was told to call a cab. When she responded that she couldn't afford that, the woman gave her a blank stare. Unsure of what to do, Linardi plugged her phone into a charger that the woman had directed her to and tried not to breathe on a parent and child who were seated nearby. Her body felt heavy, and she was dizzy. When her phone finally came on, she called Cornell Health and asked for a ride.

"This is a medical hotline, not a transportation service," Linardi remembers a voice telling her. She texted some friends, but most were asleep. After calling and texting for about half an hour, she reached a friend who called her an Uber. When she got in, she told the driver she had the flu, and he put his mask on. At 2:15 a.m., Linardi finally got home. She felt so weak that she had to crawl up the stairs to her apartment.

A day later, she logged on to her patient profile and saw that she'd tested positive for Covid-19.

BY NELL GLUCKMAN





DAVID ZENTZ FOR THE CHRONICLE

Even this fall's success stories left vulnerable students at risk of falling through the cracks. Stella Linardi almost did.

The next two and a half weeks were a painful and terrifying blur that has left Linardi questioning whether she can stay at Cornell and pursue her ambitious goals: graduate early, study for the LSAT, apply to Harvard Law School. She is a DACA student and wants to become a lawyer so she can defend the rights of others. But that September, there were moments when she was worried that her illness would kill or permanently incapacitate her. She questioned whether Cornell had her best interests at heart.

For the university, Linardi's case was an anomaly in a semester that went better than campus leaders thought it would. This fall, about 158 students tested positive for Covid-19 — a minuscule percentage, which the university chalks up to exhaustive planning and frequent testing. It had bet that it could keep students safer by having an in-person semester with twice-weekly testing, because it expected many students to return to Ithaca either way. And Cornell believes the gamble paid off. Administrators told *The Chronicle* that Linardi is the only student they know of who went to the hospital because of the virus.

One student out of 19,000. To a college, that ratio might seem proof of a job well done. To Linardi, it meant a harrowing few weeks — and lasting consequences.

Try as they might, no universities were fully prepared to operate in a pandemic. Even this fall's success stories left vulnerable students at risk of falling through the cracks. Linardi almost did.

"Maybe a college and university would be happy if only one student died from Covid," Linardi says. "But that's someone's life, and that can be me."

LINARDI'S PATH to a prestigious college was an improbable one. When she was 3, Linardi's parents emigrated from Indonesia to escape the persecution of the Christian minority and ethnic Chinese there. They applied for citizenship and were rejected. Linardi's father returned to Indonesia, but Linardi, her mother, and her brother stayed in Los Angeles. When she was 16, Linardi gained some protection from deportation through the Deferred Action for Childhood Arrivals program.

Francisca Hermawan, Linardi's mother, says her daughter worked hard and earned a full ride to Cornell. Hermawan was nervous about Linardi's being all the way across the country at college. But when they got to Ithaca for the first time, in the fall of 2018, Hermawan felt reassured. The campus was beautiful, and she liked that it was in a college

town, far from the distractions of a city. It seemed like a place where her daughter would be able to focus on her work.

"This is safe," she remembered thinking. "Stella can study here."

In 2020, the idea of sending Linardi back to Ithaca made Hermawan a little nervous. But she was comforted by the fact that all students would take coronavirus tests when they arrived on campus, and that students from states specified in New York's travel advisory would then quarantine for two weeks.

When Linardi got to Ithaca, in mid-August, she went to campus only once — to take her first Covid-19 test. During the next two weeks, she says, she spent most of her time in her off-campus apartment with three roommates. Students weren't allowed to gather in groups larger than 10, and Linardi, who was afraid to break any rules because of her immigration status, noticed that students were exposing one another on social media when those rules were broken.

The first day of class was September 2. The same day, Linardi started feeling sick.

"It hit me like a brick," she says.

She mostly slept, until a Zoom class at 12:40 p.m. Afterward she was so tired she went back to sleep. She tried to participate in a 3:15 Zoom lecture but was so exhausted she turned off her camera and slept more. She awoke that evening feeling disoriented and knew that something was seriously wrong. She called Cornell Health, the university's medical service for students, and spoke with a nurse, who said she should go to the hospital, Linardi says.

Two of Linardi's roommates dropped her off at Cayuga Medical Center, four miles from campus, where she waited for about three hours before she was given flu and Covid-19 tests. It was after she got a positive test result for the flu that Linardi found herself standing in the lobby with no way of getting back to her apartment.

The next day brought more confusion. The hospital prescribed Linardi antiviral medication for the flu and sent the prescription to the Cornell Health pharmacy. But Linardi, who was still waiting on her Covid-19 test results, didn't think it was safe for her to go pick it up. She called Cornell Health and was told to ask a friend to get it for her. She also asked how to get food — Linardi is registered for the Cornell Food Pantry — and for that, too, she was told to rely on her friends.

The following morning, Linardi logged into her patient profile and saw that she'd tested positive for Covid-19 in addition to the flu. She called Cornell Health and told them. Soon after, a driver called to say he was outside her apartment building and would take her to Cornell

Health. Linardi grabbed a few clothes and some toiletries and rushed downstairs. She got into a van that had a glass divider separating her from the driver.

When they got to Cornell Health, the driver told her to walk to a side door and call to be let in. She found the phone number on the door. A man answered. He told her that he wasn't sure where she was supposed to be, Linardi says, and that he didn't have her scheduled for an appointment. Linardi suggested that the driver take her to the Statler Hotel, where Cornell was housing students who needed to quarantine because they'd tested positive or had been exposed to the virus. The provider on the line "hesitantly" agreed, she says. The driver took her to the hotel, where she waited for about 15 minutes until her room was ready.

"What on earth is going on right now?" she thought when she finally got there. "Does anyone know?"

A GOOD STUDENT, Linardi is majoring in industrial and labor relations and has three minors: business, inequality studies, and law and society. She has balanced a near-perfect GPA with impressive jobs, like a summer internship in Senator Kamala Harris's office in Los Angeles and a position as a research assistant at Cornell's Worker Institute.

Cornell has even noted Linardi's accomplishments in a legal brief to the Supreme Court, submitted in support of DACA when the Trump Administration unsuccessfully tried to rescind the program. "Because of DACA," the university wrote, "Stella was able to intern for the California Labor Commissioner. This semester, she is putting that real-world experience to work while serving as a research assistant to a professor studying the gig-economy and digital hiring platforms. She aspires to someday become a lawyer."

But in the first weeks of September, Linardi couldn't attend a single class. Quarantining alone and sick, she struggled to navigate two health-care systems: the Tompkins County Health Department and Cornell Health. Her mother, still in Los Angeles, felt helpless and guilty that she'd let her daughter return to campus.

Once she got to the hotel, Linardi slept much of the time. When she was awake, she struggled to breathe. She felt a tightness in her chest and couldn't smell or taste very well. As her first day there wore on, her symptoms worsened. She called Cornell Health, which told her she should go to the emergency room, Linardi says. She called the front desk of the hotel and asked to see a doctor but was told there wasn't one available. Eventually the hotel called the Cornell University Police, and then an ambulance.

When Linardi told the EMTs that she felt dizzy and disoriented, they asked if she'd been drinking or doing drugs, Linardi says. They told her that older people need the hospital beds, she says, and encouraged her not to go to the emergency room, telling her that she was young and healthy and would probably be fine.

Linardi felt as if she were being shamed for asking for their care. At their request, she signed a waiver saying that she didn't want to go to the hospital. She was later charged \$190 for the ambulance.

Three days after that, still at the Statler Hotel, she felt her symptoms worsening. She couldn't catch her breath. She called a friend who FaceTimed with her while they did breathing exercises. They watched a boring movie on Netflix — Linardi can't remember which one — so that she could be distracted but wouldn't want to laugh or cry.

Again, Linardi asked the front desk if there was a doctor in the hotel who could see her, and again she was told there was not. She called Cornell Health and was told to go back to the emergency room. She did, in another ambulance, and had blood drawn for more tests. She

stayed there for about five hours. At one point, someone put a board behind her, told her to take her glasses off, and flashed a light, but she didn't know why. It was an X-ray.

"I have never had an X-ray done or really gone to the doctor's for more than a physical checkup," Linardi says. "There was no way of me knowing what was going on."

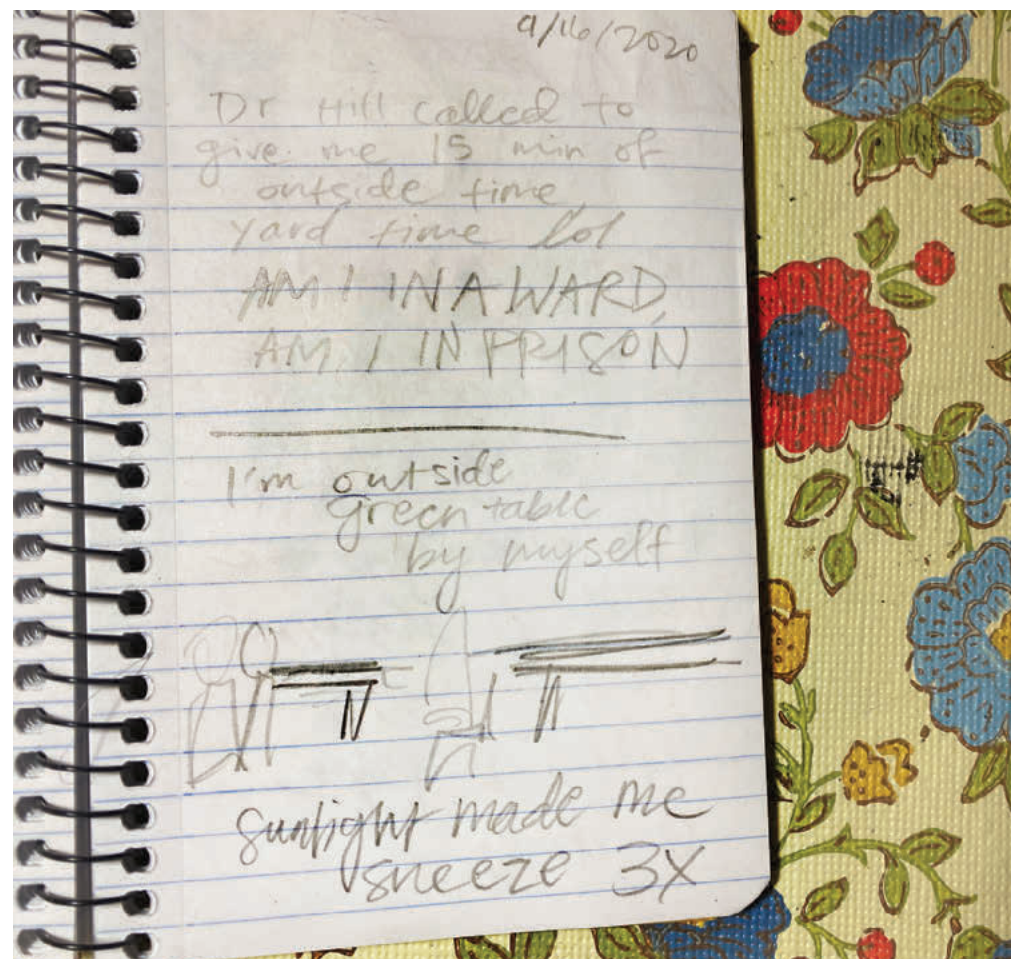
Hermawan, Linardi's mother, called the medical center to try to get information about her daughter's condition, but says she was told that because Linardi wasn't a minor, her medical information could not be released. So Hermawan relied on frequent text messages and phone calls from Linardi to stay informed. If she couldn't reach her daughter because she was asleep, Hermawan would text her to call when she woke up. She questioned whether her daughter really was safe on the other side of the country.

"If I lose contact with Stella," Hermawan wondered, "who do I call?"

LINARDI WAS FEVERISH, exhausted, and often disoriented. But she was also fed up from being passed back and forth between hotel and hospital, with a sense that her sickness wasn't being taken seriously. In her Cornell coursework she had learned that institutions can replicate the injustices that exist in a society.

She thought of one of her classes, about societal inequality. "That was the one that really made me reflect on my life," she says, "and how inequalities are explicitly or inadvertently perpetuated by microcosms, like colleges and universities."

She felt wronged and wondered if part of the reason was that, as a first-generation student with DACA status, she was not typical of Cornell's population. Maybe, she thought, she was caught in a system that



COURTESY OF STELLA LINARDI

Entry for September 16, 2020, in Stella Linardi's diary at Cornell U.

"The model says most students won't get sick, and most students won't have severe symptoms. How did you account for us, the students that do have severe symptoms, in your reopening plan?"

wasn't designed for her. She felt that she needed to fight back.

On the night of her second visit to the emergency room, Linardi hit the livestreaming button in her Instagram app and filmed herself from her hospital bed. Medical machines buzzed behind her.

"It's really hard for me to make this," she said through tears. "Now my breathing's hard and my chest is tight."

It wasn't the first post she'd made about her experience, but it attracted the biggest audience. She told *The Cornell Daily Sun*: "I am fighting for my life and my rights at the same time." In a September 11 Zoom meeting meant to give quarantined students at the hotel a chance to voice their concerns, Linardi pressed Cornell Health and hotel administrators about her complaints.

She said it worried her that there was only one doctor at the hotel. She said that she didn't get any lunch one day, and that the front desk had told her some lunches had been stolen. And she wanted to know why students were getting inundated with surveys and calls from people asking about their symptoms. An administrator on the call said that students in the hotel were getting frequent calls and surveys so the doctor would know who needed his attention, and that someone would look into the missing lunches. Calls from both the county and the university were a lot for students to take, the administrator agreed, but both places had important reasons for collecting the information.

Linardi also wanted to know about how Cornell had planned for the campus reopening.

"The model says most students won't get sick, and most students won't have severe symptoms," she said. "How did you account for us, the students that do have severe symptoms, in your reopening plan?"

The administrator on the call said that so far, the number of students infected hadn't exceeded what was anticipated. In the second week of September, there were 34 active cases, Cornell officials say, a low number given how many students were on campus.

Cornell administrators tell *The Chronicle* that they heard and quickly responded to the problems that Linardi described. Michael I. Kotlikoff, the provost, discussed the issues in his daily meetings with the president, Martha E. Pollack.

"Part of what Stella experienced, I think, was our starting up what — you can imagine — is a logistically challenging endeavor," Kotlikoff says, "and understanding where some of the unanticipated issues were."

"I'm really sorry that's the case," he says.

The biggest issue he identified was transportation. He called Linardi's experience getting to and from the hospital "unfortunate." Now, Cornell's transportation service handles such needs.

Anne Jones, director of medical services at Cornell Health, says the early part of the semester was hectic. Members of the medical team had spent months preparing for a surge that they knew would come. But once it happened, they learned quickly that there

September the hotel had filled up, and some of the students were sick. Cornell Health started getting more-frequent calls and calls after hours. It had to use a second hotel to quarantine more students. About a week into the semester, the service decided to staff the Statler Hotel with clinicians full time and stocked the hotel with the medicines that students needed.

Jones declines to speak directly about Linardi's case, because of pri-

dow. People sent her flowers and soap. Some students brought her clothes because she had so little with her — at the hotel, she'd been given Tide Pods and told to wash her clothes in the sink. Other students shared their complaints about staying at the hotel.

After she started complaining publicly, Linardi says, she got more attention. Her life for the next two weeks became a hazy cycle of sleep, attempts to eat, check-ins with the people trying to

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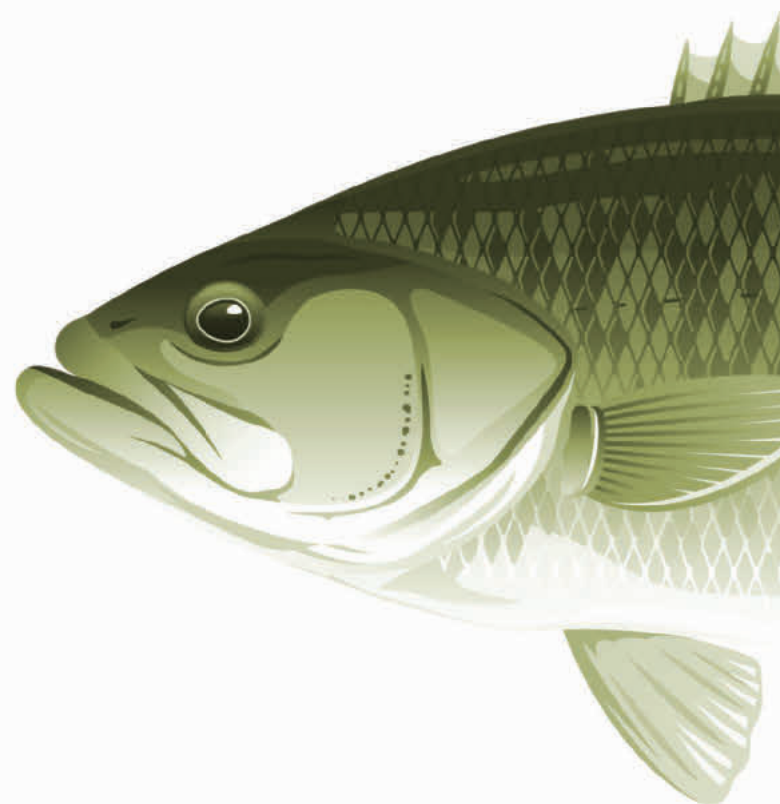
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were problems they hadn't anticipated.

"We did everything we could to prepare," she says. "Some of the ways in which we prepared were the right thing, and other ways in which we needed to prepare, we adjusted."

At first, Jones and other medical-staff members would go to the hotel from the Cornell Health building, five minutes away, to do rounds and see students as needed. But by early

vacy laws, but she says those changes were made during Linardi's first week at the hotel. "We were hearing the needs the students were calling us with and letting us know about," Jones says. "We're grateful for people telling us what they need."

Many Cornell students rallied around Linardi. Her roommates visited in the evenings to wave from the street while she looked down from her win-

help her, and more sleep. She got regular calls from Tompkins County Health Department nurses, Cornell nurses, and a Cornell crisis manager. The doctor would visit to check her vitals. They all wanted to know whether her symptoms were improving and if she needed anything that she wasn't getting.

Simple tasks were still complicated by the virus. When Linardi tried to take a shower, steam filled her lungs and

she found it difficult to breathe. It felt like suffocating.

She was told she should drink electrolytes like Gatorade, but she didn't know how to get it. She mentioned this predicament to the crisis manager, who offered to bring Gatorade to the hotel if Linardi didn't get it by the following day. Other students brought Gatorade until eventually — almost a week later, she says — a nurse dropped off some electrolyte tablets that Linardi

remind her of her responsibility to keep the community safe. She wrote back to say that yes, she had visited her sorority that day, but only to pick up her laundry basket. She'd gotten permission from the house mom to stop by, had worn a mask, and was there for only 10 minutes, she wrote to the dean's office. An associate dean wrote back, thanking her for the clarification and saying she was "very sorry about the timing of this letter."

"Do you feel like you'll act on your thoughts?" the psychiatrist asked, according to a recording that Linardi shared with *The Chronicle*.

"No," she said. "I feel like they just get me down."

"What's a reason that you don't?"

"My housemates," Linardi said.

"They visit me every day to say hi from the window."

On the same day, Linardi put on a yellow gown and walked out to a balcony

held virtually. The doctor told her to take it slow.

On September 21, Linardi wrote in her diary that she was feeling much better. It felt "like a switch was turned on and I'm suddenly OK," she wrote. "Like, wait what just happened?"

The next day, she left the Statler Hotel and returned to her apartment. A month later, she flew home to Los Angeles with a plan to finish the semester remotely. When she left Ithaca, she wasn't sure when, or if, she'd be back.

ON A RECENT December morning, Linardi said she was working hard to get better. Back in California, she had enrolled in an intensive outpatient therapy program that includes nine to 12 hours of therapy a week. She had been diagnosed with post-traumatic stress disorder.

Linardi is still feeling the physical and emotional tolls of being seriously ill and isolated from everyone she knew.

"I don't think there's been a single day since September 2 that I haven't cried," she said. Seemingly benign things bring her to tears. The other day, it was a bite of pasta, because her sense of taste hasn't fully returned.

She's still tired all the time, which has made her classwork difficult. Her professors have been very understanding, she said, and have told her that as long as she gets her work in by the end of the semester, she'll be fine. She studies when she can.

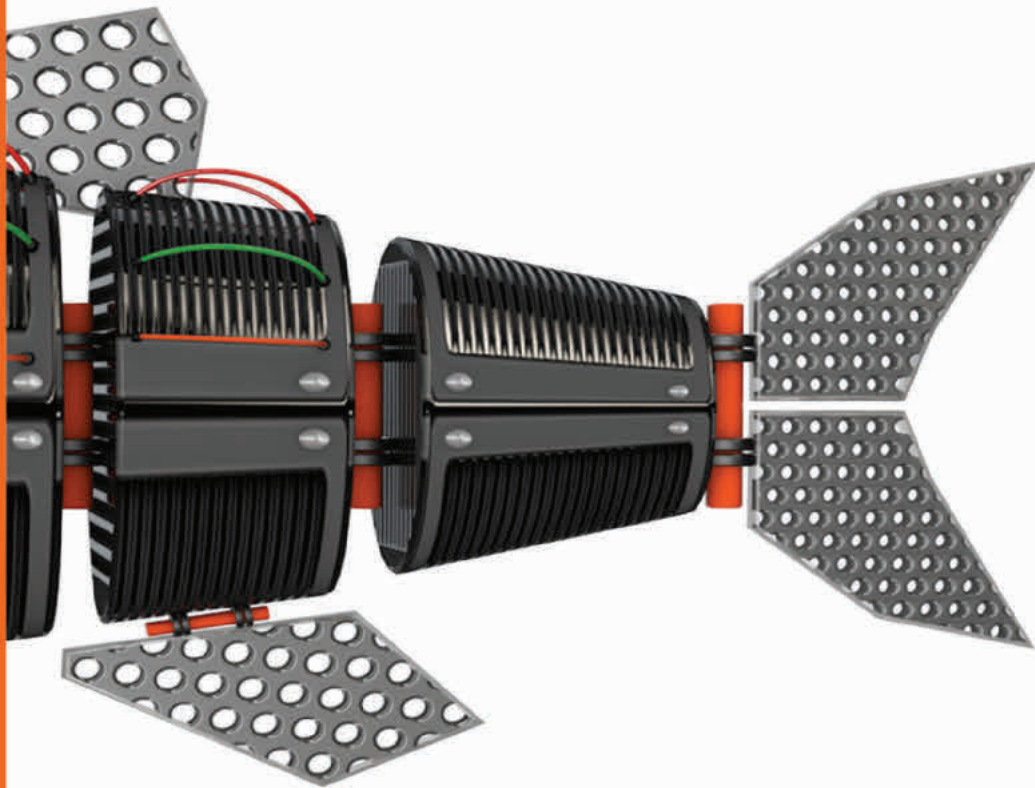
When the spring semester starts, the pandemic is expected to be worse than it was in August. That worries Linardi. She's talked with some people about subletting her room in her apartment and is considering doing an internship for credit instead of a regular semester. Or she might transfer to another college.

In the end, Cornell kept its numbers well below what its models predicted. The week before students went home for Thanksgiving break, the campus logged only 11 cases, with a test-positivity rate of 0.07 percent. The president and the provost felt confident enough in their approach that in late September they wrote an op-ed in *The Washington Post* with the headline, "We run Cornell. Here's how we've kept low covid-19 rates on campus."

But there is a different kind of loss, one that will be harder to measure. At the very least, the university has lost the trust of Linardi, a student whom Cornell once held up as exemplary. It may lose her entirely. ■

Nell Gluckman is a senior reporter who writes about research, ethics, funding issues, affirmative action, and other higher-education topics.

g revolutionary.



could add to her water.

In the midst of all this, she also received a troubling letter from the dean's office. The September 9 letter said that someone had reported Linardi "as someone who failed to follow quarantine/isolation directives from Cornell Health on August 31, 2020 at a location listed as Sorority or Fraternity."

Linardi was not being investigated, the letter said. The purpose was only to

It scared Linardi. She worried that someone had reported her because she'd been speaking up about her experience.

Things were piling up, but there was also a support system emerging to help. Linardi spoke with a psychiatrist because she was being treated for anxiety. On September 15, she told the psychiatrist that she sometimes felt that she wanted to give up.

ny of the hotel. It was the first time she had been outside in two weeks. Behind her blue medical mask and glasses, she smiled as the sun hit her face. When she saw people walk by on the sidewalk below, she laughed and waved.

Slowly, Linardi's symptoms improved. The day after she went outside, Linardi told a Cornell doctor that she wanted to start attending her classes, all but one of which were be-



Are College Students Killing Townies?

Selfish, hard-partying students make easy villains. Uncovering the truth about Covid-19's spread is hard.

BY BENJAMIN SCHMIDT

ARE COLLEGE STUDENTS killing townies? It seems ridiculous to ask, but that narrative has started to emerge. After schools opened in September, *The Wall Street Journal* rushed to publicize preprint studies saying that in-person college was fueling a rise in cases. Other articles followed suit, suggesting that campuses are major superspreaders. In the *The New York Times*'s recent telling, college campuses through the early fall festered with the virus, which then spread out into local communities and caused a spike in deaths.

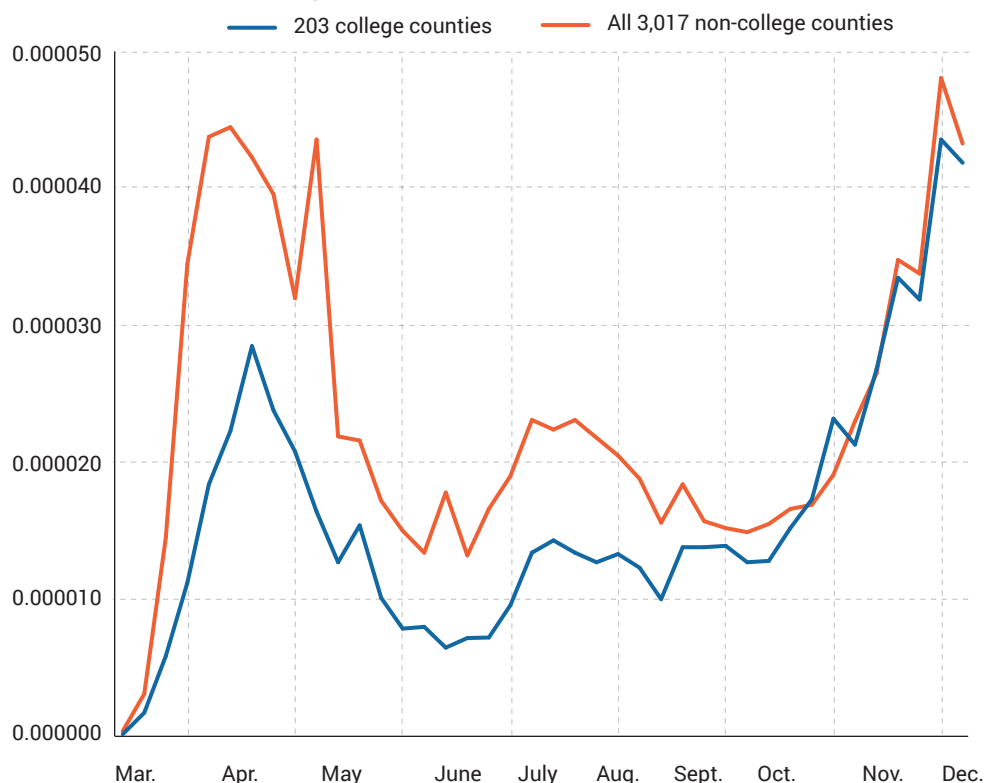
Selfish, hard-partying students make easy villains, but the evidence linking colleges to coronavirus deaths is not as ironclad as these media outlets suggest.

THE REVIEW

Let's focus on the *Times* story from mid-December. It offers two types of evidence. One is a set of anecdotes describing "signs of a connection" between outbreaks at colleges and deaths in communities. These anecdotes show that genetic strains of Covid-19 found in college students also show up in nearby nursing homes, and include quotes from public-health officials who say they were hit by a wave of cases just after classes began. In a sense — but only a minimal sense — these arguments are true. Colleges aren't fortresses. Students work, they live with families, they shop for groceries. It would be stunning if there were no cases of the virus moving from campus to nursing homes. (Or vice versa, for that matter.)

The real question is whether colleges have posed an outsize risk to their communities. The central part of the *Times's* evidence here is a piece of data journalism, a chart purporting to show a steep rise in cases and deaths in 203 “college counties” starting in August and September. The expectation for the chart is clear: The article asserts that “deaths in communities that are home to colleges have risen faster than the rest of the nation.” And yet the chart itself, given the expectations readers bring to it, is misleading.

After lagging behind the country in average death rate through the summer, college counties are in line with the national average.



As the *Times* data show, college counties have almost precisely the same coronavirus rate as the rest of the country. Whatever sweeping irresponsibility you think college students or administrators have shown, it needs to be tempered with the knowledge that college towns are no more dangerous, today, than the average city or town in America. (Which is to say: quite dangerous indeed.) What's unusual about college counties is not how they look today, but how low their rates were compared with the rest of country in the spring and summer.

Still, maybe there's some blame to give colleges for not staying closed? Maybe college counties — unlike meatpacking counties, or prison counties, or international elite ski counties — saw low rates because their major institutions shut down effectively in March, and thus regressing to the mean was always a risk, with or without colleges' reopening. While the *Times* allows that the college-Covid relationship may be “indirect and difficult to document,” its combination of steeply rising rates and tragic anecdotes certainly implies that the reopening — and even just the routine activities of off-campus students — bears blame for the rise in college cases after September.

But even this fuzzy implication is hard to substantiate. The major

reason college counties saw low coronavirus counts in the spring and summer relative to the rest of the country has little to do with policy and much more to do with geography. Before August 15, the country's major outbreaks were first in the New York-New Jersey area, and then in the Sun Belt states of Arizona, Florida, and Texas. The *Times* defines a college county as having at least 10 percent of its population composed of college students (including grad students). That definition happens to exclude most of these early-outbreak states. There's no mystery about why college towns did better in this period; it's because New York is not a college town, because Arizona State University's huge student population is in the even more enormous Maricopa County, and because Austin, Tex., has grown so quickly that it now has only a 9-percent student population. Conversely, as the virus spread this fall, it did so especially in the states of the upper Midwest, where land-grant colleges dominate their neighborhoods.

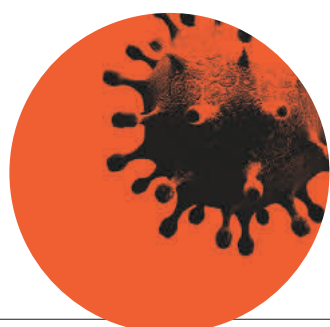
Another complicating factor: The *Times's* longstanding and idiosyncratic view of college is firmly rooted in a traditional idea of long, shining lines of station wagons arriving on campus on a single day in September. Most college students stay close to home, and about half of undergraduates attend either a two-year institution or a four-year institution part-time.

The real question is whether, as the virus spread through the North this fall, there has been an outsize aggregate impact in college towns. As best I can tell, the evidence the *Times* is offering doesn't bear that out. Take the article's opening story of Phyllis Baukol, who died in October in a nursing home not far from the University of North Dakota. Yes, student-heavy Grand Forks County has gotten much more dangerous since August, compared with the national average. But so has the rest of the state.

There are two other counties in North Dakota of about the same size, but with much smaller college populations: Burleigh (home of Bismarck, the state capital) and Ward (home of the city of Minot and an Air Force base). Both are doing much worse than the college county: Burleigh has seen 102 deaths since September 15; Ward has seen 155; Grand Forks has seen just 43. (This data is drawn from the Center for Systems Science and Engineering (CSSE) at the Johns Hopkins University.)

Using the American Community Survey, I've recreated the *Times's* list of 203 counties with a college-student population of over 10 percent. (If you wish to check it out for yourself, the code for this article is available on GitHub.) I've then automatically paired each “college county” with the county in the same state with the closest population that *doesn't* qualify as a “college county.” Another example that comes up in the *Times* article is Ingham County, Mich., home to Michigan State University. College students make up more than 18 percent of its population, and like Grand Forks, it has seen a surge in cases this fall. But compare it to similarly sized Ottawa County, Mich. (9 percent college students), and a different story emerges: Ottawa County has seen almost twice as many cases and twice as many deaths as MSU's county has since the beginning of October.

Here are aggregate charts with each of the 203 college counties paired with another in the same state. (There are a few complications in an automatic pairing like this: If a non-college county would appear twice, I went to the next-closest county in the state, and since Washington, D.C., is a “college county,” I treated it as part of Maryland, which led the algorithm to pair it with Baltimore.)



Blaming students reinforces an idea that college is a decadent luxury, one we might be better off without.

This data tells a different story. The spike in cases in September, as students returned to campus, is evident. This is likely because colleges engaged in a huge program of testing, unlike almost any other industry — something that they should be proud of. But since the end of October, the number of confirmed cases is *less* in college towns than in non-college towns. And while deaths have risen in the college counties, the rates in other counties in the same states started from almost as low and have consistently remained higher than their student-heavy equivalents.

Looking at this data, an opposing narrative could be told. Perhaps aggressive testing in September did uncover Covid-19 on college campuses, but despite early fears (promoted in no small part by the *Times* itself), the worst has not come to happen and colleges have played merely an incidental role in the pandemic. Anecdotes could also be found to support this theory. The University of Illinois at Urbana-Champaign, for example, implemented a big testing campaign in the early fall, was mocked for its naïve assumptions about student parties, then went on to administer over a million tests, resulting in a positivity rate well below 0.5 percent.

NONE OF THIS is the last word in the great campus Covid-19 debate of 2020. Legions of epidemiologists, public-health experts, and social scientists are plunging through the data right now. Are demographic, economic, or political differences clouding the “college county” data? (There are probably higher percentages of elderly in non-college counties than in them.) What of regional cultural differences, mask-wearing tendencies, and community-mobility data? Whatever story emerges will be complicated. How are we to factor in counterfactuals, like a world in which college students live with their high-school siblings and middle-age parents, visit their grandparents on the weekends, and sneak out to see their friends at night?

Despite all the unknowns, the narrative about college and the pandemic is hardening. Since the *Times* launched a college-case tracker with much fanfare in August, it was only a matter of time before they followed it up with stories on how colleges were irresponsibly seeding outbreaks. It’s no surprise that they were able to find locals who agreed that the loss of their loved ones might partially rest on the maskless Frisbee games they saw outside. Town-gown tensions are as old as the university.

But underlying this framing is the idea that students are reckless, and that higher education falls firmly on the inessential side of our national accounting. One of the more depressing second-order effects of the pandemic has been the way that people have successively blamed activities that they view as decadent. This has led to a perfidious tendency to choose a villain to blame, without which we wouldn’t all be in this mess.

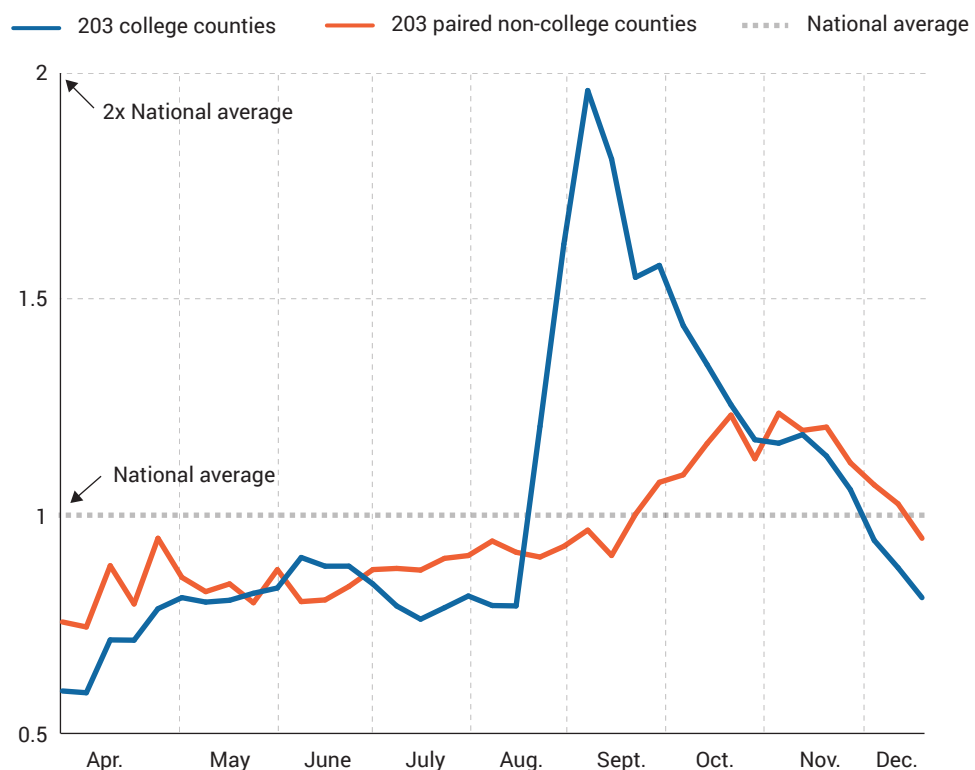
Pick your villain depending on what you don’t mind losing: the Chinese wet markets filled with bats and pangolins, the unnaturally crowded subways of New York City, Trump voters and their maskless rallies, restaurants, bars, high schools, beaches. If you think college kids are spoiled brats or college administrators are malevolent bean-counters, why not throw them on the offering as well?

None of this addresses the underlying problem. The nature of an uncontrolled national pandemic is that everyone has been spreading the virus to everyone. Singling out colleges ignores the remarkable measures they have taken compared with other industries. Blaming students reinforces an idea that college is a decadent luxury, one we might be better off without. The blame game exacerbates tensions in divided communities without making anyone safer. The reality is that there’s no easy villain. We’re all blundering along in the same mess together. And while we look forward to rebuilding after a vaccine, we should make sure we’re not unnecessarily undermining institutions we want to keep strong. ■

Benjamin Schmidt is director of digital humanities and a clinical associate professor of history at New York University.

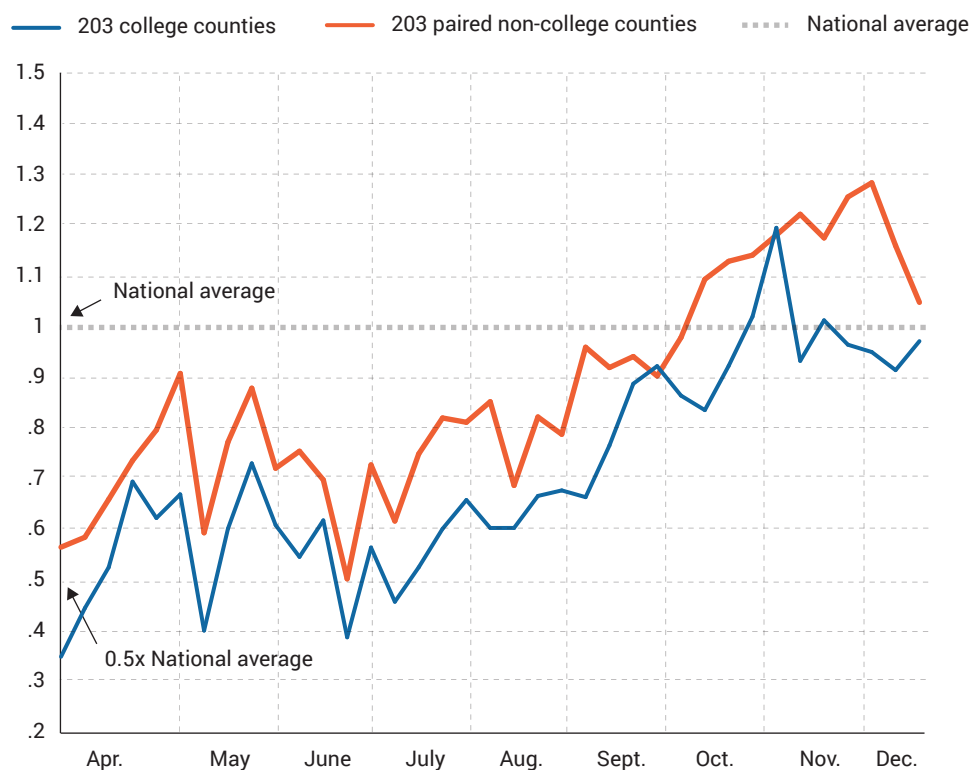
College counties saw an August/September spike in cases, then dropped back down below the national average.

Case rates measured by percent of national average.



Meanwhile, death rates rose in sync with other counties in the same states.

Death rate is measured by percent of national average.



Source: Center for Systems Science and Engineering (CSSE) at the Johns Hopkins University/2018 American Community Survey

The Ph.D. Isn't Working

We have reached a tipping point.

IMAGINE an entering cohort of eight doctoral students sitting around a table in a seminar room or a laboratory conference room. They've just arrived at graduate school, and they're eager to see what their new adventure will hold. They all know that the academic job market is depressed, but most are hoping for a college or university teaching job of some kind.

Now let's flash-forward in time. According to recent statistics, four of the eight (50 percent!) will not complete the Ph.D. — and those are pre-Covid-19 numbers. Of the four who do finish, two will not get academic positions and will seek jobs elsewhere. The remaining pair will get full-time faculty jobs, most likely at teaching-intensive institutions. Perhaps they'll get tenure-track assistant professorships, though the chances for those positions have been shrinking. And maybe one of the two will get a tenure-track position at a research university like the one where those eight students assembled years earlier.

Yet all eight of the first-year students at the table will be trained according to the professional needs of that single one who might snag a job at a research university. The curriculum of most graduate programs in the arts and sciences emphasizes research, above all, and is contoured to prepare students to compete for the rarest and most competitive jobs that sit atop the academic status pyramid.

This status quo presents a picture of incoherence of process and goals. The Ph.D. simply isn't working right now. The degree is taking longer and longer; graduate-student cohorts are less diverse than in most social sectors; the curriculum is frequently haphazard, and so, too, is the way doctoral students are advised and trained to teach. No one is really in charge, and assessment is almost entirely lacking.

But above all, this most prestigious of degrees isn't serving students because it doesn't prepare them for the reali-



YINYANG, GETTY IMAGES

THE REVIEW

ties they will face in their professional lives. We should expect holders of the highest academic degree not simply to know a great deal but to know what to do with it, both within academe (teaching, for instance, is one enactment of knowledge) and beyond it.

The price paid by our society is higher still. We waste human resources — and human beings — when we channel them in only one direction.

We need a Ph.D. that looks outside the walls of the university, not one that turns inward. There's nothing new about a public-facing Ph.D. Its roots lie in the American academic past, before the Cold War expansion

of academe created a temporary demand for professors, along with the illusion that this demand would endure forever. Engagement of multiple and diverse publics is a much older aim of American education than the model of pure scholarly replication.

Such an emphasis on public use and usefulness is coiled into the DNA of American higher education. Most private colleges and universities were founded by religious groups seeking to improve society through learning and the good works of their educated students. And the public good was a prime tenet in the founding of state universities beginning in the 19th century.

This idea of usefulness explicitly

included the arts and sciences. Public universities fulfilled the language of the 1862 Morrill Act, which calls for both "liberal and practical education." As John Dewey put it in 1917, a discipline "recovers itself ... when it ceases to be a device for dealing with the problems of philosophers and becomes a method cultivated by philosophers for dealing with the problems of men" (and women, we would add). That's a worthy credo for the tradition of American higher education.

And it is one that the Ph.D. can fulfill splendidly — if we let it. Graduate students and Ph.D.s are highly resourceful people, but we don't see their resourcefulness often or broadly enough. Doctoral students learn to

work with information in sophisticated ways and to communicate to different kinds of audiences. But too many can get stuck because they aren't aware that they possess those skills.

If students or their teachers would realize it, doctoral graduates are valuable in myriad ways. But we don't typically help our students perceive their own versatility — and with it their many potential means for success and happiness. Most Ph.D.s don't become professors, but that's only a problem if we teach them to feel like failures when that happens. It's much more than ironic that, when Ph.D.s leave academe, most are happy with their choice.

Good graduate teaching should unlock and direct students' creativity. Instead of narrowing their vision, we should broaden it, practically as well as intellectually. That doesn't mean encouraging graduate students to abandon scholarly pursuits — the Ph.D. is a scholarly degree — but it does mean integrating other skills into the curriculum that students will need outside of the university as well as within it.

AFTER MORE THAN 45 years of shortages of academic positions for Ph.D.s in all fields, we have reached a tipping point. Speaking of the humanistic disciplines, Sidonie Smith wrote emphatically that “the model of success narrowly focused on one outcome — completion of the long-form proto-monograph and then a tenure-track position” at a high-status research university “— has run its course. It is exhausted; it is exhausting; it is no longer tenable in terms of student interests and prospects.”

We see much the same in the sciences. In the bench sciences, more students enter their programs with nonprofessorial career expectations, but their programs again train them as if they all will become professorial researchers. In most bench sciences, fewer than half of graduate students anticipate an academic career, and fewer still end up in one. The number of professorial positions in these fields is scarce as well, and doctoral study in science similarly neglects preparation for diverse career options.

“The real crisis in American science

education,” according to an essay in *Scientific American*, “is a distorted job market's inability to provide careers” for young scientists “worthy of their abilities.” In “Graduate STEM Education for the 21st Century,” a recent major report by the National Academies, the authors write that the graduate student's “mind-set” needs to be “readjusted to recognize that some of the better students will not pursue academic research but will enter careers in other sectors, such as business or government.”

Given all this exhortation, the literary scholar David Damrosch rightly noted (as quoted in a collection of essays on doctoral education), “If everybody knows what needs to be done, why are so few programs doing it?” He quoted Clark Kerr's observation that in “areas under faculty control,” movements toward “academic reform” were “mostly overwhelmed by

The degree is taking longer; the curriculum is frequently haphazard. No one is really in charge, and assessment is almost entirely lacking.

faculty conservatism.” And no other level of education is as fully under faculty control as the Ph.D.

Even when we want to change, we frequently can't manage to do it. That isn't because we academics are uniquely poor agents of change — sometimes the opposite is true. The failure begins with responsibility: We need to bring the responsibility to change together with the power to effect change.

We must change the process by which we change if we are to effect the reforms we need. Right now the graduate-school-industrial complex has a leadership vacuum that disperses academic responsibility. But we have to

take on that responsibility — to the university, to our fields of study, and especially to the professional lives and futures of our doctoral students. A well-resourced graduate dean with a clear mission to encourage student-centered practices would speed this necessary revolution. But today, underequipped graduate deans are better equipped to serve tea than they are to serve the student interest — and with it, society's interest.

Improvements in the range of outcomes should strengthen rather than compromise students' motives for pursuing the degree. “I love to read and interpret,” “I'm a total lab rat,” “I want to understand the world better” — these desires continue to motivate college graduates to enter doctoral programs. You don't have to become a professor to fulfill them. Now and more than ever, these life-affirming pursuits are undermined by a closed professorial economy — and they benefit only from a sense of multiple possibility.

Today, more programs than ever before are initiating changes. Julia Kent, who directs communications at the Council of Graduate Schools, and Maureen Terese McCarthy, who was the council's director of best practices, remarked in 2018 that, “compared to 10 or 20 or even five years ago, this is a new moment.”

The Covid-19 pandemic should hasten its onset. The pandemic has gutted the academic job market, and changed the outlook of students and faculty members together. At the same time, areas of concern not directly associated with career outcomes — admissions, say, or teacher training — remain worthy of bold innovation. They matter in themselves for the sake of the students' experience, but we need to rethink them in relation to a student-centered, public-facing, career-diverse Ph.D.

Changing Ph.D. programs to meet current realities is not to let the tail wag the dog. It is to let the dog out of a shrinking cage.

This essay is adapted from a new book, The New Ph.D.: How to Build a Better Graduate Education, out this month from the Johns Hopkins University Press. ■



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I've carried this policy for a few years now, never imagining I would need it. I simply saw it as a good thing to have, just in case.

Why?

Because people can be litigious, and employers can be capricious, and professors need some protection against both potential lawsuits and against unfair disciplinary actions.

But why would anyone sue a professor? For what?

For giving a failing grade to a student, as happened at the Massachusetts School of Law.

For violating students' rights to free expression, as happened in 2017 at



BORIS SÉMÉNIAKO FOR THE CHRONICLE

For allegedly sexually harassing students.

(Obviously, the best way to avoid being sued for sexually harassing students is not to sexually harass them. Still, some professors who are not at all guilty of sexual harassment have been sued for it. And at least one professor, Laura Kipnis, has been sued after *writing* about sexual-harassment lawsuits.)

In many of these sorts of cases, the professor's employer is named alongside the professor in a lawsuit. Even if the college itself is not named, it may provide legal protection to professors sued for some purported misdeed in the course of performing their normal academic duties.

But legal representation is not always paid for by the college. Even if a lawsuit is frivolous or meritless, professors could be on the hook for thousands of dollars in legal fees in order to defend themselves in court.

That's where professional insurance can give you real peace of mind. On the very first page of its description of coverage, my insurance policy states that my insur-

ers "shall have the right and duty to defend any suit against the insured seeking damages even if the suit is groundless, false, or fraudulent." It's a real relief to know that an angry student, or an angry parent who doesn't like how you are doing your job, cannot bring you to financial ruin with a lawsuit over grades or attendance policies or the topics you cover in class or how you handle class discussion.

My policy also provides protection against suits by other professors. Say you are an associate dean who reassigns a professor to other duties as part of some disciplinary act, and that professor sues you. Or say you are part of a committee that denies someone tenure, and *that* professor sues you. Your insurance would defend you against lawsuits in either of those scenarios.

SPEAKING OF DEANS and college administrators, what if you need protection from capricious or damaging acts perpetrated against you by your employer? What if your college does something to threaten your employ-

ment or takes adverse action against you?

There are litigious people out there, and a professional-insurance policy can help. What if you are, say, a community-college professor on a year-to-year contract, and you tweet something snarky about the vice president — just spitballing here — and unnamed "legislators" call for your firing, and instead of standing up for your First Amendment rights as a citizen, your college publicly hangs you out to dry and requires you to sign an "employee-coaching form" with a bespoke policy, created *just for you*, that says you are not allowed to reply to any outside emails sent to your college-email account, so that if you respond to, say, an editor's query or a colleague's invitation to participate in a conference, you could be disciplined and fired?

Well, you would need some legal advice.

Those things actually happened to me. Enter professional insurance. My policy pays for consultation with a lawyer before any disciplinary hearing, and also pays for the presence of counsel during any disciplinary hearing. I availed myself of both of those bene-



L.D. Burnett

is a professor of history at Collin College.

California State University at Fresno.

For libeling the Fraternal Order of Police in an op-ed published in the local newspaper, as happened in 2001 at Temple University.

For writing unfavorable evaluations, as happened at the University of Missouri's School of Medicine.

THE REVIEW

fits when my college asked me to sign a form promising that I would not use my college email to reply to anyone outside of the college-email system.

Here's what professional insurance *doesn't* cover: disgruntled professors suing their college.

I am, as you might imagine, hel-la disgruntled at the moment. In my view, and in the view of the Foundation for Individual Rights in Education and its boatload of First Amendment attorneys, my employer has violated my civil rights. The outrageous and defamatory statement my college president wrote about me is still up at the institution's website. The college is still stonewalling on efforts by FIRE to find out the names of the elected representatives who called for my firing over a tweet.

In fact, the college has retained a white-shoe law firm in Dallas to fight FIRE's request for that information. (Is it possible to request through the Freedom of Information Act records of discussions or receipts for Law-

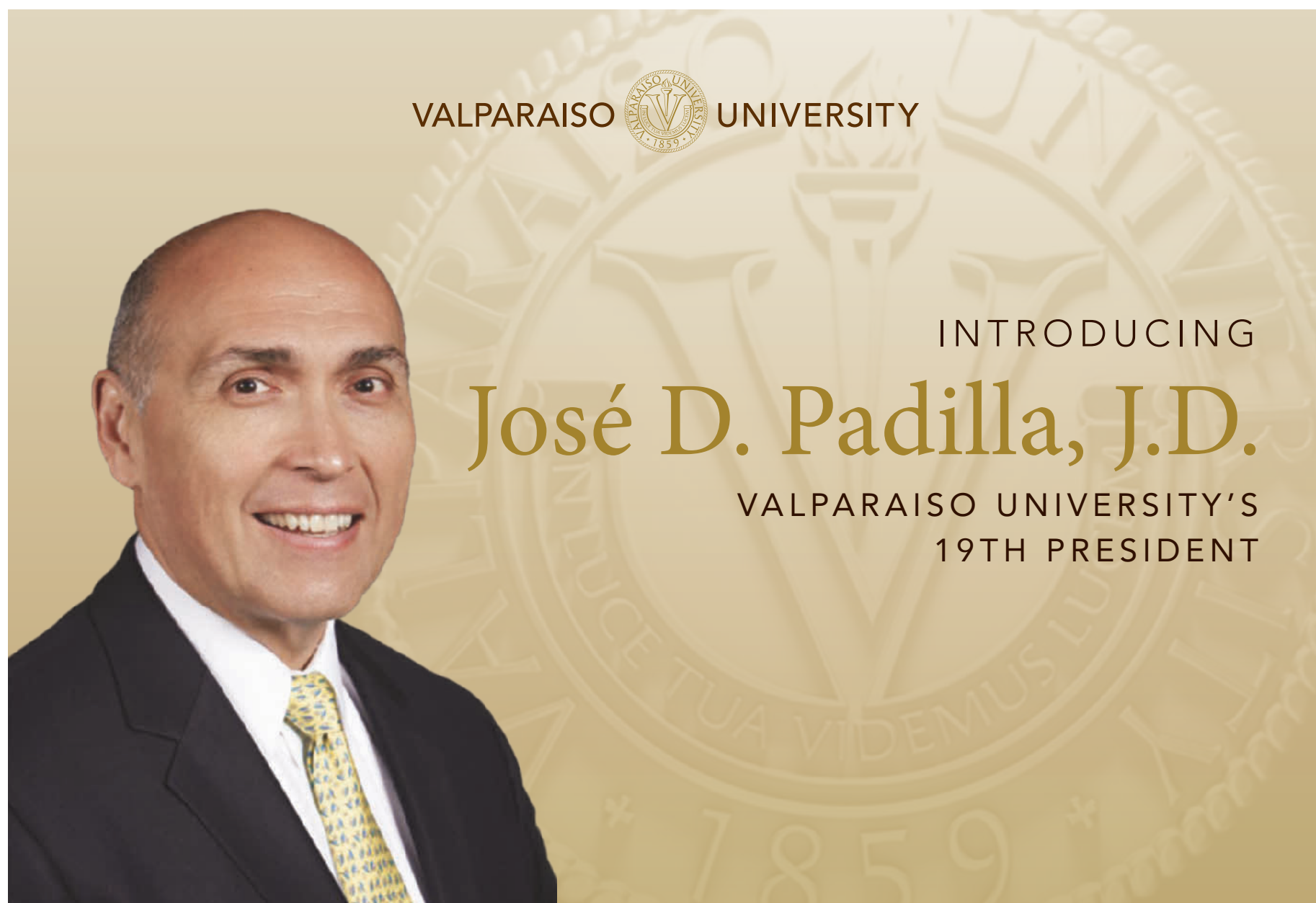
yer fees to find out how much money a public entity is spending to fight a FOIA request?) In short, I have many reasons to be displeased with my employer, and the college could conceivably be found liable for violating my civil rights.

Even so, professional insurance will not pay for me to bring a lawsuit against my college.

Which is just as well, because I am not a litigious person. But there are litigious people out there, and carrying a professional-insurance policy helps me as a professor do my job without worrying that I would go broke defending myself against a meritless lawsuit brought by some student who doesn't like how I teach the Civil War because I don't teach "both sides" of the conflict and who therefore wants a refund. Hasn't happened yet, but in today's climate it certainly could.

And that's why you want professional insurance. You may never need to use it — but having it will help you sleep at night. ■

**There are litigious people out there,
and a professional-insurance policy can help.**



An Awful Op-Ed and an Even Worse Response

No, it's not OK to scrub an emeritus faculty member from a university website.

LAST MONTH the essayist Joseph Epstein provoked an uproar by writing a silly *Wall Street Journal* piece saying that Jill Biden, who has a doctorate in education — formally, an Ed.D. — should stop using the honorific “Dr.” The essay was rude and condescending to the next first lady,

THE REVIEW

referring to her as “kiddo” and calling her dissertation “unpromising.”

But what happened next is also “unpromising.” Northwestern University’s English department published on its website a poorly composed denunciation, obviously intended to retaliate for Epstein’s loutish opinion. A spokesman for the university saw fit to announce that “while we firmly support academic freedom and freedom of expression, we do not agree with Mr. Epstein’s opinion.” Most alarmingly, Epstein’s name abruptly disappeared from the department’s website. Epstein had been a visiting lecturer at Northwestern from 1974 to 2002, and was until recently listed on the department website as an “emeritus lecturer.”

As current law-school faculty members at Northwestern, specializing in constitutional law (Kopelman) and professional responsibility (Lubet), we believe that it is a serious violation of academic freedom to penalize a faculty member, including an emeritus one, for expressing unpopular views.

Professors and other university instructors have a responsibility to say what they believe to be true. Academic freedom exists to prevent punishment, or even the fear of punishment, for advocating disfavored beliefs. Intimidation is sand in the gears of the academic enterprise. If an emeritus lecturer can be disappeared today for writing something objectionable, who is to say what consequences may follow, and to whom, from the next distasteful op-ed?

We have no interest in defending Epstein’s piece, which is boor-



ROY-ENSINK/GETTY IMAGES/ISTOCKPHOTO

ish, disrespectful, borderline racist, elitist, dumb, and misogynist. It begins by weirdly decreeing that “no one should call himself ‘Dr.’ unless he has delivered a child” and goes on to grouchy declare that Ph.D.s were harder to get in the old days (Epstein tends to think that everything was better when he was young) before drifting off into the

barely related topic of honorary degrees (too many of which, Epstein implies, have lately been conferred on African American women).

But Epstein wrote what he thought, and the principles of academic freedom are not suspended in the case of dumb op-eds. The English department dismisses Epstein, who is 83 years old, as “a former ad-

junct lecturer who has not taught here in nearly 20 years.” That description is accurate but irrelevant (and, in context, its professional condescension is particularly ironic). It is in the nature of emeritus faculty members that they are retired and often no longer teaching. The “emeritus” title is not meaningless, nor does it follow automat-

ically upon retirement. According to Northwestern's official university handbook, emeritus status must be approved by a vote of the Board of Trustees. Epstein remains one of 578 emeritus faculty members, according to the university website, including an unspecified number of retired lecturers.

Epstein never held a professorial rank at Northwestern, but academic freedom equally protects lecturers, adjuncts, and other faculty members. A sad fact about modern higher education is the very large population of professional scholars without

The practice of disappearing people has a nasty history.

tenure, many of whom, like Epstein, teach for decades with lower pay and less job security. In a different economic environment, many of them would be tenure-track professors. Their precarious status is a reason for insisting even more strongly on that protection.

The practice of disappearing people, of course, has a nasty history, in literature and in life. In George Orwell's *1984*, disgraced figures were consigned to the "memory hole." In Joseph Stalin's Soviet Union, photographs were cropped to eliminate the appearance of former comrades who had been banished to Siberia (or worse). Scrubbing the English department's website obviously does not carry the same threat of violence, but it is still a shabby practice more typical of a totalitarian regime than an academic department.

Almost every American university has distressing incidents in its history, such as the exploitation of enslaved labor and construction on stolen land. An honest accounting requires reckoning with history, not erasing it, and that includes even the trivial recognition of those who have held teaching positions. Northwestern's own motto begins "Quaecumque sunt vera," meaning "Whatever things are true." It may be uncomfortable, but it is nonetheless true that Joseph Epstein is an emeritus lecturer in English at Northwestern University. ■



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ADVISORY SERVICES

Where Are the Career Paths for Staff?

Unlike professors and administrators, staff members have few-to-no options for moving up.

WHENEVER I talk to doctoral students or contingent instructors about leaving the faculty career path and shifting into a staff position, I speak glowingly of the work. It’s intellectually challenging, collaborative, and generally conducive to a healthy work-life balance. But I do warn against two sources of frustration for many people in staff roles:

- A lack of clear career paths within their institution.
- And, as a result, salary compression.

ADVICE

At least for faculty members hired on the tenure track, the career path is clear: Once tenured you move from assistant to associate professor, and later, if all goes well, to full professor. Administration, too, has an obvious trajectory: You become a chair or an associate dean and then move up the hierarchy into other administrative roles.

For the vast army of us working in “service” departments — student life, IT, HR, faculty development, buildings and grounds, and such — there of-

ten is no well-defined career trajectory. Each unit has a director and, depending on its size, maybe an associate director or two. Everyone else within the unit is basically at the same level, regardless of their experience and expertise.

So for most staff members, the only way to move up, and boost your salary, is to leave for another institution or quit academe altogether.

In a January 2020 essay, Patrice Torcivia Prusko, associate director of learning design at Harvard University’s Graduate School of Education, summed up the problem nicely for staff members pursuing careers in educational design. “More and more people,” she wrote, “are entering the field, excited, only to find there are few opportunities for career progression. They find themselves bored, doing the same job tasks over and over again. With no prospect of being rewarded for enhancing their job skills, and little autonomy — combined with feelings of lack of respect — results in people feeling burned out and leaving higher ed and/or the field.”

The lack of upward mobility leads to the second problem: salary compression. Because of market forces, new employees are often hired at similar or higher salaries than staff members who have been working on the campus for years. Staff wages also remain largely stagnant because there are no real mechanisms for giving significant raises that would correspond with a promotion based on experience.

Further complicating matters, while higher education has robust data on faculty and administrative salaries by rank, field, job title, and institutional type, we have almost no comparable, detailed data on staff salaries, largely due to the nebulous definition of “staff” within institutions.

Public colleges and universities have to make available employee salaries, but private ones do not, and even when those salaries are made public, there appears to be little rhyme or reason to how staff are paid, and why. Unions certainly help, but even then, how much we are paid remains frustratingly hidden and difficult to understand thanks to the number of salary steps, their opaque names (What does “Salary Level S2-S5” on a job ad mean, anyway?), and the evolving nature of staff roles and responsibilities.



ALAMY

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Some institutions do try to resolve the issues of low pay and salary compression for those of us who are considered “academic staff” — that is, people in nonfaculty positions that are most directly related to student success, like ed tech or teaching-center staff. But those efforts often fall short and are not extended to nonacademic staff, such as cafeteria workers or groundskeepers.

For example, I used to work in a state that allowed each public college or university to set faculty raises as it saw fit, but prohibited the institution from giving staff raises unless they were to mirror a state increase in staff wages. The state also set ceilings on both staff and faculty salaries — calculated from cost of living in the geographic location. The public institution where I worked was in a region that had shifted from rural to suburban, but its designation as a rural campus — with a concomitant low cost-of-living factor — had not been updated in decades, which meant staff salaries had stagnated.

The state allowed public institutions to shift long-time academic-staff members to a higher pay scale if

their jobs had changed and their responsibilities had increased enough to warrant it. That process, however, was frustratingly arduous and often unsuccessful.

While faculty members are accountable to their peers, staff members are at the will of HR. But at least this public institution was *trying* to deal with the problems of low salaries and salary compression for academic-staff members. Such efforts are rarely made for staff members who are paid hourly wages. In recent years, more and more of those jobs have been outsourced, which means that colleges and universities have little-to-no control or knowledge of how these staff members are paid or treated. And because they aren’t directly employees of the institution, they are excluded from various benefits, such as tuition remission.

Finally, on many campuses, the racial and gender



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makeup of staff members is often far more diverse than either the faculty or the administration. But since we don’t have a lot of good data on how staff are paid, we don’t know whether white male staff members earn more than their counterparts who are women and people of color. We do know that women with children tend to be less able to move jobs — a decided disadvantage on a career path in which relocating to a new campus is usually the only way to increase your income.

So what can institutions do?

Salary transparency. Job ads for staff positions usually include some opaque pay scale. In-

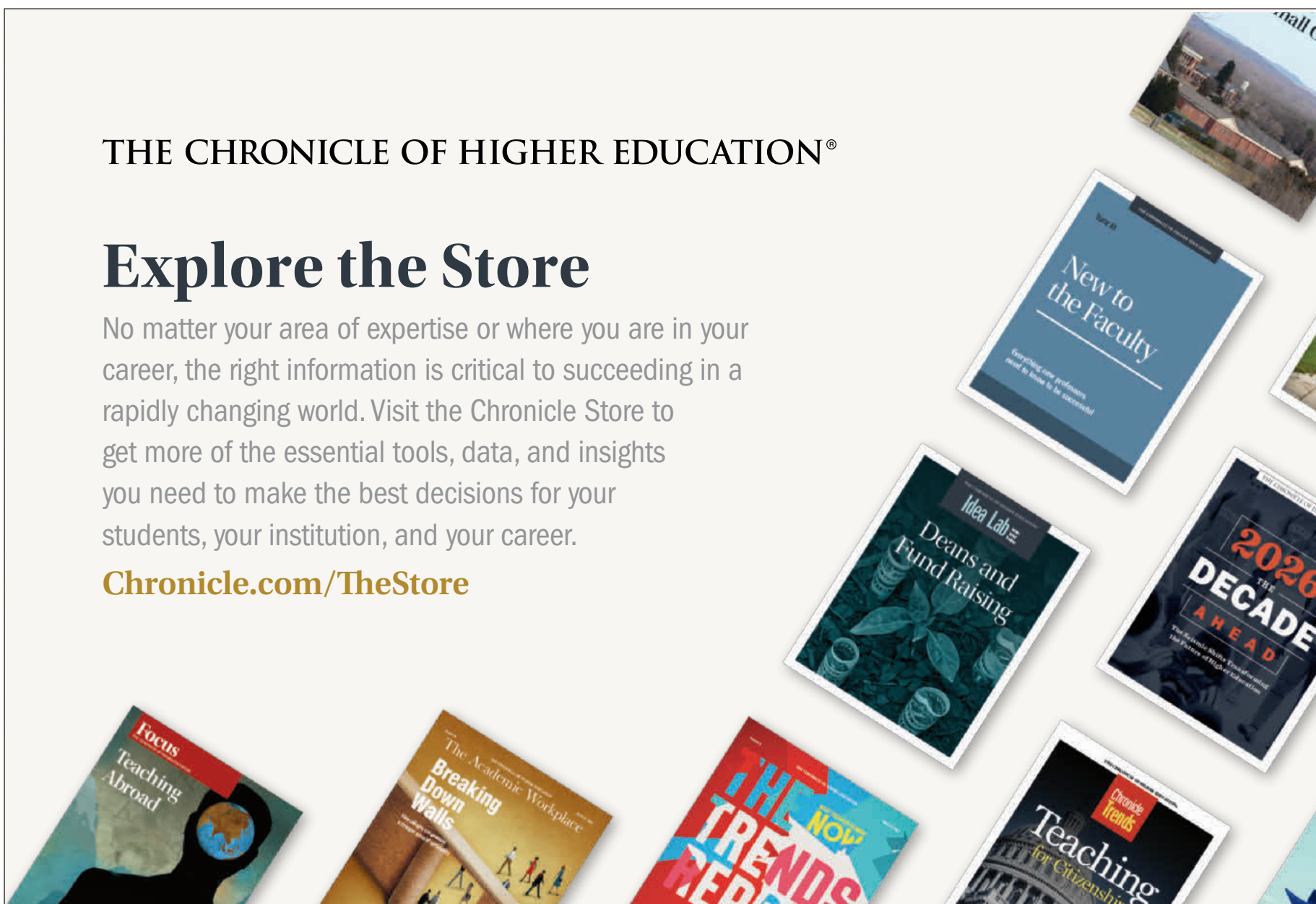
stead, post the *specific* salary range of a position — in dollar amounts — on the job ad. Let everyone see what people are being paid to start. This will probably cause bitterness and dissatisfaction

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with current staff members, but it is much-needed information for job negotiations. Also, make those salary scales easy to find, easy to understand, and easy to navigate. Clearly define and delineate the differences in each pay “step” as well. Employees appropriately aligned with the salary and job duties are more likely to apply and stay in their positions, potentially decreasing salary-related turnover and job dissatisfaction.

Incorporate staff into administrative culture. Staff members usually are the ones that everyone else on campus goes to when they need to troubleshoot problems (for instance, Covid-19), create operational timelines, and develop the actual systems to support some grand, new departmental and institutional venture. Unfortunately, as I noted in a previous column, (“Staff Get Little to No Say in Campus Governance”), we aren’t included in the campus decision-making culture as often as our faculty counterparts. Because of our diversity,

we get included in discussions on diversity, equity, and inclusion. But institutions should incorporate the staff into other conversations and commitments as well. Many of us have strong institutional memories and can offer valuable insights. And in the process, we may learn about other job openings that align with our personal and professional goals. Cross-institutional hiring helps staff move up and retain institutional knowledge.

Create transparent and consistent structures for promotion. If institutions can do that for professors and administrators, there is no reason why they can’t do it for the staff. This would also fit into my previous recommendation to fully incorporate staff into the administrative structures of the university. As staff members, we want opportunities for professional growth, and we want to be rewarded for that growth in ways that are as open and consistent as they are for professors and administrators. Another important initiative would be the development of a

database that allows for cross-institutional comparisons of staff salaries, similar to the way that institutions track salaries for faculty members and administrators.

Assess and resolve any racial- and gender-based salary gaps. You won’t find any disparities unless you look, but it’s better than waiting to be sued. Have every unit on the campus run an audit of staff salaries, and close any gaps that would appear to be based on race or gender. Also, reward seniority in those situations in which newly hired employees with less experience are paid more than people — especially women and people of color — who have been on the campus longer and have more work experience.

Many of us working on “the staff” of any campus love our jobs and enjoy our work. But administratively, our institutions were not built for us or our careers. It’s time to change that and professionalize the staff. ■

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Carleton

PRESIDENT

Carleton College invites nominations and applications for its 12th president to succeed President Steven Poskanzer after a successful eleven-year term.

Consistently ranked among the top 10 National Liberal Arts Colleges, top 10 Most Innovative Schools, and a leading college for Undergraduate Teaching by U.S. News and World Report, Carleton College is committed to providing an exemplary learning experience to students from around the world. Located in historic Northfield, Minnesota – just 40 miles from the twin cities of Minneapolis and St. Paul – Carleton boasts an outstanding faculty, engaged students, and a passionate alumni body.

Characterized by its close-knit and intellectually curious community, Carleton enrolls just over 2,100 undergraduate students who forge their own definitions of success, would rather collaborate than compete, and are encouraged to explore bold paths. Across 45 academic departments and programs, Carleton’s approximately 250-member faculty consists of accomplished teacher-scholars actively engaged with a bright, highly motivated, and increasingly diverse body of students. Faculty and students alike have garnered national attention for scholarship; Carleton has produced two Rhodes Scholars, and students regularly win Fulbright, Watson, National Science Foundation, and other fellowships. In recent years, the College has made significant strides toward becoming a more diverse and inclusive community, with nearly 30 percent of students identifying as students of color.

The College seeks an innovative and visionary leader to develop and execute a compelling and ambitious vision for Carleton’s future. Reporting directly to the Board of Trustees, the president will work closely with senior leadership on college-wide administrative challenges and goals. The president will: set the agenda for the future success of Carleton in the 21st century; continue to embrace and enhance Carleton’s profile; champion a fully inclusive community; bolster financial capacity; cultivate an environment of engagement that will stimulate meaningful conversation and outcomes; embrace stakeholder interests while navigating a vision for the future; and deepen the College’s commitment to sustainability. The ideal candidate will have a passion for and an ability to articulate the value of a residential liberal arts education, a commitment to innovative and inclusive leadership, a record of administrative accomplishments, experience growing resources on behalf of an institution, and record of shaping discussions and advancing initiatives in support of inclusion, diversity, and equity.

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



Shelly Storbeck, Managing Partner
Susan VanGilder, Partner
Tammy Townes, Managing Associate
Anne Koellhoffer, Senior Associate
Storbeck Search
CarletonPresident@storbecksearch.com

Carleton College is committed to attracting and retaining a diverse group of faculty and staff and offers a comprehensive benefits package. Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability, or age in providing employment or access to its educational facilities and activities.




Executive Vice President and Provost

The State University of New York at Fredonia (SUNY Fredonia) seeks a collaborative, collegial, diplomatic, entrepreneurial, and experienced individual to serve as its Executive Vice President and Provost (EVPP). Reporting directly to the President, the EVPP is the Chief Academic Officer for the university and the leader of the faculty. The incumbent will hold the second highest position at the university and will be a close, reliable, and trusted partner of the President in advancing the university’s mission and goals. The EVPP assumes Chief Executive Officer duties in the President’s absence. The incumbent must be an inspiring and inclusive leader who promotes leadership and empowerment at every level of the university.

For complete vacancy announcement, position description, qualifications, and to apply, please visit <https://fredonia.interviewexchange.com>. For full consideration, apply by February 12, 2021. Applicants should submit a letter of interest, philosophical statement about the role of the EVPP, curriculum vitae, and a list of six professional references including contact information and relationship.

Please contact Marybeth.Sievens@fredonia.edu or Betty.Gossett@fredonia.edu if you have questions about this opportunity.

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PRESIDENT

Bethlehem, PA


Lehigh University (Lehigh) is a diverse, top-50, research-intensive, and private residential university with a formidable teaching tradition and nearly 7,000 students. It seeks an innovative president with proven, managerial talent and the capacity to successfully implement bold, strategic decisions. It envisions a future in which Lehigh provides one of the finest academic and personal experiences available in a private university anywhere in the country, matched to national stature as an exceptional, mid-size research university. It requires a decisive and engaging leader attentive to its legacy and equal to its ambition, who can leverage its community and considerable assets to plant Lehigh as a leader in the American academy of the future.

For its size, Lehigh has one of the strongest balance sheets in higher education, with a \$1.4 billion endowment, including \$200 million in quasi endowment. It possesses extensive real estate holdings, which offer possibilities for future academic and commercial development. It has one of the strongest “value propositions” for students available in higher education. Its graduates are employed swiftly and paid well, and the alumni body impressively succeeds.

At the same time, Lehigh recognizes that it cannot continue to be a great university and attract the very best faculty, staff, and students unless it is an especially successful and nationally recognized, interdisciplinary, research university. The original four colleges - Arts & Sciences, Business & Economics, Education, and Engineering - offer an impressive platform, and strategic investments of the last several years, including the newly-added College of Health, reflect the demands of our modern-day economy. The new Health, Science, and Technology Building, with flexible research and teaching space, is the most strategically important academic and research facility Lehigh has built in years. The University is actively expanding the size of its student body, with a planned increase in enrollment by 1,000 undergraduate students and 500 to 800 full-time graduate students over a period of seven years.

Under this next president, Lehigh’s ambitious trajectory must continue. The foundations are firmly in place, with the resources, the history, and the people to teach and invent for the future. In research, Lehigh has laid the groundwork. It has great advantages as a mid-size university with the right combination of colleges. It has invested and will continue to invest. The next president must create an even more distinctive student experience and accelerate its trajectory of scholarly and research growth, all to ensure the national prominence it has earned and deserves.

Lehigh has retained Isaacson, Miller, a national executive search firm, to assist with this important search. Please direct all inquiries, nominations, referrals, and applications in strict confidence to:



John Isaacson, Chair
Rebecca Swartz, Partner
Berkley Burke, Associate
Isaacson, Miller
www.imsearch.com/7755

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DEAN OF THE SCHOOL OF BUSINESS

Southern Connecticut State University, a public comprehensive university in New Haven, Connecticut with a strong commitment to social justice, invites inquiries, nominations, and applications for the position of Dean of the School of Business.

Founded in 1893 as New Haven Normal School, the University has evolved into a modern, urban, diversified center of higher learning serving 9300 students with excellent undergraduate and graduate programs. Southern is one of four comprehensive universities in the 17-member Connecticut State Colleges and Universities system. Its five colleges and schools offer more than 226 academic programs, leading to bachelor's and master's degrees, as well as sixth-year professional diplomas and doctoral degrees in educational leadership, nursing education, and social work. Supporting the academic offerings are several nationally recognized academic centers and several new campus facilities: a recently expanded library, a new state-of-the-art science building, the recently completed Barack H. Obama Magnet University School, and a new facility for the College of Health and Human Services currently under construction.

Southern's School of Business reflects a decade of excellent leadership and management. Over this period, the groundwork has been laid for the successful completion of full AACSB accreditation in the spring of 2022. Both the faculty and business and community leaders have a clear understanding of the School's mission to serve simultaneously its students and the businesses of the New Haven region. The School has developed innovative curricula designed to meet the emerging workforce needs of the region, best exemplified by the recently-developed Public Utilities Management Program, the first of its kind in the nation. At the same time, in concert with a growing faculty body, the School has developed the many co-curricular programs necessary to enable a significantly first-generation, Pell-eligible, and minority student body to succeed both in college and in the world of work. The fundraising efforts of the School have grown in size, success, and staffing. As an outward symbol of all that has been accomplished, a new 62,000 square foot "net zero" business building is under design with construction anticipated to begin in the spring of 2021.

The new dean of the School of Business will have the opportunity to bring to conclusion several initiatives currently underway, including AACSB accreditation, a new building, new curricula, and enhanced fundraising initiatives. The new dean will also have the opportunity to solidify recent accomplishments, bringing them to the next level.

The ideal candidate for the position will be an innovative leader with a record of successful teaching and scholarship in a business-related discipline, a record of successful and progressively more responsible leadership and administrative experience in higher education, a record of successful fundraising and external relations, experience with AACSB accreditation, a record of innovative curricular development, and experience with facilities planning and construction.

For more information and instructions to applicants, please review the prospectus:

<https://www.agbsearch.com/searches/dean-of-the-school-of-business-southern-connecticut-state-university>

For fullest consideration, applications should be received by January 25, 2021.

The search is being assisted by AGB Search. Nominations and inquiries should be directed to:

Robert Holyer, PhD
Executive Search Consultant
robert.holyer@agbsearch.com
804-708-0834 (o)
804-402-6736 (c)



Southern is an Affirmative Action/Equal Opportunity employer. The University seeks to enhance the diversity of its faculty and staff. People of color, women and persons with disabilities are strongly encouraged to apply.



CHANCELLOR

The University of Nebraska invites applications and nominations for the position of Chancellor of the University of Nebraska at Omaha, the state's premier metropolitan research university. Offering nationally recognized bachelor's, master's, and doctoral degrees to nearly 16,000 students, UNO is dedicated to the highest levels of academic achievement, community engagement, diversity, and inclusion. The opportunity to create the next chapter continues as the University of Nebraska at Omaha addresses the changing needs of its metropolitan area, state, region, and world.

The UNO Chancellor reports to the President of the University of Nebraska, Ted Carter, and is a peer and partner to the chancellors of the other three NU campuses. The Chancellor serves as UNO's chief executive officer, exercises broad delegated authority, and is responsible for all aspects of campus administration including academic affairs, student success, athletics, and business and finance. In addition, the UNO Chancellor plays a vital external role, serving as a spokesperson in diverse forums, enhancing community engagement, leading fundraising, and building authentic partnerships with a wide range of public and private organizations.

A complete **Leadership Profile** may be found at agbsearch.com ("Active Searches"). For further information about the University of Nebraska at Omaha, please visit: unomaha.edu.

Sally Mason and Garry W. Owens—both representing AGB Search—will be assisting the University of Nebraska at Omaha Chancellor Search Advisory Committee (CSAC). Should prospective nominators or potential candidates have questions, they are encouraged to contact **Dr. Mason** (sally.mason@agbsearch.com), or **Dr. Owens** (garry.owens@agbsearch.com) **directly by email prior to submitting materials.**

Applicants are encouraged to submit materials electronically by the target date of **January 29, 2021** to UNOChancellor@agbsearch.com and should include: 1) a letter of interest describing relevant experience; and, 2) a current curriculum vitae. All candidate names will remain confidential.



The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

INAUGURAL

Vice President
of Diversity,
Equity and
Inclusion
Search

FOR MORE INFORMATION

▶ Pacific.edu/careers/vpdei

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Penn State University is one of America's premier public research universities. Penn State's multi-campus structure serves its mission as the Commonwealth's land-grant university. Our 20 Commonwealth Campuses provide the resources of a major university in a small college atmosphere. We seek faculty members with a strong interest in undergraduate student learning and a commitment to research, scholarship, and/or creative accomplishments and service. To learn more about each position and to apply, visit <https://apptrkr.com/2094588>. Applicants are required to apply online and upload a cover letter, curriculum vitae, teaching evaluations; and other information pertinent to the position may also be included. Finalists will be asked to submit a list of references. To learn more about our campuses, visit <http://www.psu.edu/academics/campuses>.

Fall 2021 Openings by Discipline-Campus

Tenure Track Positions:

Responsibilities: Teach each semester. Publish in refereed journals. Participate in professional organizations and in course, curriculum, and program development. Advise students/provide career guidance. Participate in campus, university, and community service activities. Teaching assignments may require teaching day, evening and/or weekend classes as needed. Teach using traditional, hybrid and online delivery methods Supervise undergraduate research projects. Commitment to active and collaborative learning, and instructional use of technology. Advise students and provide career guidance. Participate in campus, university, and community service activities. Engage in diversity, equity and inclusion initiatives.

Qualifications: Evidence of potential in research and publication. Interest in active and collaborative learning, instructional use of technology, and hybrid and online teaching. Prior college-level and online teaching experience is favorable. Enthusiasm for working in a multidisciplinary environment is important.

Computer Science, Penn State Beaver, Brandywine and Hazleton, Associate Professor of Computer Science. Teaching assignments include classroom and laboratory courses in Computer Science. Will provide leadership for a new baccalaureate degree program offered by three Penn State campuses in conjunction with the College of Engineering: Penn State Beaver, Penn State Brandywine, and Penn State Hazleton. The successful candidate will work collaboratively with faculty at the other campuses to deliver portion of curriculum to multiple campuses using variety of distance delivery methods. Position entails serving as Professor-in-Charge for the Computer Science shared program across three campuses (Brandywine, Hazleton, and Beaver)., collaborate with all the faculty in the program, the Chief Academic Officers, and the Associate Vice President and Senior Associate Dean of the Commonwealth Campuses The successful candidate may be based at the campus (Brandywine, Hazleton, or Beaver) of her/his choice. Ph.D. in Computer Science or related field from an accredited institution. The successful candidate's offer will be contingent upon successful completion of an immediate tenure review. Ability to teach courses in object-oriented programming, systems programming, computer organization and design, theory of computation, operating systems design, programming languages, and electives in the instructor's area of expertise.

Engineering-Mechanical, Scranton Campus, Scranton, PA. Two faculty positions. Assistant or Associate Professor of Engineering (rank commiserate on experience). Teach undergraduate courses in Mechanical Engineering. Courses may include Product Design, Manufacturing Processes, Properties/Processing of Engineering Materials, Computational Tools, Circuit Analysis/Instrumentation and Statistics, Mechatronics/Robotics, Mechanical Design, Fluid Flow, Heat Transfer, Vibrations, Mechanical Engineering Design Methodology, Mechanical Design, Modeling of Dynamic Systems, and Mechanical Engineering Lab. Strong preference will be given to candidates with experience and expertise in Mechatronics, Computational Methods, and Manufacturing. Ph.D. in Mechanical Engineering (or associated field). ABDs completing their doctorate by Summer 2021 will be considered.

Business Management, New Kensington Campus, New Kensington, PA. Assistant Professor of Business Management. Teach a range of introductory and upper-division undergraduate for the B.S. degree in business; the selected candidate may contribute to our B.S. degree in project and supply chain management dependent upon the candidate's field of expertise. Broad teaching expertise in areas such as leadership and motivation, management and organization, strategic management, or international business will be important to this position. Ph.D. in management or business administration is required. ABD candidates will be considered if there is a clear completion date before August 1, 2021.

Engineering, Brandywine Campus, Media, PA. Assistant Professor of Engineering. Teach lower/upper division classes in the area of electrical, computer engineering and computer science. Teaching assignments include courses in electrical circuits and devices, digital systems, introductory and intermediate computer programming in MATLAB, C++ and Python. Working knowledge of a circuit simulation software, (e.g. MultiSim, PSPICE), and a hardware description language (e.g., Verilog, VHDL) is required. Ph.D. in Electrical Engineering/Computer Engineering or a closely related field, by the start date is required.

Engineering, Hazleton Campus, Hazleton, PA. Assistant Professor of Engineering. Teaching assignments may include classroom and laboratory courses in engineering design, digital logic, computer programming for engineers and electrical engineering topics. Ph.D. in Electrical Engineering, Energy Engineering, Engineering Education or related field. ABD Considered. Teaching duties fall within the Alternative Energy and Power Generation option in the BS Engineering degree program unique to the campus. Preference will be given to candidates whose research interests are complementary to the programmatic focus on Alternative Energy and Power Generation. Ability to teach a variety of engineering courses required. Bicultural and/or bilingual (Latinx/Spanish) preferred.

Health Policy and Administration, Beaver Campus, Monaca, PA. Assistant Professor of Health Policy and Administration. Teaching assignments will include lower division courses in health policy and administration as well as upper division courses in health services administration such as Administration of Hospitals, Safety Net Healthcare, and Nursing Home Administration. This position is part of a 5 campus Penn State consortium (Beaver, Brandywine, Hazleton, Lehigh Valley, Schuylkill) that delivers the baccalaureate program in Health Policy and Administration. The successful candidate will work collaboratively with faculty at the other campuses to deliver a portion of the curriculum to multiple campuses using a variety of distance delivery methods. Ph.D. (ABD considered) in Health Policy and Administration or related field. Background and expertise in health services administration strongly preferred.

Health Policy and Administration, Shenango Campus, Assistant Professor of Health Policy and Administration. Teaching introductory and advanced-level courses that include a focus in Public Health Administration, Population Health, Epidemiology, and Comparative Health Systems. The successful candidate will work collaboratively with faculty at the other campuses to deliver a portion of the curriculum to multiple campuses using a variety of distance delivery methods. Ph.D. in Health Policy Administration or healthcare-related field with a focus on Public Health; ABD will be considered if significant evidence of completion by August 2021 can be provided.

Information Sciences and Technology, Beaver Campus, Monaca, PA. Assistant Professor of Information Sciences and Technology. Teach lower/upper division classes in software engineering and development, web and mobile application design and development, database concepts, modelling, design and technologies, enterprise applications and integrations, information and cyber security concepts, emerging technologies, and discreet mathematics. Ph.D. (ABD considered) in Computer Science, Computer Engineering, Information Sciences, Information Technologies, or related field. Background and expertise in software design and development strongly preferred. Prior college-level and online teaching experience required.

Project Supply Chain Management, Beaver Campus, Monaca, PA. Assistant Professor of Project Supply Chain Management. Teaching assignments may include introductory courses in business statistics and introductory and advanced courses in project and supply chain management (such as operations planning and control, purchasing and materials management, logistics systems analysis and design, and ERP and business processes). SAP proficiency strongly preferred. successful candidate will work collaboratively with faculty at the other campuses to deliver a portion of the curriculum to multiple campuses using a variety of distance delivery methods. Ph.D. in or ABD (considered) in Supply Chain Management, Operations Management, Management Science, Industrial Engineering, or related field. Evidence of potential in research and publication is expected.

Psychology, Mont Alto Campus, Mont Alto, Pa. Assistant Professor of Psychology. Teaching in a new Psychology B.A. and B.S. program. Teaching assignments will include courses in introductory psychology, upper-level psychology appropriate to the candidate's expertise, and other supporting courses within the major. Ph.D. in Psychology or a closely related field by time of appointment and demonstrated potential for excellence in teaching and research. ABD will be considered if significant evidence of completion by August 2021 can be provided. Candidates with experience in industrial/organizational, sports, health, community, clinical or counseling are welcome to apply.

Psychology, New Kensington Campus, New Kensington, PA. Assistant Professor of Psychology. Teach a range of introductory and upper-division undergraduate courses. Ph.D. in Psychology is required. Experience with developmental psychology is strongly preferred. ABD candidates will be considered if there is a clear completion date before August 1, 2021.

Psychology, Scranton Campus, Scranton, PA. Assistant Professor of Psychology. Successful candidate will teach lower- and upper-level undergraduate courses. Ph.D. in Psychology. Specialization is open but attention will be given to candidates with Cognitive Psychology or Neuropsychology experience. ABDs completing their doctorate by Summer 2021 will be considered.

Rehabilitation and Human Services, Wilkes-Barre Campus, Dallas, PA. Assistant Professor in Rehabilitation and Human Services. Teach introductory and upper-level courses with expertise in at least one of the following: psychology (developmental, social), social work, addictions, geriatric populations, and medical disabilities, and psychosocial aspects of disability. Ph.D. in Psychology, Sociology, Counseling, or a closely-related discipline; expertise in rehabilitation counseling with a Ph.D.in rehabilitation counselor education or counselor education is preferred. ABD will be considered if significant evidence of completion by August 2021 is provided. Counseling licensures and certifications (or a willingness to achieve them) are preferred, as is counseling experience with marginalized populations.

Social Work, Greater Allegheny Campus, McKeesport, PA. Assistant Professor of Social Work. Teach in a variety of areas related to the Bachelor of Social Work degree program. Earned MSW degree and earned doctorate in Social Work (DSW or PhD) or closely related field; at least two years post-BSW or post-MSW social work practice experience.

Fixed-Term Multi-Year positions available in the following disciplines. To learn more about each position and to apply, visit <https://apptrkr.com/2094588>.

Beaver Campus
Business

Brandywine Campus
Biology

DuBois
Human Development
and Family Studies

Fayette
Mathematics

Hazleton Campus
Health Policy and
Administration

Lehigh Valley Campus
Corporate Communications
Cybersecurity

Mont Alto
Nursing
Physical Therapy


New Kensington Campus
Engineering

Shenango
Business (Accounting)

Schuylkill
Nursing (2 positions)

Scranton
Business
Nursing

Wilkes-Barre
IST



Administrative and Faculty Positions for 2021-2022 year

Tennessee State University is a comprehensive, urban, land-grant university located in Nashville. For detailed position announcements and to apply online for the positions below, please visit our website at <https://jobs.tnstate.edu>. Applications (online only), will be accepted through March 8, 2021. The positions below are all of the anticipated academic vacancies at the university for the 2021-22 academic year. The filling of these vacancies is contingent upon funding. All positions are tenure-track unless otherwise stated. Department Chairs are appointed for a 3-year rotation period subject to consecutive renewal.

College of Agriculture

FACULTY 12-MONTH

DEPARTMENT	TITLE/RANK	POSITION NUMBER
Agriculture and Environmental Sciences	Assistant/Associate Professor, Agribusiness Management	009531

College of Education

FACULTY 9-MONTH

DEPARTMENT	TITLE/RANK	POSITION NUMBER
Teaching & Learning	Assistant/Associate Professor- Curriculum Planning & Instruction	009531
Teaching & Learning	Assistant/Associate Professor- Special Education	014811

College of Health Sciences

ADMINISTRATION 12-MONTH

Occupational Therapy	Department Chair	052650
Public Health, Health Administration, and Health Sciences	Department Chair	097820

FACULTY 9-MONTH

DEPARTMENT	TITLE/RANK	POSITION NUMBER
Respiratory Care and Health Information	Assistant/Associate Professor	082760

FACULTY 12-MONTH

DEPARTMENT	TITLE/RANK	POSITION NUMBER
Dental Hygiene	Assistant /Associate Professor	101310

College of Life and Physical Sciences

FACULTY 9-MONTH


DEPARTMENT	TITLE/RANK	POSITION NUMBER
Mathematical Sciences	Assistant/Associate Professor Management	004561

College of Public Services

FACULTY 9-MONTH

DEPARTMENT		POSITION NUMBER
Social Work and Urban Studies	Assistant/Associate Professor	074080

---TSU is an EO/AA, M/F Employer---



Faculty Positions

Ming Hsieh Department of Electrical and Computer Engineering

The Ming Hsieh Department of Electrical and Computer Engineering (<https://minghsiehece.usc.edu/>) of the USC Viterbi School of Engineering (<https://viterbischool.usc.edu/>) seeks outstanding faculty candidates for potential faculty positions at any tenure-track or tenured rank. The USC Viterbi School is committed to increasing the diversity of its faculty and welcomes applications from women, African Americans, Hispanic Americans, Native Americans, veterans, and individuals with disabilities.

While outstanding candidates from all areas of electrical and computer engineering at all ranks will be considered, candidates with research in the following topics are especially encouraged to apply: technologies and systems that advance medicine, neuroscience or neural engineering, and biology, including architectures, circuits and systems for understanding and controlling biological systems. Candidates whose research is related to devices, technologies, circuits, and systems that advance neuroscience or neural engineering may be considered for additional affiliation with the recently established Institute for Technology and Medical Systems (ITEMS, <https://items.usc.edu/>) jointly administered by the USC Keck School of Medicine and the USC Viterbi School of Engineering. Faculty members are expected to teach undergraduate and graduate courses, supervise undergraduate, graduate, and post-doctoral researchers, and develop a strong funded research program. Applicants must have a Ph.D. degree, or the equivalent, in electrical engineering or a related field and a strong research and publication record. Applications must include a letter clearly indicating area(s) of specialization, a detailed curriculum vitae, a concise statement of current and future research directions, and contact information for at least four professional references. Applicants are encouraged to include a succinct statement on fostering an environment of diversity and inclusion. This material should be submitted electronically at <https://minghsiehece.usc.edu/about/open-positions>. Reviews of applications will begin immediately, and will continue until the position(s) are filled. Applications submitted after March 1, 2021, may not be considered. The USC Viterbi School of Engineering is among the top tier of engineering schools in the world. It counts 191 full-time, tenure-track faculty members, and is home to the Information Sciences Institute. The School is affiliated with the Alfred E. Mann Institute for Biomedical Engineering, the Institute for Creative Technologies, and the USC Stevens Center for Innovation. Research expenditures in the School typically exceed \$200 million annually.

Ming Hsieh Department of Electrical and Computer Engineering has a student body consisting of approximately 240 undergraduate students, 1100 M.S. students, and 330 Ph.D. students. The Department has a total of 63 full-time tenured and tenure-track faculty. Among our faculty, 10 are members of National Academy of Engineering; 1 is a member of National Academy of Sciences; 9 are fellows of the American Association for Advancement of Science; 5 are fellows of the National Academy of Inventors; 3 are members of the American Academy of Arts and Sciences; 35 are IEEE fellows; and 7 have received IEEE gold medals.

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.



WAYNE STATE UNIVERSITY



Tenure-Track Faculty Positions 2020-2021 Academic Year

Learning Design and Technology Assistant Professor

Division of Administrative and Organizational Studies
Posting number 045316

Wayne State University's College of Education seeks applications for a full-time, 9-month, tenure-track faculty member at the Assistant Professor level in Learning Design and Technology Program, beginning August 2021. Candidates with expertise in instructional design and advanced learning technologies are encouraged to apply.

Essential Functions: Teach undergraduate & graduate courses in Learning Design & Technology including Advanced Seminar in Learning Design & Technology (LDT 4905); Designing Web Tools for the Classroom (LDT 6140); Learning Management Systems (LDT 7310); Interactive Course Design (LDT 7140); Multimedia for Instruction (LDT 7220); & Background, Issues & Trends in Instructional Technology (LDT 8100). Advise students. Conduct research in the area of Learning Design. Publish results of research in peer-reviewed journals & present results at national & international conferences. Participate in service to the College, University, & Community at large.

Qualifications: Doctor of Philosophy (Ph.D.) degree in Instructional Design & Technology or Instructional Systems Technology required.

Salary and Rank for above: Commensurate with qualifications and experience.

All applicants must use the WSU Online Hiring System at <https://jobs.wayne.edu>

Application Procedures: Applicants must apply online at: <https://jobs.wayne.edu>, posting number 045316 (search postings under "division"- College of Education for this position). Application materials should be submitted electronically through the WSU Online Hiring System. Please include a cover letter, CV, unofficial transcripts, samples of two scholarly publications, and a list of three references with complete contact information. Letters of reference will be required only from finalists. Review of applications will begin immediately.

Note: Applicants who are selected for these positions will be asked to provide proof of degrees awarded before the hiring process is completed.

Application Timeline and Review: Applications may be accepted until the position is filled. The search committee will begin reviewing applications in January 2021.

Starting date: August, 2021

Located in the cultural center of Detroit midtown, Wayne State University is within walking distance of major museums, theaters, and music venues. It is one of only two public urban universities with the highest possible designation for both Research and Community Engagement from the Carnegie Foundation for the Advancement of Teaching. WSU's 200-acre campus is home to 12 schools and colleges and approximately 32,000 students. WSU offers more than 400 undergraduate and graduate academic programs.

Wayne State University is an Equal Opportunity/Affirmative Action Employer. We strongly encourage applications from all qualified candidates, without regard to race/ color, religion, sexual orientation, gender identity, national origin, disability, age or protected veteran status.



WARRIOR STRONG





Computer Science Assistant Professor-In-Residence

The University of Nevada, Las Vegas invites applications for Computer Science, Assistant Professor-In-Residence, College of Engineering [R0122964]

This position is a non-tenure track and will require expertise in teaching a wide variety of undergraduate courses in computer science. The duties of the position include (i) teaching undergraduate courses of computer science, (ii) participation in curriculum development, (iii) advise students on their programming projects, and (iv) participate in assessment for accreditation.

Applicants must have a Ph.D. degree in Computer Science from an accredited college or university. In addition, the position requires participation in advising, courses development, and projects/lab supervision. Preference will be given to candidates with prior experience in teaching both high and low level programming languages, software engineering, and system courses. Credentials must be obtained prior to the start of employment.

For more information, please visit <https://www.unlv.edu/jobs> For assistance with the application process, please contact UNLV Human Resources at (702) 895-3504 or unlvjobs@unlv.edu

EEO/AA/Vet/Disability Employer

MULTIPLE FACULTY OPENINGS



Xavier University of Louisiana invites applications for a number of faculty positions. Xavier, located in New Orleans LA, is the nation's only Historically Black and Catholic university. Since its founding, the University has focused on contributing to the promotion of a more just and humane society by preparing students for roles of leadership and service. Xavier consists of a College of Arts and Sciences and a College of Pharmacy and offers over fifty majors that lead to Bachelors, Masters, the Doctor of Pharmacy, and the Doctor of Education.

The University currently has openings for positions in the following departments

Art and Performance Studies
Chemistry
Education
History
Institute of Black Catholic Studies
Mathematics
Psychology
Public Health Sciences
Sociology
Speech Pathology

For complete information about these positions, including application deadlines and required application information, please visit <https://jobs.xula.edu>.

Minorities and women are encouraged to apply. EOE/AA



Assistant Professor or Assistant Professor of Practice Educational Leadership

North Dakota State University (Fargo, ND) invites inquiries, nominations, and applications for a faculty position in the School of Education (<http://www.ndsu.edu/education/>). Our ideal colleague will be committed to advancing our dynamic education programs, possess strong professional and/or research experience in their area of interest, inspire and challenge our students so they may meet the evolving demands of educators, contribute meaningfully to our commitment to diversity and inclusion, and foster a collaborative community built upon shared governance across the School of Education. This position is expected to begin August 16, 2021, or as negotiated.

The selected individual will teach graduate-level courses in K-12 educational leadership, including our innovative Leadership Academy program delivery model. This position is either tenure-track or non-tenure-track depending upon candidate qualifications and interests.

See position: https://admsys.ndsu.edu/psc/recruit/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS.CG_SEARCH_FL.GBL?Page=HRS_APP_JBPST_

The search will be conducted in compliance with North Dakota open records law. North Dakota State University is an Equal Opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability or veterans' status. Women & traditionally underrepresented groups are strongly encouraged to apply.

Education

Give the gift that really does keep on giving: knowledge.

Moraine Valley embraces our role as an educational resource to our local community by offering excellent education, a variety of programs, cultural events, and entertaining performances for all.

Reaching into our community as true partners enriches the lives of both students and neighbors alike. By building awareness and sharing diverse viewpoints, we help students prepare for what's ahead in our ever changing world. What will your unique experiences bring to our students?

FULL-TIME, TENURE-TRACK FACULTY Fall 2021

- **BAKING & PASTRY/CULINARY ARTS INSTRUCTOR**
- **HEATING & AIR CONDITIONING (HVAC) INSTRUCTOR**
- **NURSING INSTRUCTOR (2 OPENINGS)**



Help us continue to expand upon our strong community partnership. To be considered, you must provide us with a resume and cover letter indicating your specialty area of interest. **These roles will begin in the Fall of 2021.** For further information or to apply, visit:

jobs.morainevalley.edu

Moraine Valley is an EEO/A/F/D/V employer that values diversity and is committed to excellence.

Moraine Valley
Community College
Changing Lives for a Changing World

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Saginaw Valley State University is a comprehensive university with more than 100 programs of study for its more than 8,000 students. Located on a suburban campus in Michigan's Great Lakes Bay Region, SVSU is committed to a supportive and empowering environment for students, faculty and staff. For five consecutive years, SVSU has been recognized as a "Great College to Work For" (2016-2020).

SVSU emphasizes undergraduate teaching and learning, and community-based research. SVSU earned the Community Engagement classification from the Carnegie Foundation for the Advancement of Teaching, a distinction achieved by only 7 percent of U.S. colleges and universities. By their senior year, 84 percent of students have engaged with community employers and agencies in internships, field placements or some other component of their academic preparation.

SVSU is establishing itself as a leader in STEAM education for the Great Lakes Bay Region, partnering with businesses, foundations and school districts to improve students' performance in math, science and the arts at the middle school, high school and university levels.

More than 70 percent of SVSU freshmen live on campus in student housing that has been rated No. 1 among public universities in the U.S. (2018-2020). SVSU fields 19 varsity sports at the NCAA Division II level. The average class size is 23 students. For more information, please visit our website, <http://www.svsu.edu>.

COLLEGE OF ARTS & BEHAVIORAL SCIENCES

Assistant Professor of Political Science – One Year, Temporary
Assistant Professor of Psychology

COLLEGE OF SCIENCE, ENGINEERING & TECHNOLOGY

Assistant Professor of Biology
Assistant Professor of Biology – One Year, Temporary

All faculty positions should begin by August 2021. All full-time faculty at SVSU are required to teach 12 credit hours per semester. Spring/Summer courses may be available.

Salaries are competitive and commensurate with qualifications and experience. Screening of applicants will begin immediately and continue until positions are filled. SVSU offers an excellent benefits package and retirement program. For further information about these positions and to apply, please visit www.jobs.svsu.edu. Interested applicants MUST apply online at www.jobs.svsu.edu.

*Saginaw Valley State University is an EO/AA employer.
Women and minorities are encouraged to apply.*



Assistant Professor in Digital Preservation and Curation

The University of Alabama School of Library and Information Studies is currently accepting applications for a full-time, tenure-track **Assistant Professor in Digital Preservation and Curation**, with preference given to candidates whose expertise connects to the social justice mission of the school. Women and minority candidates are strongly encouraged to apply.

Qualifications:

- Possess expertise in the field of digital preservation and curation
- Doctorate earned or nearing completion in library & information studies, archival studies, information science, or a cognate area (must be completed prior to start date)
- Documented evidence of ability to establish and maintain a sustained and rigorous research agenda
- Demonstrated teaching ability, including ability to teach in our social justice-driven curriculum
- Demonstrated commitment to professional service

Review of applications will begin January 15th, 2021 and will be accepted until the position is filled. The final deadline to apply is April 1st, 2021. View the full position description and apply online through the University of Alabama job portal: <https://facultyjobs.ua.edu/>.

If you have questions about the position, please write the search committee chair, Miriam Sweeney (mesweeney1@ua.edu) for more information.

The University of Alabama is an Equal Employment/Equal Educational Opportunity Institution.



FACULTY POSITIONS

Department of Computer Science

The Department of Computer Science at Virginia Tech is in a period of dramatic growth and opportunity. With substantial multi-year investments from the Commonwealth of Virginia and infrastructure investments by Virginia Tech, we anticipate hiring multiple faculty members at all ranks and in all areas for several years. We seek candidates motivated to contribute to a collegial, interdisciplinary community with a strong tradition of both fundamental and applied research. We embrace Virginia Tech's motto, *Ut Prosim* ("That I May Serve"): we are committed to research, education, service, and inclusivity that makes a positive difference in the lives of people, communities, and the world.

We seek candidates at all ranks and in all areas of computer science, and from all backgrounds and lived experiences. The positions include packages and resources to enable success. Our new colleagues will benefit from the department's highly-focused faculty development and mentoring program, as well as numerous successful collaborations with government, national labs, and industry partners. Candidates for all positions must have a Ph.D. in computer science or a related field at the time of appointment and a rank-appropriate record of scholarship and collaboration in computing research. Tenured and tenure-track faculty are expected to initiate and develop independent research that is internationally recognized for excellence, conscientiously mentor research-oriented graduate students, teach effectively at both graduate and undergraduate levels, and serve the university and their professional communities.

The department fully embraces Virginia Tech's commitment to increase faculty, staff, and student diversity; to ensure a welcoming, affirming, safe, and accessible campus climate; to advance our research, teaching, and service mission through inclusive excellence; and to promote sustainable transformation through institutionalized structures. We cultivate a working environment that respects differences in gender, race, ethnicity, sexual orientation, physical ability/qualities, and religious status. We strongly encourage applications from traditionally underrepresented communities to join us in this critical endeavor.

The department currently has 57 faculty members, including 47 tenured or tenure-track faculty, 15 early career awardees, and numerous recipients of faculty awards from IBM, Intel, AMD, Microsoft, Google, Facebook, and others. CS faculty members direct several interdisciplinary research centers, including the Center for Human-Computer Interaction and the Discovery Analytics Center. The department is home to over 1,200 undergraduate majors and over 300 graduate students, with university commitments to grow all programs significantly. The department is in the College of Engineering, whose undergraduate program ranks 13th and graduate program ranks 31st among all U.S. engineering schools (USN&WR). Virginia Tech's main campus is located in Blacksburg, VA, in an area consistently ranked among the country's best places to live. In addition, our program in the Washington, D.C., area offers unique proximity to government and industry partners and is also expanding rapidly, with Virginia Tech's exciting new Innovation Campus in Alexandria, VA, slated to open in 2024. Candidates for faculty positions at the Innovation Campus are encouraged to apply to the separate announcement for those opportunities.

The positions require occasional travel to professional meetings. Selected candidates must pass a criminal background check prior to employment. Applications must be submitted online to jobs.vt.edu for position 514466. Application review will begin on 11/20/20 and continue until the positions are filled. Inquiries should be directed to Dr. Ali R. Butt, search committee chair, at facdev@cs.vt.edu.

*Virginia Tech is an equal opportunity/affirmative action institution.
A criminal background check is the condition of employment with Virginia Tech.*



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

COLLEGE OF LIBERAL ARTS

Department of Geography & Environmental Planning

Assistant Professor

Tenure track, 10-month Assistant Professor position in the Department of Geography & Environmental Planning beginning August 2021. Ph.D. in geography. Ph.D. in cognate field will be considered. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 2022. Candidates should have expertise in urban geographies and demonstrate the ability to incorporate critical perspectives on social justice, especially in terms of racialization and other sociospatial inequities, in their teaching and research. While we welcome candidates from a broad range of specializations, we encourage applicants whose scholarly work and teaching focus on intersectionality, critical race studies, post/anti-colonial theories, urban economic development, urban political economies, and/or urban political ecologies. Candidates should possess the ability to build an active research agenda in the Baltimore area that incorporates undergraduate and/or graduate student research and course offerings. Towson University places a high priority on the importance of diversity, equity, and inclusion. Candidates must be sensitive to the needs of, and possess an interest in working with, a diverse student body. Experience with innovative teaching or the potential to engage undergraduate and graduate students in critical and dynamic ways are highly desirable. Faculty are assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year, faculty are assigned an instructional workload of seven (7) three-credit courses per academic year. Teaching responsibilities include undergraduate introductory courses and other existing or newly developed undergraduate and/or graduate courses that align with faculty area(s) of expertise. Research responsibilities include maintaining a record of scholarly research and publication. Other responsibilities include advising students in major and minor programs and service to the Department, College and University. Opportunities exist for contributing to other academic programs, including but not limited to Environmental Science and Studies, Metropolitan Studies, International Studies, Women and Gender Studies, and Interdisciplinary Studies, which houses programs such as African and African American Studies, Latin America and Latinx Studies, Deaf Studies, and Global Humanities. Review of applications begins February 1, 2021 pending funding and continues until the position is filled. **CLA-3401**

For detailed information on this position, please visit:

<http://www.towson.edu/provost/prospective/openpositions.html>

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



Assistant Professor of Public Policy

This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 40% teaching, 50% research and 10% service within the Martin School of Public Policy and Administration. Job responsibilities include the pursuit of a vigorous research and the delivery of high quality teaching. Requires a Ph.D. degree in Public Policy and Administration, or related. Salary, fringe benefits, and initial operating support are competitive. CVs can be sent via email to Department Chair, Ron Zimmer at ron.zimmer@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.



Professor or Associate Professor Position in Exercise and Oncology

The School of Kinesiology at the University of Michigan invites applications and nominations for a Professor or Associate Professor position specializing in exercise and oncology. Candidates will be expected to maintain a robust, ongoing research program, secure and sustain extramural funding for an active research program at the University of Michigan, teach undergraduate and graduate courses, and conduct effective mentoring of trainees at the undergraduate, graduate and post-doctoral levels in the cross-cutting area of exercise oncology. Requirements include a doctorate (Ph.D) degree or equivalent in a related research field, experience securing research funding, and experience teaching postsecondary courses on topics related to exercise and cancer.

The School of Kinesiology www.kines.umich.edu/ is one of 19 degree granting academic units on the U-M campus with 31 tenure-track faculty and approximately 1000 students. For more information on the school and its four programs, please see www.kines.umich.edu/academics. For a complete posting description and application instructions visit: <http://apply.interfolio.com/81345>. For full consideration please apply by **February 15, 2021**.

The University of Michigan is an equal opportunity/affirmative action employer.



Assistant/Associate Professor in Implementation Science - School of Kinesiology

The School of Kinesiology at the University of Michigan invites applications and nominations for an Associate Professor or Assistant Professor position specializing in implementation science to promote the uptake of evidence-based physical activity interventions with the aim of improving community health and reducing health disparities. Candidates will be expected to maintain a robust, ongoing research program, secure and sustain extramural funding for an active research program at the University of Michigan, teach undergraduate and graduate courses, and conduct effective mentoring of trainees at the undergraduate, graduate and post-doctoral levels. Requirements include a doctorate (Ph.D) degree or equivalent in a related research field, experience securing or potential to secure research funding, and experience teaching postsecondary courses in areas related to exercise and implementation science.

The School of Kinesiology www.kines.umich.edu/ is one of 19 degree granting academic units on the U-M campus with 31 tenure-track faculty and approximately 1000 students. For more information on the school and its four programs, please see www.kines.umich.edu/academics. For a complete posting description and application instructions visit: <http://apply.interfolio.com/82195>. For full consideration please apply by **February 1, 2021**.

The University of Michigan is an equal opportunity/affirmative action employer.



Chair, Department of Applied Sciences College of Arts & Sciences

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University Worldwide (ERAU-W) seeks a dynamic, nationally recognized academic leader who will serve as **Chair for the Department of Applied Sciences**. This position will include a tenured faculty appointment at the Associate Professor or Professor rank. The successful candidate not only will lead the existing faculty and programs in the department, but also will guide a strategic college-wide focus in developing new interdisciplinary programs and courses. The successful candidate will fill a critical leadership role within the College and across the Worldwide campus and will be provided ample time and resources to accommodate responsibilities of leadership, program development, and management for this broad interdisciplinary faculty team.

As a tenured faculty member in COAS, the successful candidate will maintain an exemplary level of research and scholarly activity. S/he will have demonstrated leadership skills, including project management, development of personnel, strategic planning, and budget management. The position also requires an ability to work collaboratively with internal and external constituents as a member of the department, college, and university. Additionally, candidates should have experience with a broad range of innovative methods of instruction and assessment. The ideal candidate will have a clear vision for supporting the development and growth of programs in the department. While this position will be based at Worldwide headquarters in Daytona Beach, FL, department faculty are located around the world. As such, candidates will be highly adept at digital communication and proficient at motivating and leading virtual teams.

A doctorate in the Applied Sciences is required. Meteorology and Psychology are targeted growth areas for the department; candidates with backgrounds in one of these areas will be given preference. Applicants should have a demonstrated record that will qualify them for appointment to a tenured faculty position at the Associate Professor or Professor rank, preferably with work that emphasizes the interdisciplinary nature of the applied sciences.

COAS engages regularly in strategic planning activities, with the current COAS Strategic Directions & Action Plan (https://worldwide.erau.edu/colleges/arts_sciences) guiding the College's work and resources through 2022. Additionally, COAS implemented promotion and tenure guidelines and criteria, effective August 2019. Both of these policy documents are vital to the future trajectory of the College, and represent a collective strategy for all College decisions. The Department Chair for Applied Sciences will provide leadership and mentoring for department faculty in order to maintain the positive momentum inspired by these critical College documents.

Other COAS departments include Humanities and Communication, Security and Emergency Services, and STEM Education. In addition to degree programs, COAS annually provides over 2,000 sections of general education courses as part of every degree program at ERAU-W, with a focus on developing students' capacity in critical thinking, quantitative reasoning, information literacy, communication, scientific literacy, cultural literacy, and collaboration. The Worldwide campus has an enrollment of 23,000 students, delivering courses globally online, synchronously to both homes and classrooms, in blended formats, and face-to-face at over 130 locations. ERAU-W earned a Top 5 ranking during the past seven years for Best Online Bachelor's programs from U.S. News & World Report.

Review of applications will begin **January 29, 2021**, and will continue until the position is filled; expected start date will be August 1, 2021. Applications should include a current CV and a detailed letter discussing experience, academic qualifications, and background that demonstrate a fit with COAS and the position. Selected candidates will be required to secure three professional references as part of the review process. Application materials should be submitted electronically at <https://careers.erau.edu/>. Questions can be directed via email to Dr. Debra Bourdeau, Search Committee Chair, at taylor13f@erau.edu.



Director of Engineering (Open Faculty Rank, Full Time) - (21-22)

DePaul University invites applications for a founding Director of Engineering to begin in summer 2021.

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

The founding Director, who would be a full-time faculty member, will lead our entry into accredited engineering programs, initially in environmental and civil engineering. The successful candidate will have administrative and leadership experience, a strong record of scholarship, and outstanding achievements in teaching.

Apply: <https://apply.interfolio.com/80891>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Multiple Positions

Inspired by a strong tradition of social responsibility and an enduring commitment to the advancement of women, Mount Saint Vincent University (MSVU) promotes academic excellence and the pursuit of knowledge through scholarship and teaching of the highest quality. MSVU is strongly committed to fostering equity, diversity, inclusion, and accessibility (EDIA). Recognized as a leader in flexible education, applied research, and a personalized approach to education, MSVU (msvu.ca) is located on Canada's East Coast in Halifax, Nova Scotia.

MSVU embraces the diversity of our community and is committed to efforts that enhance diversity, equity, inclusion, and accessibility across all facets of our University, within our local community, and in society at large. To that end, we strongly encourage applications from qualified candidates with equity candidates encouraged to voluntarily self-identify in their application materials. All qualified candidates are welcome to apply; however, priority will be given to Canadian citizens and permanent residents.

Mount Saint Vincent University is seeking to fill the following positions:

Senior Administration

Dean, Professional Studies and Graduate Studies
Associate Vice-President, Research

Black Scholars Diversity Hire – Faculty Positions

As part of MSVU's strategic priority in advancing EDIA and supporting Black scholarship and different worldviews, the University is seeking to fill four (4) full-time probationary / tenure-track academic faculty positions in any discipline. This is a targeted search for Black scholars and is open to candidates who identify as Black from around the world.

Access the job advertisement with further details by visiting
www.msvu.ca/careers.

For more information about Mount Saint Vincent University please visit www.msvu.ca.

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.



Pediatric Hospitalist (ranks available: Assistant Professor, Associate Professor, or Professor)

West Virginia University School of Medicine, Department of Pediatrics is seeking a **Pediatric Hospitalist** (ranks available: Assistant Professor, Associate Professor, or Professor). The primary location will be in Parkersburg, WV.

Successful candidate may also be assigned to provide services at other worksites, including but not necessarily limited to, West Virginia University Hospitals, Inc., West Virginia University Medical Corporation doing business as "University Health Associates," [etc.] located in West Virginia, Maryland, and Pennsylvania and, as such, travel is anticipated and expected to fulfill said duties at these other worksites.

Duties: The successful candidate will practice in the area of Pediatric Hospital Medicine. In addition to providing excellent patient care, he or she will also be involved in teaching medical students and residents.

Qualifications: Candidate must have an MD or DO degree or foreign equivalent and be eligible for state medical license. Successful candidate must have completed pediatric residency program. Successful candidates must be board certified / eligible in pediatrics. Candidates who are not board certified / board eligible who possess extraordinary ability and demonstrated track record may be considered at the discretion of the Chief Medical Officer. All qualifications must be met by the time of appointment.

For additional questions or to send your CV, please contact Kari Roupe, Senior Physician Recruiter, at kari.roupe@wvumedicine.org.

WVU & UHA are AA/EO employer – Minority/Female/Disability/Veteran – and WVU is the recipient of an NSF ADVANCE award for gender equity.



Assistant Professor of Modern and Classical Languages

This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of teaching 45%, research 50%, and service 5% in the Department of Modern and Classical Languages, Literatures and Cultures. Responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching. Requires a PhD in French and Francophone Studies, Near Eastern Studies, or a related field. Salary, fringe benefits, and initial operating support are competitive. CVs can be sent via email to Stacey Wilks, stacey.wilks@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.



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UNIVERSITY OF NORTH TEXAS

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The University of North Texas System and its component institutions are committed to equal opportunity and comply with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of North Texas System and its component institutions do not discriminate on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, national origin, age, disability, genetic information, or veteran status in its application and admission processes, educational programs and activities, and employment practices.

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Communication Sciences and Disorders
Department Chair (Log #22-010)

Learning Sciences
Tenure-Track Assistant Professor in Educational Psychology (Log# 22-013)

Learning Sciences
Clinical Assistant Professor in Special Education (Two Positions) (Log# 22-015)

Kinesiology and Health
Clinical Assistant Professor in Exercise Science (Log #22-014)

Learn more about these positions and how to apply at <https://education.gsu.edu/facultypositions>

Salaries are commensurate with qualifications and experience. Applicants should send a letter of application, curriculum vitae, transcript of highest degree earned and three letters of recommendation to the appropriate hiring department. All positions will remain open and applications accepted until filled. Please include the log number of the position to which you are applying in your letter of application. Please be advised that should you be recommended for a position, the University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment.

Georgia State University is an Equal Opportunity Employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.



**Rank: Tenure
Track, Walter Burke
Assistant Professor
in the area of
Northern European
Art History,
ca. 1400-1700**

The Department of Art History and Archaeology at Columbia University invites applications for the position of Walter Burke Assistant Professor, tenure track, in the area of Northern European Art History, ca. 1400-1700, to begin July 1st, 2021. The committee particularly encourages applications from candidates whose research considers the field in a global perspective. The department is interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community.

The PhD must be completed and deposited by **June 30, 2021**.

All applications must be made through Columbia University's online Recruitment of Academic Personnel System (RAPS). For more information and to apply, please go to:
<http://pa334.peopleadmin.com/postings/6673>

Review will begin **January 5, 2021**.

Columbia University is an Equal Opportunity Employer / Disability / Veteran

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MISSOURI S&T

FOUNDING KUMMER DEPARTMENT CHAIR

Nuclear Engineering and Radiation Science

A New Kind of Leader for a New Department

Missouri University of Science and Technology (Missouri S&T), one of the nation's top technological research universities, invites nominations and applications for the position of the founding Kummer Department Chair of Nuclear Engineering and Radiation Science. Since its inception in 1960, the Nuclear Engineering degree program has been administered both as a stand-alone department and within the Department of Mining and Nuclear Engineering. However, driven by a vision for the future, as of October 2020 the program is now the Department of Nuclear Engineering and Radiation Science, an independent department under the Missouri S&T College of Engineering and Computing. The department will be led by the Kummer Department Chair, an endowed position created as a result of the recent establishment of the Kummer Institute.

About the Kummer Institute

The Kummer Institute for Student Success, Research and Economic Development was established in October 2020 through a gift of \$300 million from June and Fred Kummer. The Institute will transform Missouri S&T by cultivating leadership and technological innovation, and fostering expansion of academic-industry partnerships to directly address emerging needs of industry.

Position Description

The Founding Kummer Department Chair of Nuclear Engineering and Radiation Science will possess the skills, knowledge and experience to:

- Drive strategic and operational efforts to establish the Department as an internationally recognized leader in the education of nuclear engineers;
- Engage alumni and faculty to attract philanthropic support and diversify department revenue streams;
- Collaborate with, mentor, and support faculty to increase research activity.

Qualifications

- An earned doctoral degree in Nuclear Engineering or in a related discipline from an accredited university.
- Academic credentials commensurate with appointment as a tenured full professor.
- Extensive experience in a Nuclear Engineering related area; candidates from academia, national laboratories, industry, or federal agencies are encouraged to apply

About Nuclear Engineering and Radiation Science

The undergraduate program is one of only 21 nuclear engineering degree programs in the nation. The educational mission is to offer students career-focused opportunities in nuclear engineering, energy and nonproliferation, and radiation science and medical applications. Our research mission is to become nationally recognized leaders in micro reactor development, medical imaging and radiotherapy applications, and materials in advanced nuclear systems. The department is home to nine faculty, three staff, and 130 undergraduate and 36 graduate students. The department is operates a 200 kW MTR-type reactor used for student operator training and research.

About Missouri S&T

Founded in 1870 as the Missouri School of Mines and Metallurgy, Missouri S&T is a U.S. News & World Report top-100 public national university. Missouri S&T's rigorous education degrees are offered to over 7,600 students, including over 1,550 master's and Ph.D. students. With the creation of the Kummer Institute, Missouri S&T is increasing its degree offerings to expand on its base of academic excellence. Learn more at mst.edu.

Application Process

Candidates should electronically submit their application (pdf or Word format) consisting of a 1) cover letter, 2) curriculum vitae, 3) research statement, 4) teaching statement, 5) diversity statement, and 6) list of four references to Missouri S&T's Human Resources Office at: hr.mst.edu/careers/academic-employment using Reference #00077874. Applications will be reviewed as they are received until the position is filled. For full consideration, applicants must apply by **January 15, 2021**. For more information please contact the Search Committee Chair, Wayne Huebner, at 573-341-6129, or huebner@mst.edu.

Missouri S&T is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, or any other status protected by applicable state or federal law. Females, minorities, and persons with disabilities are encouraged to apply. The university participates in E-Verify (more information available from the DHS at: 1-888-464-4218).

AGRICULTURE

Chair Horticulture Crop Science College of Food, Agricultural, and Environmental Sciences OSU
The Ohio State University

The Chair, who reports to the Vice President for Agricultural Administration and CFAES, administratively leads a comprehensive and diverse departmental program of research, teaching, extension, and international development. The Chair fosters effective, collegial, cooperative, and productive relationships among students, staff, and faculty within the department and with other departments and programs at the university; works with other department chairs and administrators to advance the vision and missions of the department to optimize resource needs of the department; and promotes the department and college with the state, national, and international organizations. The Chair will have the opportunity to carry on instructional, research, and/or outreach activities, commensurate with their administrative responsibilities and interests. Department overview, including the current strategic plan, visit the department's website, <http://hcs.osu.edu/Qualifications> and job posting, <https://www.jobsatosu.com/postings/104220> Review of applications starts January 19, 2021, and continue until a qualified candidate is identified. Qualified persons submit the following: 1) a letter of application; 2) a statement of the applicant's vision and administrative philosophy; leadership experiences and qualifications; 3) a complete curriculum vitae 4) names, addresses, telephone numbers, and e-mail addresses, of four references and 5) a statement of philosophy and approach to building a diverse, inclusive and welcoming environment for faculty, staff, and students. Initial nominations and inquiries will be kept confidential. Application materials, submit electronically in one pdf document to Robin Frazier CFAES HR /frazier.398@osu.edu /330-462-6138 Questions: Chair of the Search Committee Dr. Jeff Sharp, Director, School of Environment and Natural Resources OSU 210 Kottman Hall 2021 Coffey Road, Columbus, OH 43210/sharp.123@osu.edu /614-292-5322 The Ohio State University is committed to establishing a culturally and intellectually diverse environment, encouraging all members of our learning community to reach their full potential. We are responsive to dual-career families and strongly promote work-life balance to support our community members through a suite of institutionalized policies. We are an NSF Advance Institution and a member of the Ohio/Western Pennsylvania/West Virginia Higher Education Recruitment Consortium. The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or identity, national origin, disability status, or protected veteran status.

ARCHITECTURE

Assistant Professor of Architecture in Digital Design and Fabrication
University of Illinois at Urbana-Champaign

The School of Architecture at the University of Illinois at Urbana-Champaign invites applications for a full-time, benefits-eligible, tenure-track position as an Assistant Professor of Architecture in Digital Design and Fabrication. The preferred start date is August 16, 2021. To ensure full consideration, applications must be received by January 22, 2021. For a full position description and to apply, please visit <https://jobs.illinois.edu/academic-job-board/job-details?jobID=138932> The U of I is an EEO Employer/Vet/Disabled

<http://go.illinois.edu/EEO> that participates in the federal e-Verify program and participates in a background check program focused on prior criminal or sexual misconduct history.

Gertrude Lempp Kerbis Endowed Chair (Professor)*University of Illinois at Urbana-Champaign*

The School of Architecture and the College of Fine and Applied Arts at the University of Illinois at Urbana-Champaign invite candidates for the Gertrude Lempp Kerbis Endowed Chair. The Chair will play a key role in research in architectural structural design, materials, and innovative engineering in relationship to architecture. The successful candidate will bring an active research agenda, extensive practice experience, or a combination of both. As the second oldest school of architecture in the United States, the School stewards a worldwide legacy of educational innovation and distinguished alumni. The School offers B.S. and M.S. degrees in Architectural Studies, a two-year professional M.Arch degree, a variant master's degree for students without a pre-professional B.S., and a Ph.D. in Architecture. Minimum requirements include a record of achievement and impact commensurate with appointment at the rank of professor and named chair. This appointment will be a full-time, nine-month position. The preferred start date is August 16, 2021. To ensure full consideration, applications must be received by January 15, 2021. For a full position description and to apply, please visit <https://jobs.illinois.edu> The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO> that participates in the federal e-Verify program and participates in a background check program focused on prior criminal or sexual misconduct history.

Teaching Assistant Professor/Teaching Associate Professor*University of Illinois at Urbana-Champaign*

The School of Architecture at the University of Illinois at Urbana-Champaign seeks a full-time specialized faculty appointment at the rank of teaching assistant professor or teaching associate professor to expand its delivery of specialized Health and Well-being (HWB) courses and design studios in hybrid, online, and in-person formats. Social justice dimensions are a key component of the HWB program offerings; we strongly encourage applicants with demonstrable commitments to transforming the discipline with respect to inclusion and anti-racism. This position is supported by three years of funding and is annually renewable. The preferred start date is August 16, 2021. The successful applicant will have a degree in Architecture (pre-professional, professional, or post-professional); a record of scholarly and/or professional accomplishments demonstrating foundational knowledge of design and health and wellbeing research literature; advanced design-research scholarship in one or more design and HWB focus areas. Applicants should provide evidence of excellence in teaching and substantial scholarship in peer-reviewed, scholarly venues. To ensure full consideration, applications must be received by January 22, 2021. For a full position description and to apply, please visit <https://go.illinois.edu/HWB2021> The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO>.

CHINESE/ENGLISH

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

Assistant Professor (Chinese/English Translation) Middlebury College has a position available in Monterey, CA to teach graduate-level courses in Chinese/English translation and interpretation. Contribute to the advancement of knowledge and practices in professions relevant to the mission of the Institute. Collaborate and serve to achieve academic excellence in the business of the Institute. Applicants must hold a Master's degree in Translation and/or Interpretation or related field. 2 years of experience as a translator or interpreter. Native or near-native proficiency in Chinese. Teaching experience in the field is a plus. Middlebury College is a top-tier liberal arts college with a demonstrated commitment to excellence in faculty teaching and research. An Equal Opportunity Employer, the College is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body. Direct applications to: Laura Burian, Dean and Professor, lburian@miis.edu.

COMPUTER SCIENCE

Assistant Professor of Computer Science*University of Montevallo*

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

DATA SCIENCE

Data Science (Assistant/Associate/Full Professors)*University of Michigan*

The School of Information at the University of Michigan (UMSI) seeks tenure-track professors at the assistant, associate or full professor levels in the field of Data Science. UMSI seeks applicants who can contribute to the research, teaching, and service missions of the school and the university. For more information about the position and application instruction, please visit: <https://www.si.umich.edu/>

about-umsi/prospective-faculty. Job duties include teaching, research and service. Qualifications ? Ph.D. in an area such as information, computer science, statistics, health informatics, the humanities, social sciences, or other relevant area ? A strong interest in teaching at the undergraduate and graduate levels ? A strong commitment to interdisciplinary research and cultural diversity U-M EEO/AA Statement The University of Michigan is an equal opportunity/affirmative action employer.

EARLY CHILDHOOD EDUCATION

Assistant Professor of Early Childhood Education*University of Montevallo*

The Department of Teaching, Leadership, and Technology at the University of Montevallo is seeking candidates for an Assistant Professor of Early Childhood Education. This is a full-time, tenure track position. Responsibilities include teaching undergraduate and graduate courses in early childhood (P-3) and elementary education (K-6) with an emphasis on foundational reading, supervising and coordinating fieldwork and internships, research, and university and professional service. Teaching assignments may include day, evening, or online courses. The University of Montevallo is Alabama's only public liberal arts institution. Located approximately 30 miles South of Birmingham, Alabama, the University of Montevallo (UM) serves approximately 2,700 students annually. Montevallo offers undergraduate and graduate programs across the Colleges of Arts & Sciences, Business, Education, and Fine Arts. The UM College of Education (UM COE) currently supports approximately 500 undergraduate and 250 graduate students. Comprised of two departments with 31 full-time faculty, the College offers bachelors, masters, and educational specialist degrees. Minimum Qualifications: Earned a doctorate in Early Childhood Education. ABD will be considered, but the completed doctoral degree is required within 1-year of employment. Teaching/research and demonstrated expertise in Early Childhood field. Minimum of three (3) years of Early Childhood Professional Experience in a P-3 setting. Preferred Qualifications: Experience and/or familiarity with disciplinary literacy which includes the relationships among reading, writing, and oral communication and how to integrate these components to increase content learning. Details and application instructions are at <https://jobs.montevallo.edu>. In keeping with the charge of the President's Diversity Task Force, which is "...to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive campus environment," UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity.UM is an AA/EO Employer.

ECONOMICS

Lecturer in Economics*Indiana University-Bloomington*

The Indiana University Department of Economics is seeking a non-tenure track lecturer or senior lecturer beginning August 2021. The new hire will be expected to teach large sections (200-300 students each) of introductory microeconomics and introductory macroeconomics, as well as smaller sections of classes in their field of expertise. Strong candidates are expected to have an excellent teaching record; experience in teaching large classes is a plus. The standard teaching load is currently two large sections of introductory economics and one smaller class per semester. This is a regular, full-time position. Rank

dependent on qualifications and record. M.A. in Economics required, Ph.D. preferred. Salary is commensurate with experience. Summer teaching for additional salary is optional subject to the budget. Review of applications will begin on February 8, 2021 and will continue until the position is filled. Applications should include letter of application, CV, teaching portfolio, and the names and contact information for three references. Upon submission of your application, an electronic reference letter request will be sent to the references in your application. Interested candidates should review application requirements and submit application at: <https://indiana.peopleadmin.com/postings/10241>. Questions regarding position or application process can be directed to: Howard Swyers, Department of Economics, Wylie Hall 105, 100 S. Woodlawn Ave, Bloomington, IN 47405; (812)855-0836; ecoadm@indiana.edu The College of Arts and Sciences is committed to building and supporting a diverse, inclusive, and equitable community of students and scholars. 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.

ENGINEERING

Dean for the College of Engineering (COE)*California State University, Long Beach*

California State University Long Beach seeks a Dean for the College of Engineering (COE), expected to start in July, 2021. Located in Southern California near major engineering employers, COE (<https://www.csulb.edu/college-of-engineering>) maintains strong connections with industry partners. The College ranks high on affordability, diversity, and impact on social mobility. COE offers 11 undergraduate programs in engineering, computer science, and engineering technology, including a new Biomedical Engineering major; graduate degree programs including an interdisciplinary master's degree in engineering; and a Ph.D. in Engineering and Computational Mathematics offered jointly with the Claremont Graduate University. For more information, visit: <https://apptkr.com/2105192>

Assistant or Associate Professor, Systems and Industrial Engineering - AI, Human, and Optimization*University of Arizona*

The Department of Systems and Industrial Engineering at the University of Arizona invites applications for a tenure-track position at the Assistant or Associate Professor level with an anticipated start date of August 2021. Specific areas of interest include (1) Trustworthy Artificial Intelligence (AI)-based and Machine Learning (ML)-based Systems, (2) Human AI Interaction, and (3) High Performance Computing and Optimization. Duties include establishing a strong research program, teaching undergraduate and graduate courses, and mentoring students. Ph.D. or equiv in hand by the time of hire in Sys Engr, Ind Engr, Ops Research, Engr Mgmt, or related field. Applications will be reviewed starting January 5, 2021 and will be accepted until the position is filled. For additional information or to apply for this position, visit <https://talent.arizona.edu> and search by "req3366". Equal Opportunity Employer Minorities/Women/Vets/Disabled.

Asst or Assoc Professor, Systems and Industrial Engr-Software Assurance & Model-Based Sys Engr*University of Arizona*

The Department of Systems and Industrial Engineering at the University of Arizona invites applications for a tenure-track position at the Assistant or Associate Professor level with an anticipated start date of August 2021. Specific areas of interest include (1) Software Assurance, (2) Formal Methods for Complex Systems, and (3) Model-based Systems Engineering including Model-driven Architecture and Engineering. Candidates for the Associate Professor rank must have a distinguished record of published research, demonstrate significant impact on the profession, and success at securing funding to support a research program. Duties include establishing a strong research program, teaching undergraduate and graduate courses, and mentoring students. Ph.D. or equiv in hand by the time of hire in Sys Engr, Ind Engr, Ops Research, Engr Mgmt, or related field. Applications will be reviewed starting January 5, 2021 and will be accepted until the position is filled. For additional information or to apply for this position, visit <https://talent.arizona.edu> and search by "req3375". Equal Opportunity Employer Minorities/Women/Vets/Disabled.

Associate Director for Engineering and Commissioning*University of Illinois at Chicago*

The Associate Director for Engineering and Commissioning oversees the Engineering and Commissioning Section of the Non-Capital Projects, Engineering and Commissioning Unit within the Office of Planning, Sustainability and Project Management. The position will manage an in-house team of engineers and architects, and outside commissioning consultants, to provide technical design reviews of contracted design documents, commissioning of new projects, retro-commissioning of existing systems and technical support to other departments on the operation and maintenance of roofs, facades and mechanical, electrical, plumbing and fire protection systems. Minimum Qualifications: *Bachelor's degree in Mechanical Engineering or related engineering field required. *Ten years of progressively responsible experience in design and construction of complex building and infrastructure projects; experience with project planning, design, design review, construction and other facets of building design and systems. *Extensive knowledge of mechanical building systems; good working knowledge of non-proprietary direct digital control systems; working knowledge of architectural, electrical and structural building systems; knowledge of all applicable City, State, National and International Codes. *Effective communication skills, data analytics. *Ability to analyze data, think critically; lead, motivate diverse teams; multi-task, manage complex processes; organize, plan complex projects; coordinate effectively with stakeholders at all levels of institutional responsibility. For complete details, job duties, preferred qualifications and application requirements, visit: <https://jobs.uic.edu/job-board/job-details?jobID=137596> Application deadline: January 11, 2021 UIC is an EOE/AA/M/F/Disabled/Veteran. The University of Illinois will conduct background checks on all job candidates upon acceptance of a contingent offer of employment. Background checks will be performed in compliance with the Fair Credit Reporting Act. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment.

OTHER

For more information, visit <https://www.hr.uillinois.edu/cms/One.aspx?portalId=4292&pageId=1411899>.

ENGLISH

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

FINANCE

Assistant Professor
The Ohio State University
Finance: Assistant Professor in The Ohio State University, Fisher College of Business, Department of Finance, Columbus, Ohio. Duties: classroom teaching and research in Finance and related topics; service to university and profession. Requirements: Ph.D. in Finance, Applied Economics, Economics, Economic Sciences or closely related field (all but dissertation acceptable for selection). Requires successful completion of a background check. Recruiting for multiple

positions. Send CV and cover letter to: Attn: W. Watercutter, Human Resources Consultant, Fisher College of Business, The Ohio State University, 100 Fisher Hall, 2100 Neil Avenue, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

Assistant Professor of Finance
Virginia Polytechnic Institute & State University
The Department of Finance in the Pamplin College of Business at Virginia Tech anticipates one or more openings for an Assistant Professor beginning Fall 2021. Job Qualifications: Candidates must hold a doctoral degree in Finance or a related field by August 10, 2021 and be committed to the pursuit of high-quality research and teaching excellence. Candidates should show evidence of research with publications or demonstrate promise to publish in top-tier Finance journals. Applicants who have earned their doctoral degree in 2019, 2020, or scheduled to earn their degree by 8/10/21 are strongly preferred. Occasional travel to attend professional conferences and meetings is required. Application Procedure: Apply to the Virginia Tech Job Website at <http://jobs.vt.edu>. (Search for Job #514675 or Teaching & Research Faculty under Work Type). Applications should include a vita and examples of current research. Confidential communications such as letters of recommendation may be emailed to finance.blackburg@gmail.com, or sent by mail to Megan Brillheart, Department of Finance, Pamplin Hall 1016, Virginia Tech, 880 West Campus Drive, Blacksburg, VA 24061. If you are an individual with a disability and desire accommodation, please contact Megan Brillheart, Department of Finance at (540) 231-7251. As per university policy, the finalist will be required to submit to a background check.

GERIATRICS

Assistant Professor
Emory University
Emory University seeks Asst. Professor in Atlanta GA & add'l Emory worksites throughout GA to provide clinical services to patients of the Geriatrics clinic at St. Joseph's Hospital. MD required. Send cover ltr & resume: naquia.mitchell@emory.edu w/ job title in subj line.

INDUSTRIAL AND SYSTEMS ENGINEERING

Assistant Professor
Mississippi State University
Assistant Professor. Will teach in the areas of network resiliency and system framework analysis, data analytics and other industrial and systems engineering and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Industrial and Systems Engineering or closely related field. Interested persons should mail a cover letter and CV to: Kari Babski-Reeves, Dept of Industrial and Systems Engineering, Mississippi State University, PO Box 9544, Mississippi State, MS 39762.

INDUSTRIAL DESIGN

Assistant Professor of Industrial Design
University of Illinois at Urbana-Champaign
The School of Art + Design at the University of Illinois at Urbana-Champaign invites applications for an Assistant Professor of Industrial Design tenure-track appointment beginning August 16, 2021. For full position description and to apply, please visit <https://jobs.illinois.edu> by January 18, 2021. The U of I is an EEO Employer/Vet/Disabled <http://go.illinois.edu/EEO> that participates in the federal e-Verify program and participates in a background check program for

cused on prior criminal or sexual misconduct history.

INFORMATION SYSTEMS

Assistant Professor of Information Systems
Southern Arkansas University
Assistant Professor of Information Systems Duties: Teach undergraduate and graduate information systems courses as programming, database management, systems analysis and design, data analytics, networking and web programming; produce scholarly research leading to publications in refereed journals; advise students and engage in professional activities; serve on various committees at the college and university level; display excellence in teaching, intellectual contributions, advising, and service to the college, university, community and other duties as assigned. Requirements: Ph.D. or ABD in Information Systems, Information Technology, or a related discipline from an AACSB-accredited University. Professional experience in the Information Systems field with relevant teaching experience at the university level and ability to make scholarly contributions through referred journal publications and other intellectual activities. Knowledge of SAP and/or supply chain management. Interested persons should mail a CV to: Tammy Sims, Human Resources Manager, Southern Arkansas University, P.O. Box 9288, 100 E. University, Magnolia, AR 71753.

MARKETING

Assistant Professor of Marketing
Western Michigan University
Haworth College of Business, Western Michigan University, tenure-track Assistant Professor of Marketing faculty position available. Applicants must have completed Ph.D. in Marketing with a dissertation in data analysis exploring the relationship between salesperson self-efficacy and sales performance. To apply, visit <https://wmich.edu/hr/jobs> for detailed information and application procedures. Position will be open until 2/8/2021. Western Michigan University is AACSB accredited and an AA/EEO employer. WMU is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans, individuals with disabilities and all other qualified individuals are encouraged to apply.

PHILOSOPHY

Assistant Professors of Philosophy
Western New England University
Assistant Professors of Philosophy sought to teach Philosophy or tangential fields as required by the University and the Department Chair and conduct meetings with students outside of class when necessary; carry out professional activities, research, and writing projects in order to stay current within the discipline; advise students on their academic programs; and perform service duties as needed within the department, university, and college. The successful candidate must have a PhD in Philosophy or a closely related field. In addition, the candidate must have the following: demonstrated ability teaching undergraduate students gained through teaching at least six undergraduate courses; and demonstrated knowledge of the philosophy of science gained through the publication of at least three scholarly works (such as research papers, book chapters, or encyclopedia articles) All experience may be gained concurrently. The position requires no more than three weeks of domestic travel per year. Applicants should submit a letter of application, curriculum vitae, a statement on teaching philosophy, three letters of reference, and official or unofficial copies of transcripts to: Dr.

Josie Brown, Dean of the College of Arts and Sciences, Western New England University, 1215 Wilbraham Road, Springfield, MA, 01119-2684. Western New England University is an Equal Opportunity/Affirmative Action Employer.

PLANT SCIENCES

Assistant Professor
University of California at Berkeley
Assistant Professor. Will teach plant biology and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Plant Sciences, Biology or related field. Interested persons should mail cover letter and CV to: Joanne Straley, Department of Plant and Microbial Biology, University of California, Berkeley, Berkeley, CA 94704.

POLITICAL SCIENCE/ PHILOSOPY

Political Science/Philosophy Instructor
Skagit Valley College
Political Science/Philosophy Instructor: Provide high-quality classroom instruction in Political Science and/or Philosophy. Advise and mentor students, including those from underrepresented and underserved groups. Teach Intro to Philosophy, Intro to Political Science; and American Government and other classes as needed. Master's in Political Science and/or Philosophy. 12 months of teaching Political Science and Philosophy. Scholarly articles required. Send resume to: Skagit Valley College, Human Resources, 2405 E. College Way, Mount Vernon, WA 98273

SOUTH ASIAN STUDIES

Tenure-track or Tenured Professor in South Asian Studies
Harvard University
The Department of South Asian Studies seeks to appoint a tenure-track or tenured professor in Tamil studies with an emphasis on Sangam literature and its enduring relevance in Tamil culture. The appointment is expected to begin on July 1, 2021. The appointee will teach and advise at the undergraduate and graduate levels. Doctorate in South Asian Studies or a related discipline required by the time the appointment begins. Breadth of coverage and a demonstrated strong commitment to teaching, advising, and research are desired. Candidates for a tenured appointment should also evince intellectual leadership and impact on the field and potential for significant contributions to the department, University, and wider scholarly community. Please submit the following materials through the ARIeS portal (<https://academicpositions.harvard.edu/postings/9920>). Applications must be submitted no later than January 31, 2021. 1. Cover letter 2. Curriculum Vitae 3. Teaching/advising statement (describing teaching philosophy and practices) 4. Research statement 5. Statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. 6. Candidates for a tenure-track position are also required to submit names and contact information of 3-5 referees, who will be asked by a system-generated email to upload a letter of recommendation once the candidate's application has been submitted. Three letters of recommendation are required, and the application is considered complete only when at least three letters have been received. Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related

conditions, or any other characteristic protected by law.

STATISTICS/ MATHEMATICS

Assistant Teaching Professor
University of California, San Diego
The Department of Mathematics within the Division of Physical Sciences at UC San Diego (<http://math.ucsd.edu>) is committed to academic excellence and diversity within the faculty, staff and student body and invites applications for an Assistant Teaching Professor position (also termed Lecturer with Potential Security of Employment or LP-SOE) beginning July 1, 2021. This faculty series, which is unique to the University of California system, carries full membership in the Academic Senate with comparable rights and responsibilities as the standard professorial track, but with a greater emphasis on teaching and educational scholarship. All positions are subject to availability of funding. Basic Qualifications: o Ph.D. in Statistics, Mathematics, or another closely related field, with an extensive exposure to statistical theory and methods, prior to the first quarter of teaching Preferred Qualifications: o demonstrated potential for a recognized program of excellence in teaching o a well-articulated plan of contributing to programs that increase the access and success of underrepresented students and faculty in the sciences. We especially welcome candidates who have already participated in, contributed to, or created such programs, who can articulate how this experience helped shape their plan, and who have a commitment to helping shape and expand the University's diversity initiatives (<http://diversity.ucsd.edu>). Successful candidates will be expected to assume a leadership role in the Department's undergraduate teaching mission in a number of respects, including teaching and coordinating the teaching of key undergraduate courses in statistics, as well as contributing to University and public service. For more information and to apply go to: <https://apptkr.com/2104630> EOE, including disability/vets

VETERINARY DERMATOLOGY

Assistant Professor in Veterinary Dermatology
Tufts University Cummings School of Vet Medicine
(North Grafton, MA) Tufts University Cummings School of Veterinary Medicine seeks an Assistant Professor in Veterinary Dermatology to provide clinical services, teach veterinary dermatology, and conduct research. Apply to Libby Hanrahan, Department Manager, Department of Clinical Sciences, Tufts University, 20 Sawyer Avenue, Medford, MA 02155 with letter of intent and CV. (North Grafton, MA) Tufts University Cummings School of Veterinary Medicine seeks an Assistant Professor in Veterinary Diagnostic Imaging to provide clinical services, teach veterinary diagnostic imaging, and conduct research. Apply to Libby Hanrahan, Department Manager, Department of Clinical Sciences, Tufts University, 20 Sawyer Avenue, Medford, MA 02155 with letter of intent and CV.

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.



New Chief Executives



Julia Jasken, executive vice president and provost at McDaniel College, has been named president. She will succeed Roger N. Casey, who plans to retire at the end of this academic year.



Susan Poser, provost and vice chancellor for academic affairs at the University of Illinois at Chicago, will become president of Hofstra University on August 1. Poser will be the first female president of the university and will succeed Stuart Rabinowitz.



L. Song Richardson, dean and a professor of law in the University of California at Irvine School of Law, has been named president of Colorado College. She will succeed Jill Tiefenthaler, who will leave to become chief executive of the National Geographic Society.

Chief executives (continued)

APPOINTMENTS

Trevor M. Bates, chief academic officer at Mercy College of Ohio, has been named president of Wilmington College, in Ohio. He will succeed Jim Reynolds.

Vernell Bennett-Fairs, vice president for student affairs at Delta State University, in Mississippi, has been named president of LeMoyne-Owen College, in Tennessee, as of January. She will replace Carol Johnson Dean, who has been interim president since August 2019.

H. Edward Croom, interim president of the University of Mount Olive, in North Carolina, since March, has been named to the post permanently.

John Delaney, a former mayor of Jacksonville and a former president of the University of North Florida, will become interim president of Flagler College in July. He will replace Joseph Joyner, who plans to retire.

Marielena DeSanctis, provost and senior vice president for academic affairs and student services at Broward College, in Florida, will become president of the Community College of Denver in January. She will succeed Everette Freeman, who will retire at the end of December.

Gregory Fowler, president of Southern New Hampshire University's Global Campus, will become president of University of Maryland Global Cam-

pus on January 4. He will succeed Javier Miyares, who plans to retire.



MONTSERRAT FUENTES

Montserrat Fuentes, a former executive vice president and provost at the University of Iowa, will become president of St. Edward's University, in Texas, on July 1. She will succeed George E. Martin, who plans to retire.

Mia D. Johnson, interim chancellor of the Anderson campus of Ivy Tech Community College, in Indiana, since July, has been named to the post permanently.

Vincent June, interim chancellor of South Louisiana Community College since May, has been named to the post permanently.

Amber Knoettgen, interim president of Cloud County Community College, in Kansas, since May, has been named to the post permanently.

Brian Lenzmeier, interim president of Buena Vista University, in Iowa, since May, has been named to the post permanently.

Johnny M. Moore, president of Pierpont Community & Technical College, in West Virginia, has been named chancellor of Arkansas State University at Newport.

Kathleen Plinske, provost and executive vice president at Valencia College, in Florida, has been named president. The college's first female president, she will succeed Sandy Shugart, who will retire in June.

Philip Rogers, senior vice president for learning and engagement at the American Council on Education, will become chancellor of East Carolina University on March 15. He will replace Ron Mitchelson, who has served as interim chancellor since October 2019.

Bruce Schultz, vice chancellor for student affairs at the University of Alaska at Anchorage, will become interim chancellor on January 4. He will replace Cathy Sandeen, who will leave to become president of California State University-East Bay.

Submit items to
people@chronicle.com

The Rev. Brian J. Shanley, president of Providence College, will become president of St. John's University, in New York, on February 1. He will succeed Conrado (Bobby) Gempesaw, who plans to retire.

Thomas Stith III, North Carolina district director with the U.S. Small Business Administration and a former chief of staff to Governor Pat McCrory, has been named president of the North Carolina Community College System.

RESIGNATIONS

Lee Pelton, president of Emerson College, in Massachusetts, will leave to become chief executive and pres-

ident of the Boston Foundation in June.

RETIREMENTS

William R. Harvey, president of Hampton University, in Virginia, since 1978, plans to retire in June 2022.

Andrew Hugine Jr., president of Alabama A&M University since 2009, plans to retire at the end of 2021.

Chief academic officers

APPOINTMENTS

Mary C. Boyce, dean of the School of Engineering and Applied Science at Columbia University, will become provost on July 1. She will be the first woman to serve in that job.

Daniel Erb, founding dean of the Congdon School of Health Sciences at High Point University, in North Carolina, has been named senior vice president for academic affairs

Nancy Gonzales, dean of natural sciences in the College of Liberal Arts and Sciences at Arizona State University, will become executive vice president and provost after Mark Searle steps down at the end of June.

Lori Stewart Gonzalez, vice chancellor for academic, faculty, and student affairs at the University of Tennessee Health Science Center at Memphis, will become provost at the University of Louisville on April 1.

Torrey Lawrence, interim provost and executive vice president at the Uni-

versity of Idaho since April, has been named to the post permanently.

Other top administrators

APPOINTMENTS

Derek C. Bellin, associate vice chancellor for academic affairs in the Office of Advancement at the University of Colorado at Boulder, will become interim vice chancellor for advancement on February 2.

Nathan Carter, interim associate dean of social sciences at the Alexandria campus of Northern Virginia Community College, has been named the college’s first chief diversity, equity, and inclusion officer.

Mill Etienne, associate dean of student affairs and an associate professor of neurology and medicine in the School of Medicine at New York Medical College, has been named vice chancellor for diversity and inclusion.

MarTeze Hammonds, owner and principal consultant of MDH Consulting Group, in Dallas, and a former associate dean for diversity and inclusion at Arkansas Tech University, will become the first chief diversity officer at Purdue University at Fort Wayne on December 18.

Steven Holley, vice president for finance and administration and treasurer at the Claremont Colleges, has been named vice chancellor for administration and finance at the University of Mississippi.



Donna A. Lee, vice president for student affairs at Macalester College, will become vice president for student affairs at Rollins College on July 15.

David C. Miller, chief clinical officer at the University of Michigan Hospital and the Frankel Cardiovascular Center, will become president of the University of Michigan Health System on January 1.

Margaret (Peggy) Shadduck, associate dean and faculty and unit director of New College at the University of North Texas, will become vice president for regional campuses and dean of the College of Applied and Technical Studies at Kent State University on April 1.

Don Stansberry, interim vice president for student engagement and enrollment services at Old Dominion University since July 2019, will take the post permanently in January.

Ashutosh Tiwary, a former general manager of AWS tools and services at Amazon Web Services, has been named senior vice president and executive dean of the College of Information Technology at Western Governors University.

Nathan Utz, senior director for corporate relations at the University of Notre Dame, has been named vice president in the Office of Industry Partnerships at Purdue University.

RESIGNATIONS

Susan Basso, senior vice president for talent, culture, and human resources at Ohio State University, plans to step down.

RETIREMENTS

Paul J. Browne, vice president for public affairs and communications at the University of Notre Dame, plans to retire on June 30.

Deans

APPOINTMENTS

William Bates, a professor of obstetrics and gynecology and director of reproductive endocrinology at Meharry Medical College, will become founding dean of the College of Medicine at Belmont University.

C. André Christie-Mizell, a professor of sociology who serves as dean of undergraduate education in the College of Arts and Science at Vanderbilt University, will become vice provost for graduate education and dean of the Graduate School on January 1.

David M. Ford, a professor and chair of the department of chemical engineering at the University of Arkansas, will become dean of the College of Science and Engineering at Central Michigan University on June 15.

Cynthia McCurren, dean of the Kirkhof College of Nursing at Grand Valley State University, will become dean of the School of Nursing at the University of Michigan at Flint on March 1.

Rowena Ortiz-Walters, dean and a professor of management in the School of Business and Economics at the State University of New York College at Plattsburgh, has been named dean of the Greehey School of Business at St. Mary’s University, in Texas.

Karen K. Petersen, dean of the College of Liberal Arts and a professor of political science at Middle Tennessee State University, will become dean of the Kendall College of Arts & Sciences at the University of Tulsa on February 1.

Todd Queen, dean of the College of Music & Dramatic Arts at Louisiana State University, will become dean of the College of Music at Florida State University on January 11.

Robert Schapiro, a professor of law and co-director of the Center on Federalism and Intersystemic Governance at Emory University, has been named dean of the School of Law at the University of San Diego.

RESIGNATIONS

Dennis Clark, dean of the university libraries at the University of Arkansas, will step down to become chief of research and reference services at the Library of Congress.

RETIREMENTS

Henry Grillo, interim dean of the School of Filmmaking at the University of North Carolina School of the Arts, plans to retire at the end of December. He has held many roles at the school over his 35-year career there.

Other administrators

APPOINTMENTS



Sherri Braxton, senior director for instructional technology at the University of Maryland-Baltimore County, has been named senior director for digital innovation in the information-technology division of Bowdoin College.

Mary Rob Plunkett, associate athletic director for business and senior wom-

an administrator at the University of North Georgia, will become athletic director on January 1.

Jedan Phillips, an associate professor of family, population, and preventive medicine in the Renaissance School of Medicine at Stony Brook University, part of the State University of New York system, has been named associate dean for minority-student affairs at the school.

Melissa Thompson, a professor of sport psychology and coaching in the School of Kinesiology and Nutrition at the University of Southern Mississippi, has been named associate dean of faculty development in the College of Education and Human Sciences.

Deaths

James Ebben, a president emeritus of Edgewood College, in Wisconsin, died on November 30. He was 83. Ebben served as president from 1987 to 2004.

Edward P. Lazear, a professor of economics at Stanford University, who was recognized as the founder of the field of personnel economics, died on November 23. He was 72. Lazear served as chairman of the Council of Economic Advisers under President George W. Bush from 2006 to 2009.

Elizabeth J. McCormack, a former president of Manhattanville College, died on December 4. She was 98. McCormack, a former nun, led the college from 1966 to 1974. During her tenure as president, the college changed from an all-women’s Catholic institution to a co-educational, nonsectarian one.

Robin Remsburg, dean of the School of Nursing at the University of North Carolina at Greensboro, died on December 3.

- COMPILED BY JULIA PIPER

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ENHANCING RESEARCH

Research is a critical focus of The University of Toledo's mission to discover life-changing solutions to global challenges. The University's strong research profile continues to grow as competitive external research dollars climbed more than 18% in the last year and more than 43% in the past four years.

Research dollars increased

+43%

in the past four years



UToledo has one of the top solar energy programs in the nation, with the Wright Center for Photovoltaics Innovation and Commercialization supporting scientists who earned more than \$12 million in awards in this academic year alone. **Randall Ellingson, Ph.D.**, professor of physics, is developing new solar technology that is lightweight, flexible, efficient and durable to power space vehicles for Department of Defense missions.



A member of the Association of Universities for Research in Astronomy (AURA), UToledo is counted among the top astronomy programs in the nation for its research, education and outreach. **Rupali Chandar, Ph.D.**, professor of astronomy, leads the Space Telescope Users Committee and is using NASA's Hubble Space Telescope to study star formation in galaxies found in the nearby universe.



Located on the western basin of Lake Erie, UToledo is uniquely positioned to positively impact efforts to preserve our greatest natural resource for future generations. **Jason Huntley, Ph.D.**, associate professor in the UToledo Department of Medical Microbiology and Immunology, is developing new biofilter technology to destroy harmful algal toxins with naturally occurring bacteria.



More than 100 million Americans have high blood pressure, but only about a quarter of those individuals have it under control. **Bina Joe, Ph.D.**, Distinguished University Professor and Chair of the Department of Physiology and Pharmacology, leads UToledo's innovative research connecting high blood pressure, genetics and gut bacteria to unravel causes of hypertension beyond one's diet and exercise routine.