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THE CHRONICLE OF HIGHER EDUCATION

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The Partisan Campus

HAS THERE EVER BEEN an American political figure more at odds with the academy than Donald J. Trump? As a candidate, he railed against political correctness, derided academic expertise, and declared an affinity for “the poorly educated.” As president, he has instituted travel bans, demanded that colleges reopen amid a pandemic, and displayed an insatiable appetite for stoking the culture wars, especially on issues of race and gender. A few days after the 2016 election, our Jack Stripling observed that academe is “a very safe space for loathing Donald Trump.” Four years later, that feels even more true.

Now it’s time to vote.

But however and whenever the election is decided, at least one thing won’t change: College campuses will remain among the most partisan places in America.

One legacy of the 2016 election is that the college degree has been cemented as a central dividing line in our politics. Pre-election polling suggests that trend will continue in 2020; voters with a college degree favor Joe Biden by a wide margin. And perhaps inevitably, perceptions of higher ed are increasingly breaking along partisan lines. An oft-cited 2019 study by the Pew Research Center found that a majority of Republicans and right-leaning independents believe that higher education has a negative effect on the country.

“A radical divide has opened in how people view higher education’s role in the future of American society,” writes the Notre Dame political scientist Patrick J. Deneen in his sobering contribution to our election forum (Page 10). Higher education, he warns, is at risk so long as it’s seen as an organ of one political party.

Whether you agree with Deneen or not, his essay and this election underscore an urgent, sticky question, one we’ll be sorting through long after the last ballot has been counted: What are the long-term implications — financial, intellectual, moral — of higher education’s becoming a partisan issue in American life?

In the meantime, we thank you for reading. And remember to vote.

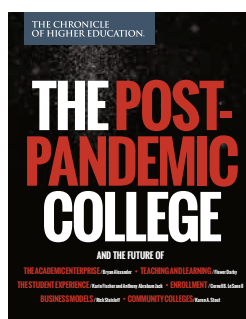
— EVAN GOLDSTEIN, MANAGING EDITOR



CHRONICLE PHOTO BY ERIC A LUSK

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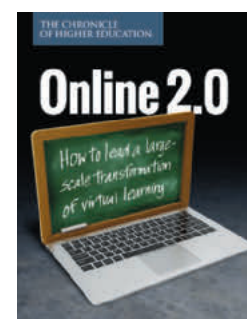
Leading experts examine **how the pandemic will shape higher education in the years to come and what the college of the future may look like.** Colleges must develop a more externally-focused business model, direct resources to professional development, and continue to expand mental-health services.



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FIRST READS

Executive empathy | Pandemic praise | Distress decline | Shrinking sector

Executive empathy

The Presidential Mind

IT'S A BLEAK TIME to be a college leader in America — and a new survey of nearly 300 presidents suggests that as the pandemic wears on, many are simply focused on their institutions' survival. The American Council on Education, in conjunction with the TIAA Institute, reached out to presidents in mid-September and asked them to identify their most pressing concerns. Here are five of the survey's top findings.

Campus mental health is the No. 1 worry. The college leaders were asked to select their five top concerns from a list of 19 Covid-related issues. Fifty-three percent of presidents listed student mental health, and 42 percent pointed to faculty and staff men-

tal health as being among their biggest worries. Anxiety, uncertainty, depression, and grief — compounded by the isolation of the pandemic — have exacted an often invisible toll on people who study and work in higher education.

Financial viability is in question. The pandemic has weakened the financial foundations of many colleges, though the full extent of the damage remains difficult to assess. Long-term financial viability was the survey's second-most frequently cited concern, with 43 percent of presidents selecting it. Tuition-dependent private colleges are already suffering, and the funding situation for public colleges is about to get a lot worse if the federal government doesn't extend some relief.

Enrollments are down, but maybe not yet at the bottom. Enrollments are dropping at institutions across the country, particularly at public two-year colleges, where 79 percent of presidents said the number of students had declined. Over all, more than half of the presidents reported that their college's enrollment was down this fall compared with the same time last year. And 39 percent of those surveyed said spring enrollment numbers were a major worry. That was No. 4 on the list of leaders' concerns.

Layoffs are the new, harsh reality. Nearly two-thirds of presidents surveyed indicated that they had either laid off employees, are currently imposing layoffs, or "may implement" layoffs within the next 12 months. Twenty-eight percent of presidents had already overseen layoffs or were in the midst of them. Thirty-eight percent left the door open to layoffs at some point during next year.

The U.S. Bureau of Labor Statistics reported this month that the higher-ed work force has shrunk by at least 7 percent since the arrival of Covid-19. Colleges and universities cut jobs at the fastest rate since the agency started measuring such things, in the 1950s.

Revenues are dwindling, and pandemic costs are rising. More than nine out of 10 presidents reported a drop in revenue from special programs, and most saw decreases in profits from auxiliaries (73 percent), room and board (61 percent), and endowment earnings and/or gifts (54 percent).

At the same time that colleges are witnessing a drop in revenues, the task of reopening during Covid-19 has created additional expenses. Some colleges are proactively conducting surveillance testing of asymptomatic individuals, which can cost millions of dollars.

The survey results show that most college presidents aren't going quite that far. Only about a third of colleges offering in-person instruction are testing their students on a continuing basis. Other mitigation strategies had near-universal adoption by colleges, including requiring face masks (96 percent), providing personal protective equipment to faculty and staff members (88 percent), and reducing class sizes for social distancing (87 percent).

— MICHAEL VASQUEZ



JEFF MURRAY, ELMIRA STAR-GAZETTE

Pandemic praise

Deborah Birx's Good-News Tour

DURING AN APPEARANCE at Plymouth State University this month, Deborah L. Birx heaped praise on students. “We’re winning right now on these university campuses because of the students,” a masked Birx told a socially distanced crowd. “The students have altered their behavior, and that gives me tremendous hope. These students can show us the way because they have been very cautious.”

That’s the kind of backslapping message that Birx, coronavirus-response coordinator for the White House Coronavirus Task Force, has been delivering on campuses all over the country since late June. As of mid-October, she had visited 27 colleges and traveled more than 15,000 miles in rental cars. (She reportedly shares driving duties with a colleague.) She has inspected numerous laboratories, fielded questions from anxious professors, quizzed administrators about their pandemic plans, and recited the same advice about the importance of masks, distancing, and regular testing.

She has also doled out compliments. Lots of them. Birx told those gathered at Virginia Tech that “the university has done an excellent job.” While visiting the University of Mississippi, she said it was clear that administrators had “put the health of the student first, the health of the community first.” At Clemson, she touted the “outstanding efforts” administrators had made to “open the university and to keep it open.” Clemson has had serious challenges in those efforts, with more than 4,000 students testing positive since June.

She may have also gone slightly over the top during a visit to Texas A&M’s campus last month, when she said the university had some of the “lowest infection rates the nation has seen.” As *The Houston Chronicle* pointed out at the time, Texas A&M’s positivity rate hovered around 10 percent for most of September. (According to the university’s Covid-19 dashboard, that number was recently just under 4 percent.) It’s a rate that, if anything, is on the high side.

Before her speech at Plymouth State, Birx was introduced by the university’s president, Donald Birx, who also happens to be

her older brother. He said he was always asking his sister for advice, including how much Clorox to inject. “Just a joke there,” he said. You can’t tell from the recording whether she laughed or grimaced at the reference to a now-infamous press conference during which Trump suggested injecting cleaning solutions and using “light inside the body.”

In her speech, Birx commended universities like Plymouth State that chose to hold in-person classes, and took a not-so-subtle dig at those who went the more cautious, online-only route. “Not many universities believed in their students enough to open their doors,” she said. “It shows that you believed that students would modify their behavior, and we’re learning that students do. We’re hoping that other universities that were completely online will welcome their students to in-person learning.”

Birx also made it clear that she believes that progress on vaccines will mean that the spring semester for colleges will be very different from the fall. She thinks that faculty and staff members may be able to get inoculated before the end of January, which is why she is encouraging colleges to delay the beginning of their semesters until then. That is a more optimistic timeline than has been offered by some other experts.

In an interview, Donald Birx said he has closely followed his sister’s advice and will continue to do so. Over the summer, when the idea of resuming fall classes seemed fraught if not foolish, he said he had reached out to her

for reassurance. “I said to her, ‘Can we really do this?’ And she said, ‘Yes. So long as you follow the procedures and policies,’” he recalled.

Donald said it’d been “surreal” watching his sister go from a widely respected, if not widely known, government official to a household name. It was “hard to watch” when she’d been on the receiving end of vigorous, sometimes personal criticism, he added. “I think she went into it with an open mind and felt she could help people because of her background,” he said of her decision to join the task force. “And she knew what would probably happen at the end of the election cycle.”

In her speech at Plymouth State, Birx herself alluded to the hit her reputation has taken, and to the fact that the harsh spotlight she’s been under in recent months might spell the end of a decades-long stint in public service. “When you work on a pandemic in a presidential-election year,” she said, “you know it’s a terminal event in your government career.” —TOM BARTLETT



CRAIG TERRY, ROWAN UNIVERSITY

Distress decline

Student Mental-Health Crisis Averted?

AS THE PANDEMIC DISRUPTED collegiate life, mental-health experts feared a worsening crisis. Some worried that counseling centers would be overwhelmed by demand, leading to longer wait times and less effective treatment for students who were struggling and at risk of dropping out.

But early data from campus counseling centers challenge the idea that colleges are on the brink of a mental-health disaster.

The Association for University and College Counseling Center Directors recently surveyed 144 colleges, asking them to compare the first four weeks of this semester with the first four weeks of fall 2019. The survey found a 29-percent decrease in the number of students seeking counseling services.

Sharon Mitchell, senior director of counseling, health, and wellness at the University at Buffalo and president of the association, cautioned that the data reflect a snapshot in time, and that the survey didn't dig into the reasons for the decrease.

It's clear that some students are struggling with their mental health during a challenging se-

mester. The majority of counseling directors (81 percent) reported increased student loneliness, and more than half (57 percent) reported higher student anxiety. Fewer said that grief and depression had risen.

But the data stand in contrast to several other surveys this year suggesting that rising distress could lead to a flood of students needing therapy.

One of the most alarming statistics came from the Centers for Disease Control and Prevention, which found that one-fourth of 18- to 24-year-olds — the traditional age group of undergraduates — had considered suicide in the previous 30 days.

Mitchell offered a couple of theories about the apparent decline in demand for college counseling: Students taking classes at home might be accessing mental-health services locally and not on campus. Because of licensing restrictions, many college therapists can't treat students who are learning remotely out of state. And, Mitchell said, some students might be feeling less stressed because they're surrounded by a support network of family members.

Often it's being away from home that's difficult for students, said Will Meek, director of counseling and psychological services at Brown University. For many of those learning remotely this semester, he said, his sense is that "they're actually doing just fine — some of them better than when they're on campus."

Several counseling-center directors said their institutional figures line up with the national decrease in students seeking mental-health services. That's the case at Pennsylvania State University, which Ben Locke, director of counseling and psychological services, attributes to the fact that fewer students are living on campus.

Locke is also executive director of the Center for Collegiate Mental Health, which col-

lects data nationally on students who seek counseling. The center's data from the spring semester, he said, indicated that students weren't especially anxious and depressed in the first months of the pandemic.

The center looked at average levels of distress for students seeking their first therapy appointments, comparing the figures from

Some students might be feeling less stressed because they're within a support network of family members.

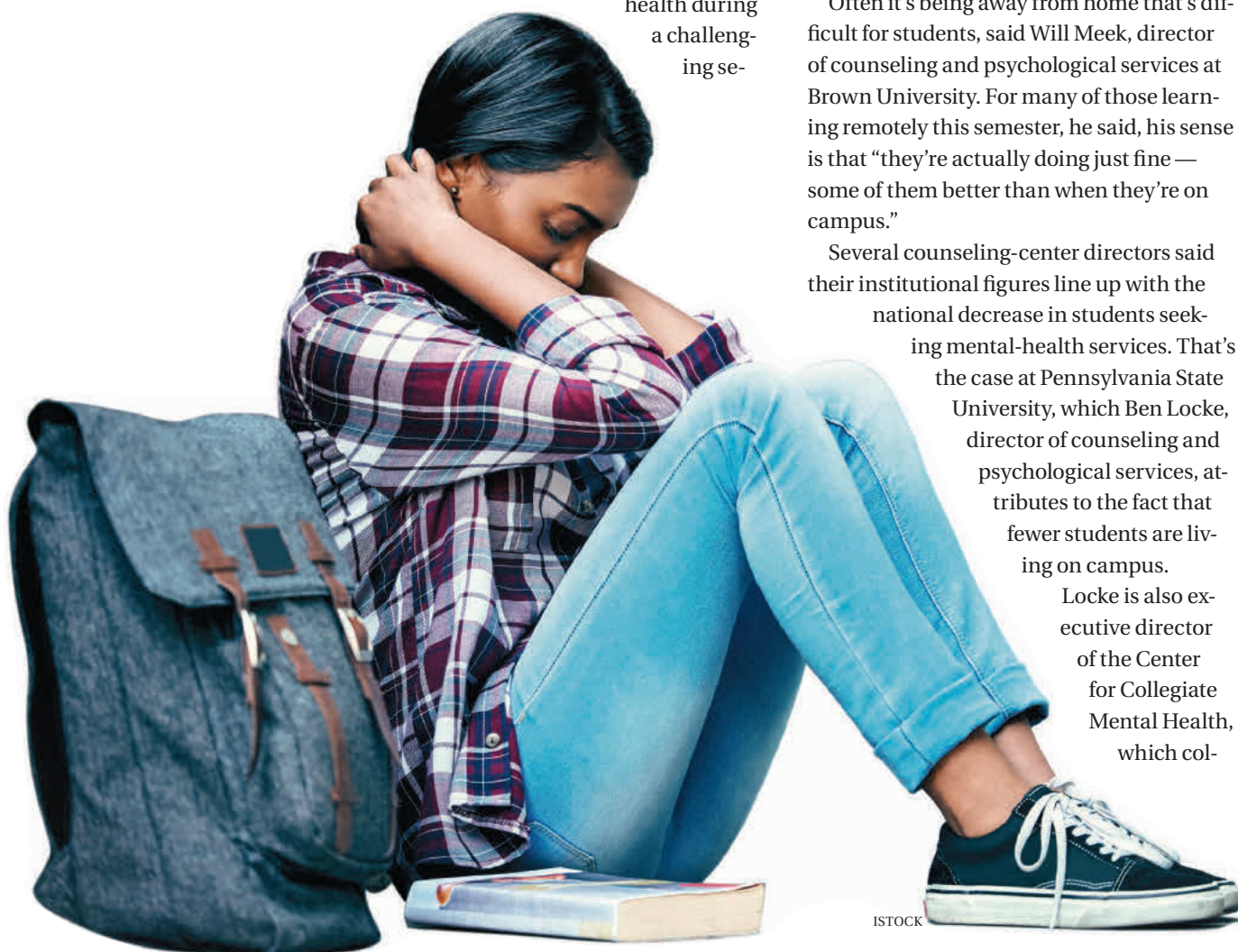
March to May 2020 to the same period in 2019. They found that, on most counts, student distress was about the same this past spring semester as it was the year before, despite the onset of Covid-19.

Not all colleges have seen a drop-off in student demand for services. At Texas Christian University, there's been a 52-percent increase compared to last year, said Eric Wood, director of the counseling and mental-health center. Calls to the university's 24/7 crisis line nearly doubled in September, compared to September 2019.

Wood believes that TCU's hybrid counseling model — with some in-person services — might be more inviting for students than the centers that are operating entirely virtually, with all therapy taking place over Zoom. TCU students can still drop in to the physical location if they're looking for help.

Even though the national data don't necessarily paint a picture of a full-blown mental-health crisis, that doesn't mean colleges should stop prioritizing student well-being and making sure services are accessible, campus officials said.

When crises like the pandemic occur, research shows there's often a delay in mental-health issues surfacing, as people focus on immediate needs, Locke said. Some students will face mental-health challenges from the effects of Covid-19, he added, but "those won't be fully understood until the pandemic begins to clear." —SARAH BROWN



ISTOCK

Shrinking sector

Job Losses Pile Up During Pandemic

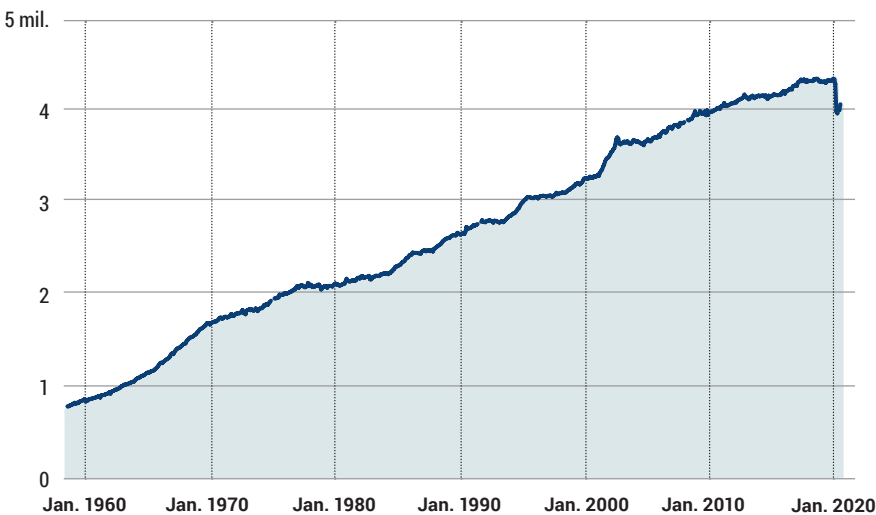
AFTER sixty years of expansion, the work force that serves much of higher education in America has shrunk by at least 7 percent since Covid-19 arrived, according to federal data — a staggering, unprecedented contraction.

An estimated 337,000 fewer workers were employed by America’s public and private (both not-for-profit and for-profit) institutions of higher education in August than in February, reports the U.S. Bureau of Labor Statistics, which calculates industry-specific employee estimates each month. At no point since the bureau began keeping industry tallies, in the late 1950s, have colleges and universities ever shed so many employees at such a rapid rate.

Higher Education Has Never Shed So Many Jobs So Quickly

While the industry in the coming months and years may recover the number of jobs it has lost, some of the types of jobs that have vanished are unlikely to return.

Estimated number of workers employed by institutions of higher education

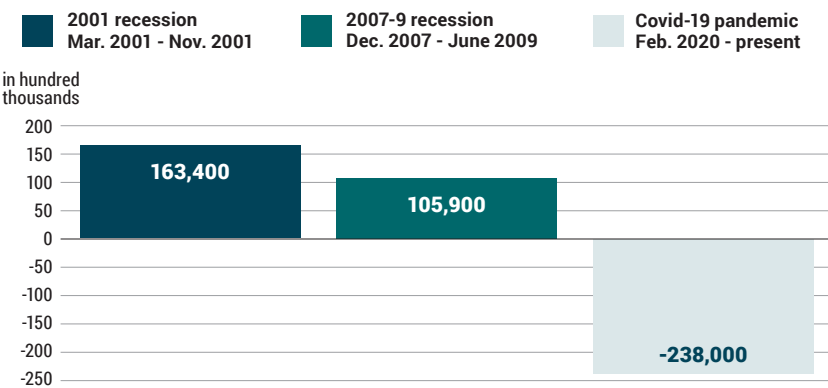


Note: All values are seasonally adjusted. August 2020 estimate is preliminary. Additional technical information about *The Chronicle's* analysis can be found online at <https://bit.ly/ChronicleLaborData>. Source: Department of Labor

A Closer Look at the Higher-Ed Work Force

Even during the two major market contractions of the last 20 years, higher education’s work force continued to expand.

Estimated net number of workers employed by institutions of higher education during...



Note: All values are seasonally adjusted. August 2020 estimate is preliminary. Additional technical information about *The Chronicle's* analysis can be found online at <https://bit.ly/ChronicleLaborData>. Source: Department of Labor

Many colleges have eliminated some sports programs, like swimming and tennis. Others have cut liberal-arts programs, such as language studies and sociology.

Furloughs, layoffs, and nonrenewals of instructors’ contracts make the careers of contingent faculty members more perilous than ever. Even the job stability associated with tenure and the tenure track has been threatened, as some institutions invoke contract clauses that supersede those protections.

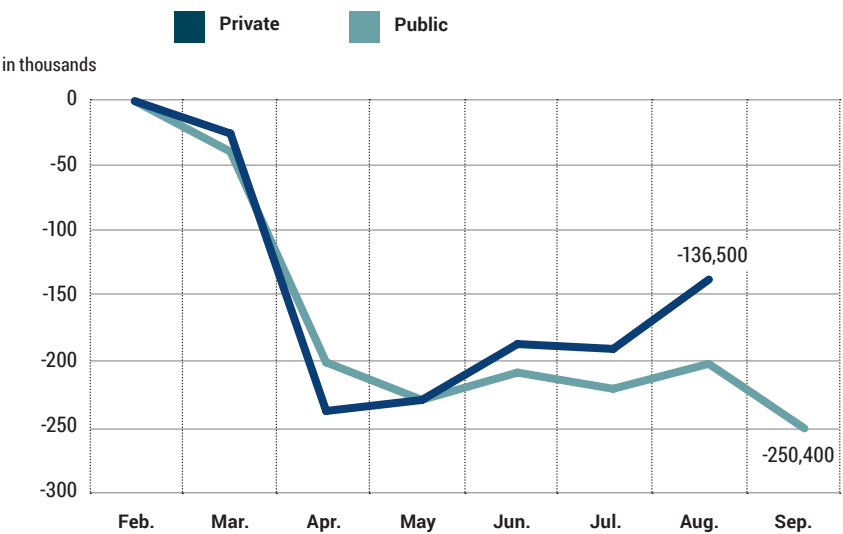
Here’s what we know about the jobs that higher education has lost since February:

— DAN BAUMAN

Diverging Job Recoveries

Since the spring, the bureau estimates that private colleges have hired or rehired around 100,000 net employees. By comparison, state-controlled, public institutions collectively have not posted cumulative job losses of fewer than 200,000 since April.

Cumulative job losses since February 2020, by sector



Note: All values are seasonally adjusted. August 2020 and September 2020 estimates are preliminary. Additional technical information about *The Chronicle's* analysis can be found online at <https://bit.ly/ChronicleLaborData>. Source: Department of Labor

How Higher Ed’s Job Losses Compare

Workers previously employed in America’s colleges and universities have accounted for 3 percent of the 11.4 million nonfarm jobs lost since February.

Assorted industries	Cumulative job losses between February-August 2020
Food services and drinking places	-2,518,000
Health care	-720,000
Manufacturing	-713,000
Hotels and motels, except casino hotels	-652,000
Retail trade	-625,000
Construction	-420,000
Public pre-K-12 education	-354,000
Higher education	-337,000
Fitness and recreational sports centers	-269,000
Performing arts and spectator sports	-238,000
Private-industry child day-care services	-204,000

Note: This table captures an assortment of industries and their estimated job losses, and does not rank industries by job losses. All values are seasonally adjusted. Additional technical information about *The Chronicle's* analysis can be found online at <https://bit.ly/ChronicleLaborData>. Source: Department of Labor

WHAT'S AT STAKE IN THE ELECTION?

Scholars and academic leaders
on what matters – and why.

ILLUSTRATIONS BY ANDRÉ DA LOBA FOR THE CHRONICLE





SHORTLY AFTER the 2016 election, the New York University sociologist Eric Klinenberg wrote: “It’s hard not to see Trump’s triumph as a repudiation of everything that universities stand for: free speech, open inquiry, inclu-

sion, and civility; logic, reason, and the relentless pursuit of truth and wisdom.” Four years later, Donald Trump’s presidency continues to shake higher ed. The man who as

a candidate pledged his affinity

THE REVIEW

for “the poorly educated” has, as

president, flouted the views of experts, embraced conspiracy theories, and made more than 20,000 false or misleading claims, according to *The Washington Post*.

Meanwhile, conservatives have come to distrust higher education at unprecedented rates — they see it as increasingly beholden to the idiosyncratic orthodoxies of the cultural left. Issues surrounding speech, race, and gender are especially contentious and have become fodder for the Trump campaign.

With the 2020 election approaching, amid a pandemic that shows no signs of abating, we reached out to scholars and academic leaders from across the political spectrum to ask: What’s at stake for higher education in the election?

Here’s what they told us.

The Higher-Ed Doom Loop

We need to be more open to real debate.

REGARDLESS of the outcome of November's election, higher education will become buffeted more than ever by winds from Washington, D.C. Under one electoral outcome, these winds will be greeted as a refreshing breeze; in another, as a violent hurricane. In either case, the effects on higher education will be transformative, the outcomes baleful.

Some of our fiercest political battles are now pitched on the otherwise picturesque campuses of our nation's universities. Over the past several decades, universities have become bastions of progressive political commitments, with conservative representation among the faculty shrinking to the point of nonexistence. On these campuses, conservative viewpoints are increasingly viewed as illegitimate, with conservative speakers (often invited by student groups) disinvited or shouted off the stage. Some, such as Charles Murray, have been met not only with protest, but violence.

As a result, the American people's views of universities have been colored by highly partisan lenses. According to a 2019 Pew Research poll, 18 percent of Democratic-leaning respondents believed that universities had a negative effect on the U.S., while 59 percent of Republican-leaning respondents held this view. Universities went from having 67 percent and 53 percent support by these respective respondents in 2012, to 67 percent and 33 percent over that same time frame.

Thus, for conservatives, or roughly half the nation, universities are increasingly seen as fortified camps of the opposition. That view has been reinforced by the public appearance of critical race theory that has exploded in the nation's streets (as well as in its boardrooms), learned by many protesters on college campuses. Lessons about systemic racism are now being translated into "mostly peaceful protests" that have often turned violent, and the tearing down or removal of statues not only of Confederate soldiers, but figures such as Ulysses S. Grant, St. Junípero Serra, and Theodore Roosevelt. While progressives praise such removals, renamings, and reinterpretations as necessary precursors to a more egalitarian society, conservatives regard these actions as puritanical efforts to destroy memorials to imperfect humans who nevertheless exemplified certain virtues worthy of admiration and emulation. A radical divide has opened in how people view higher education's role in the future of American society.

If Joe Biden wins the election, we can expect his administration

PATRICK J. DENEEN

not only to reverse many of the executive orders and directives that had been issued under the Trump administration, but to increase support and even require increased programming related to "diversity and inclusion" and, broadly, identity politics. This change will be celebrated on campuses, but its effect will be to further politicize campuses, and — with near certainty — increase opposition and disapproval by conservative voters and their political representatives. Universities will be seen more than ever as an organ of one political party, and — should there be an eventual change in party control, which history suggests will occur at some point — they will find themselves under immediate and direct political threat.

Indeed, this is what to expect in a much more focused and disciplined form if Trump wins re-election. While he has been reviled on college campuses, his administration has exercised scant focus on forcing change on campus culture from above. This has begun to change late in his administration, most notably in recent efforts to defund critical-race-theory training sessions in the federal government itself and, by extension, any organization using direct federal funding. Under a second Trump term — in which there will very likely be a purge of internal bureaucratic opposition — expect focused and aggressive efforts to use the lever of federal funding both to weaken or even eliminate various progressive academic approaches and programs, while potentially requiring more conservative alternatives, such as the hortatory teaching of American history. Indeed, I would expect that there would be a move away from federal funding of liberal-arts colleges and humanities programs altogether, in favor of STEM programs and support for new endeavors to educate in trades and work-based apprenticeships.

I view either outcome as lamentable. The best course would be for those of us living and working at universities — who would, I hope, agree that it is best not to be a weathervane of the federal government — to make ourselves less reviled or viewed as a partisan operation by opening ourselves to legitimate debates and increasing the presence of faculty and students of genuinely different perspectives and views. We might play a role in moderating and even healing the division that now mars our nation, and engaging in the work of inquiry and exploration to which we should be mutually dedicated.

Patrick J. Deneen is a professor of political science at the University of Notre Dame.

What's at Stake? Everything.

Seriously. Everything.

IF Donald Trump wins re-election and the Republicans continue to hold the Senate, the class and culture wars of the past 45 years, the authoritarian initiatives of the past four years, and the tragic deaths and devastation wrought by the pandemic will intensify, alongside the further corporatization and corruption of higher education.

Memory is short, even in educational circles. So let's recall that in the wake of the democratic surge of the long 1960s, the nation's economic and political elites made it clear that they had had enough of the costs brought on by environmental, consumer, and labor activism and the demands of women, minorities, and poor people for social and economic improvement, of the disturbances of student protests and the arguments of the liberal media and the "value-oriented in-

HARVEY J. KAYE

tellectuals" of the professoriate.

As the late Harvard political scientist Samuel P. Huntington presented it on the elites' behalf in *The Crisis of Democracy* (NYU Press, 1975), there was an "excess of democracy" — a "democratic distemper." Thus commenced the campaigns by corporate bosses and their conservative and neoliberal political allies in both major parties to not only subdue the distemper, but also undo the democratic political, economic, and cultural achievements of generations.

The result has been a new plutocratic Gilded Age.

Consider not just skyrocketing student debt, but also the reduced public commitment to state universities; the creation of profit-making online universities; research agendas dictated by corporate prior-

ities; repeated right-wing assaults on the humanities and social sciences; and conservative endeavors to legislatively control university curricula and to both suppress students' abilities to vote and restrict their right to protest.

Forty-five years of experience should tell you what's at stake if we

get four more years of Make America Great Again.

Harvey J. Kaye, a professor of democracy and justice studies at the University of Wisconsin-Green Bay, is the author most recently of FDR on Democracy (Skyhorse Publishing).

The Future Is at Stake

Trump waged war on international students. If he wins, we all lose.

THE FALL SEMESTER has started with unprecedented challenges. Many campuses that opted to hold in-person courses have seen outbreaks; others have reconsidered their instructional plans. Amid this chaos, the plight of international students has been largely overshadowed.

On July 6, the Department of Homeland Security sent shockwaves throughout higher education by ending the policy that permitted international students to take fully online course loads while residing in the United States. Amid the chaos that followed, the Trump administration backed away from its decision, and media coverage moved on.

Yet for many international students, the nightmare is far from over. The latest government directive permits current international students to take courses entirely online while living in the U.S., but only covers the fall-2020 term. However, students starting a new degree program are not permitted to enter or reside in the United States if their coursework is fully online.

The result has been predictably painful. "International undergraduate enrollments are down 11 percent," reports the National Student Clearinghouse in its first look at fall enrollment. However, because international students pay disproportionately high rates of tuition, the financial cost to college most likely outstrips the substantial percentage declines.

**NATHALIE RITA
AND NANDITA SHARMA**

The toll on international students is, of course, the most intense. Many depend on campus jobs because visa regulations often limit employment opportunities outside the university. The loss of a campus job can lead to immediate financial difficulties.

Finally, and relatedly, is the cost of all this unpredictability. A vague threat of deportation looms. "Every international student lives in such precarity knowing that any mistake, even as little as jaywalking, can jeopardize their future," says the

University of Hawaii-Manoa's Morsaline Mojid.

Jessica Sarles-Dinsick, associate dean for international programs and special projects at Columbia University, expects 30 percent to 40 percent of international students might not come to the U.S. this academic year. The Trump administration seems intent on ensuring such an outcome, using Covid-19 as a cudgel against pluralism and internationalism. Universities are on the front lines.

For international students and for colleges, the future is at stake this November. The re-election of Donald Trump may be the death knell for a globally focused university system in the United States.

Nathalie Rita is a Ph.D. candidate in sociology at the University of Hawaii-Manoa. Nandita Sharma is a professor of sociology at the University of Hawaii-Manoa.

Critical Inquiry Is on the Ballot

We've all contributed to an inhospitable intellectual climate.

IT WOULD BE EASY to look at political discourse in America and to declare the end of days. Our reliance on social-media shorthand, bombast, and diatribe has led to the types of headlines that are now familiar: "Intellectual curiosity is dead!" "Academic rigor is consigned to the dustbin!" "Scholarship and citizenship are now at war!"

Indeed, intellectual curiosity in this campaign season seems stifled, inconvenient facts are freely ignored, and volume has become an acceptable substitute for truth. Cynicism frequently replaces honest scrutiny, open-mindedness is seen as a lack of commitment, and all but the most strident positions, on the left and the right, are deemed weak and vacuous.

The more that voters embrace these campaign-season norms as acceptable civic behavior, the more serious is the threat to independent and rigorous scholarship and the values that such scholarship undergirds.

The existential threat is that the political and intellectual climate will grow even more inhospitable to critical inquiry. That threat is made more real wherever we choose not to question our own ideas

and those of others. The threat is amplified whenever we turn to media echo chambers for validation, and grows more menacing whenever we eschew nuance in favor of black and white choices.

It is a hard thing to say, but we have all played a part in making this threat real. Now we must clean up this mess. We need to emerge from this election, regardless of its outcome, with a commitment to demonstrate that universities are simultaneously the keepers of society's great ideas and where those ideas can, and must, be debated — perhaps to be debunked, perhaps to be strengthened, made to ring more true.

The threat to scholarship is real, and while I am by nature and practice an optimist, I am not so naïve as to believe that our social and political systems will magically self-correct. If we can find in this moment the grace and patience that are needed to think freely and rigorously while treating others with the respect and dignity they deserve, there is a chance that we can envision, and realize, a better day.

Jonathan Holloway is the president of Rutgers University.

Remote Possibilities: Cyber Security Trends, Best Practices and Innovations for Higher Education



In August 2019, just as students were returning to campus for the fall semester, a small, private university in a Western state discovered that its network had been shut down by cyber criminals. The school soldiered on, issuing class schedules and other vital information on paper for the first time in years, and posting signs encouraging students to “enjoy a break” from connected life. Administrative staff members whose jobs required network access stepped into other roles, on and off campus. Despite the rocky start, the semester proceeded more or less as planned.

Now imagine encountering such a scenario this year, when most of your institution’s classes, administrative functions and student engagement are taking place online due to the continued threat from the coronavirus pandemic. If “enjoying a break” from connectivity was difficult in 2019, it’s virtually impossible today.

The disruptions caused by the pandemic have made higher education more vulnerable to various forms of cyber threats, and less able to improvise if one occurs. Bank of America believes that information security and data protection is an integral part of every system, process, and interaction, offering institutions education and best practices on steps to assess your defenses in this time of unprecedented reliance on personal and institutional IT.

Unfortunately, this is occurring as higher education becomes an increasingly attractive target for cyber criminals. Colleges and universities hold vast troves of personal, financial and medical data, as well as intellectual property. The threats are varied, but in every case, IT security is as much a human issue as a technology issue. The single most important element of an effective defense is campus-wide awareness. Under normal conditions, institutions should offer cyber security training and refresher programs at least annually. In extraordinary circumstances, like now, more training combined with ongoing awareness programs is required, but the effort will be worth it.

Here are some of the issues that should be on the agendas of higher education leaders as they prepare for the new year, and some best practices for addressing them.

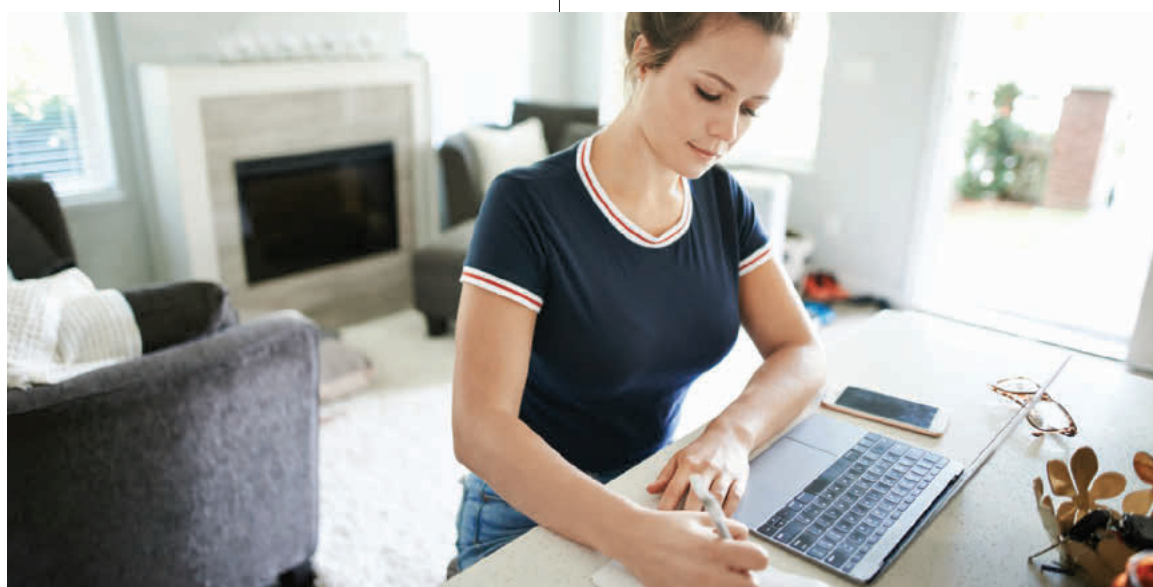
RANSOMWARE

The university described in the introduction was crippled by ransomware. Ransomware is a type of malware that is typically delivered via phishing, and relies on tricking people into opening attachments to legitimate-looking emails, or clicking on links in emails, texts or pop-up warnings on web sites. Once allowed into the network, the ransomware encrypts data and delivers a message demanding payment (usually in Bitcoin) by a certain date.

Incidents of ransomware have been skyrocketing, along with the size of the ransom. The cyber criminals behind an attack on a New York college last year demanded nearly \$2 million. The FBI advises against paying ransoms, but institutions without adequate backup and disaster recovery systems in place may feel they have no choice.

and other forms of malware, become more sophisticated, simple vigilance is still effective against them. A multi-layered defense starts with off-site or cloud storage of backup files (some ransomware variants can encrypt local backups). Other important countermeasures include:

- Regularly updating all security software, patches and operating systems.
- Updating third-party vendor lists and assessing who can access your networks. Malware can travel through your third parties and vendors as well.
- Training, training, training. Ransomware almost always gets in through human error, so ensure that everyone who accesses your networks (on-site or remotely) understands the risks and exercises caution. Share news reports about recent ransomware incidents. Emphasize the importance of shutting down



In addition to data loss and reputational damage, there are confidentiality violation issues to consider. If any data is covered by the Health Insurance Portability and Accountability Act, the General Data Protection Regulation, the California Consumer Privacy Act, or other laws and regulations, fines and penalties may apply in the event of a breach.

The good news is that even as ransomware,

and disconnecting an infected computer or device immediately, to try to contain the damage.

BUSINESS EMAIL COMPROMISE (BEC)

BEC succeeds by exploiting people’s general tendency to trust. In a common scenario, the criminal uses a compromised or spoofed email account to pose as a vendor or contractor

doing business with the institution. The email will provide new payment information, and may even include an invoice, with the funds ending up with the criminal. In 2019, the U.S. Treasury Department's Financial Crimes Enforcement Network warned that academic institutions are "appealing targets for BEC criminals," especially during construction and renovation projects. A university in the Pacific Northwest in the midst of a major construction project lost \$1.9 million this way in 2017.

In other cases, the criminals target payroll and human resources departments, posing as employees requesting changes to their direct deposit. Recent BEC campaigns have referenced the latest coronavirus news and addressed institutional changes to payment schedules created by disrupted workflows. Students are at risk from fake university emails requesting changes to tuition or book payments. (Cyber Criminals don't choose their targets randomly; they research publicly available information and social media accounts to tailor their messages to their recipients.)

Email filters may catch spoofed emails (with domain names that are very close to the real one), but they won't stop an email from a real account that's been hacked. Protocols are important. Staff dealing with payments and sensitive data should always:

- Confirm any unusual requests — from inside or outside the institution — in person or on the phone. Report all apparent BEC attempts to IT and relevant parties immediately.
- Delete emails from unrecognized senders. If opened inadvertently, do not open attachments or click on links.
- In the event of a successful BEC attempt, inform banks and/or credit bureaus; freeze accounts and change passwords; document everything; and alert authorities.

MOBILE DEVICES

A network is only as secure as the most vulnerable device connected to it. During the pandemic, cyber criminals are targeting distracted home-bound workers who may be using their personal mobile phones or tablets, home WiFi routers and other insufficiently secured devices. Many people are working at home for the first time, so institutions should establish and regularly communicate clear guidelines.

Remote workers who access or send sensitive data should use institution-issued devices (including, ideally, routers that don't broadcast their service set identifiers, or SSID) and VPNs (virtual private networks). None of these should be used for personal reasons nor available to anyone else in the household.

All remote workers should use secured home routers, password managers, and multi-factor authentication. They should also be reminded as needed to update software and operating systems, and to avoid use of public WiFi.

With frequent, clear communication about basic mobile security hygiene, institutions can reduce the chances of breaches.

INTERNET OF THINGS (IOT) DEVICES

Like ost industries, higher education is already awash in wireless devices like printers, projectors, video surveillance cameras and washing machines. Coronavirus-prevention plans are likely to bring even more to many campuses. But it's important to understand that the convenience, efficiency and data generation that the Internet of Things offers comes at a price: every device expands the institution's cyber landscape and becomes another potential point of compromise.

In 2017, around 15 percent of respondents to a survey said their organizations had experienced a network breach through an unsecured IoT device. By 2019, that rate had nearly doubled to 26 percent.

IoT security is a unique challenge within IT.



The first step is to identify, classify and locate all devices connected to the network — no small feat, considering how many might have been installed without involving the IT department. They need to be configured to ensure that they connect only where they need to, and that firmware and security updates can be pushed to them as needed. Regular reassessments are critical as more devices are added to the network and the threat landscape evolves.

But the first step in securing IoT devices is choosing them wisely. The most important factors to consider are:

- Can the device's firmware (embedded software) or operating system be updated?
- Does the manufacturer support the device, including "pushing" security updates to it automatically?
- What level of authentication can the device

accommodate — single sign-on, multifactor authentication or more advanced protocols?

- What level of data encryption is available?
- Can the device be remotely controlled and monitored?

With planning and maintenance, IoT devices can be valuable additions to the institution's infrastructure.

FINAL THOUGHTS

The university mentioned in the introduction to this article, the one that experienced the ransomware incident at the start of the fall semester last year, later admitted that it paid an undisclosed sum to regain access to its network. Still, full recovery took months.

To their credit, however, the university's leaders organized a summit to share what they'd learned and help other institutions avoid the same fate. There were even curriculum changes in the information sciences and business programs.

Cybersecurity is constantly evolving. Institutions that make security part of their culture, invest in technology and collaborate with knowledgeable partners will be the most successful in the current, and likely long-term, transitions forced by the pandemic. At Bank of America, we are steadfast in our commitment to sharing our expertise to help protect institutions, their students and their broader communities.

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A New Deal for Higher Education

Public investment, debt cancellation, and reparations are possible.

HIGHER EDUCATION is in a bad way. Student debt is astronomical; a majority of faculty members are denied the most basic measures of a living wage, benefits, and job security; and whatever public admiration colleges once enjoyed has been whittled away as higher education becomes a private good.

Some of us, in the lead up to the election, are pushing an alternative vision of higher education. Over the past few months, over 6,500 of us, along with over 30 unions and professional organizations, have called for a federal stimulus to help our industry. We are demanding lower tuition costs, the institution of debt relief, extensions of Ph.D. funding, the conversion of contingent teaching positions into full-time, long-term employment, and the retention of all staff and service workers. The American Federation of Teachers and the American Association of University Professors have decided to take on this platform as part of a national campaign for a New Deal for Higher Education with the aim of strengthening public investment in higher education in state legislatures and Congress.

In collaboration with the Justice Democrats, the Sunrise Movement, Action Center on Race and the Economy and 16 other groups, the Debt Collective — an organization that emerged from Occupy Wall Street — issued a public letter calling on Joe Biden to commit to eliminating all student debt, designating an assistant secretary of education to oversee existing regulations designed to protect students and their families from predatory loans, and designating another assistant secretary to examine and address the role of student debt in

exacerbating racial inequality.

Finally, the summer uprisings against police violence have come to campuses. From the UC-system-wide Cops off Campus Campaign to #CareNotCops at University of Chicago, from Another Tufts is Possible to Black Students for Disarmament at Yale, the question of policing and its role on campuses has taken center stage as we approach the election. A national network of progressive faculty linking the uni-

versity to wider social formations is urgently needed. For instance, in 2019, the Black-faculty led Scholars for Social Justice released a platform on reparations in higher education that examined the many roles universities play, from employer to investor. This summer, SSJ led focused webinars on campus policing and the intersection of racial capitalism and austerity in higher education.

These proposals — for public investment, debt cancellation, and reparations — would be transformative. And while progress on any of these fronts will depend on who occupies the White House and who holds majorities in state houses, city hall, and Congress come January, we should understand elections and electoral politics as creating the conditions of possibility rather than sealing the deal for meaningful change. The transformation of higher education has to be embedded in a wider social and political movement for equality and justice.

Adom Getachew is an assistant professor of political science at the University of Chicago.

This Is Not a Drill

Our fundamental rights are at stake. Universities have a duty to act.

As President Trump encourages violence at polling stations and questions the legitimacy of the vote, higher education needs to develop a plan for what to do if the results of the election are challenged, overridden, or provoke civic unrest. This is not a drill. And colleges are no mere observers to democracy. Their functioning and business models depend on America being a democracy in which the free flow of information is a basic right. Academic freedom can only exist in a society that protects political freedom.

Consider Hungary, a country that, under Prime Minister Viktor Orbán, has been transformed from a strong democracy into an autocracy. Over the past decade, he has consolidated his authority over parliament, undermined the courts, taken control of the media, fiddled with elections, and finally imposed his will on academe, shutting down a major university and closing departments for spreading “gender ideology.” It can happen here.

Waiting and watching is a bad strategy. If fundamental democrat-

MITCHELL A. ORENSTEIN

ic rights are challenged during or after the election, universities have a duty to act — for themselves, yes, but also for the broader society. Higher education could play a leading role in defending democracy. College leaders could be among the first to stand up and demand respect for free elections. Colleges can educate the rest of the country about the dangers we face. They can also be a locus of collective action — if they get organized now.

All college presidents should think about how they will act if the results of the election are challenged. But we cannot rely on leaders alone. Urgent discussions should be taking place now in academic unions and student organizations. Will we need to organize teach-ins and mobilize people to head to state capitols or Washington, D.C.? Whatever the case, colleges should prepare for the possibility that the last day of regular fall instruction will not be Thanksgiving break, but November 3.

Mitchell A. Orenstein is a professor of Russian and East European studies at the University of Pennsylvania.

The Second Reconstruction — and the Third

Rebranding is different from progress.

THE ELECTION and re-election of Barack Obama did not bring about the kind of “Reconstruction” for which many Americans had hoped. We got backlash nonetheless. The past decade or so has been awash in anti-Black violence, ever-more-inventive voter suppression, and resurgent espousals of overt white supremacy. There’s a 19th-century, post-Reconstruction feel in the air.

To push the historical parallel a bit further, one finds the American university, as in the 19th century, party to the political theater presently staged on our streets and in our chambers of governance. And it remains unclear if higher education will have a genuinely progressive role to play.

In the decades that followed Reconstruction, America’s first research universities helped fashion a vision of modern, white knowledge that blanketed over the previous generation’s North/South fissures. Places like Stanford and Johns Hopkins cultivated the Anglo Atlantic gentleman scholar. They built entire academic disciplines that trivialized the contemporaneous political problems of Black and Native American self-determination. Under the banners of “objectivity” and “science,” they reified fables about savage backwardness and the imperial frontier.

In recent years, higher educators have been far more progressive, intrepid, and intellectually honest. We’ve seen the establishment of explicitly anticolonial academic departments and the proliferation of scores of antiracist programs and projects. Many of these initiatives, like the ones at Georgetown and Brown, grew from the modern university’s roots in slavery and dispossession.

But bravery ought not be confused with efficacy. If institutional antiracism is what we’re after — if we hope for the university to be the birthing place of a new commitment to redressive politics and policy — then we need to avoid the snare that our current hour of an-

tiracism lays before us. We must not mistake rebranding with progress.

The first efforts to desegregate higher education, in the 1960s, didn’t just depend on courageous activists. They relied on aggressive federal oversight, what’s been called a “Second Reconstruction.” In 1969, the Department of Health, Education, and Welfare seized \$70 million from Columbia University for failing to advance aggressive affirmative action. The head of HEW’s civil-rights office at the time was Leon Panetta (yes, *that* Leon Panetta!), and when President Richard Nixon fired Panetta for too aggressively enforcing the Civil Rights Act, *Time* magazine headlined its coverage of the firing, the “End of Reconstruction.”

I read about this little-known fact in a Johns Hopkins University student newspaper from 1975. Hopkins feared, as did many universities, the same thing happening to it. Faced with the threat of financial seizure, scores of universities, including Columbia and Hopkins, made their first Black faculty hires and, for many, their first concrete breakthroughs in institutional antiracism.

As was true during Reconstruction and the second Reconstruction, today’s antiracism will matter only to the extent that universities demand a societywide return to robust compliance with federal antidiscrimination guidelines. The hopefulness of this moment is braided with potential backlash — against the 1860s *and* the 1960s.

We therefore need to restart Reconstruction, from the university outward, if necessary, election by election, generation by generation.

N.D.B. Connolly is an associate professor of history at the Johns Hopkins University, where he directs the program in racism, immigration, and citizenship.

N.D.B. CONNOLLY

Excusing Ignorance

Trump's disregard for knowledge is strategic.

DONALD TRUMP'S PRESIDENCY has shown from its start a disregard for science, knowledge, and truth: all that is at the core of academic life. He has placed ignorance on a pedestal. He has no shame about his lack of knowledge and no desire to learn. Trump's re-election would lead to an even greater spread of ignorance, almost a permission for it.

Trump does not merely disregard facts; he is also of the opinion that he already possesses all necessary knowledge. He is a "very stable genius," so why invest time in learning, studying, or even reading?

The pandemic shows the consequences of this ignorance. Trump ignored science from the start and has downplayed Covid-19; however, he also claimed that he has a natural capability for scientific understanding. This kind of reasoning follows from what I call the "Ikeaization of society": Just as everyone is perceived to be capable of assembling Ikea furniture, everyone can acquire whatever expertise is needed, no matter how complex the problem in question. Knowledge is regarded as something one can come to without training; it is also perceived as a matter of personal choice. Online, a scientific study and

an influencer's opinion have equal power to shape opinion.

Trump makes ignorance strategic. His disregard for knowledge, and his lack of shame for his ignorance, appeases his followers for their own ignorance.

This maps onto Trump's — and his followers' — feelings about higher education. Trump admires the word "university." After all, he calls his real-estate-training programs "Trump University." The

branding technique reflects his misperception of our sector as something gilded and prestigious and ignores its core mission and values.

This business was a scam, of course, and the courts awarded a \$25-million settlement to the "students" of the "university." There won't be any parallel settlement for us.

Renata Salecl is a professor at the School of Law at Birkbeck College, University of London, and a senior researcher at the Institute of Criminology at the Faculty of Law in Ljubljana, Slovenia. Her new book, A Passion for Ignorance: What We Choose Not to Know and Why, was published by Princeton University Press.

RENATA SALECL

The Fight Is for Free College

Joe Biden's plan would pay for itself.

WHEN Donald Trump won the presidential election in 2016, pundits declared free college dead. This November, Americans will, however, vote on a meaningful and industry-shaping proposal for free college. Joe Biden's plan comes with some restrictions: While all community-college students would be eligible, students at four-

year publics would need to be from fami-

lies with annual incomes below \$125,000 (roughly 80 percent of in-state undergraduate students at four-year publics would qualify). State governments would share the costs of this program, with the federal government contributing \$2 for every \$1 contributed by a state.

The time for such a proposal has come. America has always fared poorly in international educational assessments. We still do. But we always remained dominant economically. The American size advantage in international competition is fast disappearing, and central to reversing that trend is expanding access to higher education.

Already at least 15 states and 200 localities have created free-college plans, including some Republican-dominated areas. For example, in 2015, Tennessee enacted the Tennessee Promise, a free-community-college program for graduating high-school seniors that was later extended to adults returning to college.

Crucially, Biden's plan is a "first dollar" plan that would allow students to use their financial aid, such as Pell Grants, to pay for other costs, such as room and board, books, and transportation. And while free college is not free, at least to taxpayers, the Georgetown University Center on Education and the Workforce estimates that Biden's proposal will pay for itself within a decade.

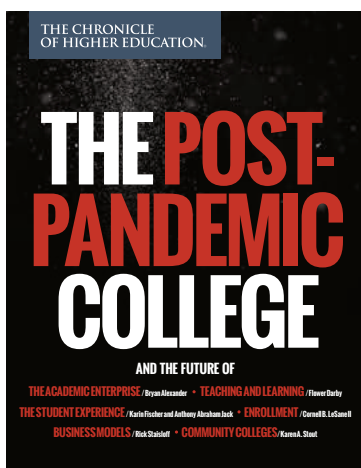
The plan would cost \$49.6 billion in its first year and another \$683.1 billion over the subsequent 10 years. Still, the increased tax revenue it would generate from the better-educated, better-paid workers that would result make up for the spending. The Biden plan would increase college attainment enough to yield a total of \$371.4 billion in additional federal and state tax revenue, along with private after-tax earnings gains of \$866.7 billion, in the program's first 11 years. By the end of this period, the additional annual tax revenue would exceed the program's annual cost.

This would be a huge step forward for our economy, but also for our system of higher learning. We won't make real progress on race and class until we dismantle the many barriers that exist within academe. We won't get where we need to be until all community colleges can give bachelor's degrees in programs like nursing and teaching suited to local and regional labor markets; until all four-year public colleges reserve at least 20 percent of their seats for community-college transfers; and until every postsecondary award provides a pathway to more education and a living wage.

Free college would be an excellent start.

Anthony P. Carnevale is a research professor and director of the Georgetown University Center on Education and the Workforce. He is a co-author of The Merit Myth: How Our Colleges Favor the Rich and Divide America (The New Press, 2020).

ANTHONY P. CARNEVALE



FROM THE CHRONICLE STORE

Explore what the college of the future could look like. Colleges must develop a more externally-focused business model, direct resources to expand professional development, and expand mental-health services. Get this and other reports at Chronicle.com/Browse.



Layers of Risk COVID-19's uneven toll

While the COVID pandemic touches everyone, the health risks - and social economic consequences - hit some communities far harder. Decisions by governments and employers need to reflect the many different dimensions of vulnerability that are emerging. Researchers at the Institute of Health and Wellbeing at the University of Glasgow are investigating multiple data sets and trends to highlight risk variations both of the virus and its knock-on effects on mental health.

LAYERS OF RISK

Over the last six months a slew of scientific research, often published at unprecedented speed, has shown that the threat of dying or suffering severe outcomes from COVID-19 is not distributed equally. Older people, men, and some ethnic and racial groups, face worse outcomes. But risk is holistic and intersectional - the more layers of vulnerability, the more exposed an individual is to severe and fatal outcomes.

Professor Frances Mair, professor of primary care research at the University of Glasgow, is conducting research on the relationship between multimorbidity, frailty, and risk of COVID-19 using data from the UK Biobank, a repository which follows the health and wellbeing of 500,000 volunteer participants. Over 3000 people in this cohort have been tested for COVID-19, of which 1073 (36%) tested positive.

Mair's analysis shows that certain clusters of multimorbidity increase susceptibility to COVID-19 more than others - with cardiovascular multimorbidity, in particular, equating to an increased risk. "The risk factors we've picked up in the literature, about obesity, ethnicity, renal function, and diabetes, all held true in our research," says Mair.

People from minority ethnic and lower socio-economic backgrounds are worse impacted by COVID-19 rates and mortality. Mair argues that people from a socio-economically deprived backgrounds are more likely to have multiple conditions, but the public and policy discourse has underplayed factors like socio-economic status, ethnicity, body mass index (BMI) and existing conditions.

Some political leaders have flagged individual threats - such as UK Prime Minister's Boris Johnson's emphasis on reducing obesity - but the lens should be wider.

"There's evidence to support the assertions that having combinations of factors is just as risky [for COVID-19] as having one factor - more so, in fact."

The gap in research and public awareness equates to a "gap in guidance" with people with multimorbidity left out of official guidance, whether from the World Health Organization, national health bodies or local clinical guidance, and, consequently, employers' policies.

Dr. David McAllister, senior clinical lecturer and honorary consultant at The University of Glasgow in Scotland, is exploring risk of COVID-19 in healthcare workers and re-iterates Mair's finding, with elder, male healthcare workers with existing multiple conditions at higher risk, indicating they should be redeployed from patient-facing roles. For McAllister, age as well as male-sex are more important variables than socioeconomic status. The same pre-print study emphasizes the risk that healthcare workers face when treating individual patients, as well as the transmission rates from them, to members of their households. Policy and guidance need to prioritize, rather than overlook, such interactions.

YOUNG PEOPLE: A HIDDEN STRUGGLE

One group that are more resilient to COVID-19 are the young, with some political and media narratives even pitting them as part of the problem due to lax adherence to social distancing. This scapegoating misses an important dimension along which young people might be suffering worse outcomes: mental health.

Past epidemics like the 2003 SARS outbreak took a lasting psychological toll while financial crises generally lead to increased suicide rates, psychiatric illnesses and stress. Lost employment, loneliness, isolation and housing insecurity all put people's mental health at high risk. Because of young people's greater economic precarity, it stands to reason they might be worse affected.

Professor Rory O'Connor, chair in health psychology at the University of Glasgow, is undertaking in-depth studies monitoring the mental health impact of the pandemic across the UK and Scotland. He has found that young people aged 18-29 are experiencing the most severe effects, with women and people from low socio-economic backgrounds also more impacted.

Professor O'Connor attributes reasons including uncertainty surrounding university and employment opportunities and the loss of a social life which is arguably more critical for the young who are still assembling their social networks and less likely to be focused on family life. While some current rhetoric

makes younger people scapegoats for spreading the virus, they are a vulnerable cohort in other ways. Rather than placing blame, O'Connor says "we need to be protecting young people. In the same way we're shielding older people from the virus, we need to protect our young people's mental health."

SHIFTING AT SPEED

The last six months have upended many working norms of academic researchers. One shift has been the need to publish preliminary data and findings quickly, often without the conventional peer review process. This has been necessary to inform ongoing policy decisions and to counter inaccurate narratives circulating in the media.

Professionally, academics had to change direction quickly. David McAllister was seconded to Public Health Scotland, for instance, and was aided in doing so thanks to the flexibility of his funder, the Wellcome Trust. "Funders have been incredibly flexible in allowing us to divert to this problem." Their research focus has also had to quickly expand to integrate their own academic expertise with anew public health crisis, as with Professor Mair's efforts to apply her expertise in chronic diseases to acute infection.

RESEARCH TRANSPARENCY FOR EFFECTIVE POLICY

From a virologic perspective, COVID-19 is, per its name, novel. But what it reveals about our societies are deep, pre-existing inequalities. Decision-makers - in government and the private sector - need to work with researchers to understand the pandemic's unequal impacts and, on that basis, design policies that protect the vulnerable.

COVID policy decision-making has been highly politicized in many countries. Academic researchers can help governments and employers make sound choices based on the unfolding evidence. To do so, research transparency is critical.

Professor Mair believes compliance with government regulations over issues like social distancing will be significantly aided with transparency over the science behind the decisions.

"If you are being asked to do something you disagree with, and it looks like the reasons for doing so are weak, you're less likely to comply. If there is robust reasoning and a rationale as to why you are taking a decision, more people are going to comply."

Dr. McAllister acknowledges that political decision-making will "always be a combination of what the public wants, and what the government think can feasibly be delivered." The nature of science is contest and disagreement rather than singular truth, so it is incumbent on scientists to be fully open about their work and their thinking. This can help the science community itself to align on where the evidence is pointing.

"In our lives lost paper, we made publicly available all the data that wasn't strictly private, as well all of the analysis code." With the topic moving so fast, it's important to be transparent, open and honest, McAllister argues. "In fact, that's helped me with critics because if people have disagreed with the findings, we can say, if you disagree, that's fine. Go and download the data and code and see what conclusions you come to."

Professor Mair concurs. "There may be people who take a different view, but if you have an understanding of what decisions are based on, it is less open to criticism of bias. Transparency is important for public confidence."

David's years of life lost data was extremely important to publish, because there was a view emerging that people dying of COVID had underlying conditions and were going to die anyway, and we needed to counter that view.

Frances Mair, professor of primary care research at the University of Glasgow

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

Get HBCUs the Support They Need - and Deserve

A president can spur federal funding to these vital institutions.

ACCORDING to the government's Integrated Postsecondary Education Data System, since 2001 the federal government has provided between \$1.4 billion and \$2.5 billion in funding to HBCUs annually. Directly, HBCUs receive federal funding through congressional appropriations and entitlement programs. They also get money through competitive and noncompetitive grants, contracts, and cooperative agreements with various federal departments and agencies.

Over the past 20 years, the most HBCUs received in a single year was \$2,443,129,394 in the 2009-10 academic year — the year President Barack Obama signed the American Recovery and Reinvestment Act of 2009 into law.

Despite having limited influence over the federal budget, a president can contribute to an environment within the federal government that fosters interest in HBCUs. Comparing the reported federal revenue that HBCUs collectively received during a president's time in office gives an incomplete picture of a president's impact on HBCU funding. However, the year-by-year funding trend can underscore the overall federal environment that spurs or stunts federal funding to HBCUs.

In the 2017-18 academic year, HBCUs received \$1.9 billion from the federal government in appropriations, grants, and contracts (not including federal financial aid to students). By comparison, HBCUs received \$1.8 billion in the last year that Obama was in office. For

context, HBCUs received between \$1.8 billion and \$2.4 billion annually during the Obama administration. President Trump's first full year of funding at \$1.9 billion would rank, comparatively, as Obama's third-lowest year for HBCU funding.

Considering past performance levels, \$2 billion annually is a benchmark of federal funding for HBCUs. With inflation and expansions in size and operation, funding levels should increase over time.

If Joe Biden becomes president, he should acknowledge the importance of HBCUs and assert the federal government's support by: (1) Issuing an executive order to establish an HBCU initiative; (2) Appointing cabinet-level agency executives who understand the importance of HBCUs, such as Kamala Harris, a graduate of Howard University; (3) Setting up federal monitoring systems to track equity in federal funding; (4) Speaking at HBCU graduations and having high-level federal meetings on HBCU campuses; (5) Hosting national meetings of HBCU leaders and federal agencies to broker relationships that can lead to funding; (6) Vocally supporting sustaining and expanding current appropriations during federal-budget negotiations; and (7) Submitting budget proposals to Congress that include line items to support HBCU research and programs across federal agencies, not limited to the Department of Education.

Ivory A. Toldson is a professor of counseling psychology at Howard University and the editor of The Journal of Negro Education.

IVORY A. TOLDSON



Keep the New Title IX Regs

They're better than the Obama-era ones.

COME NOVEMBER, it is my fervent hope that Biden will win the presidency, and Democrats will control both houses of Congress. May they quickly undo the injustice wrought over the past four years, including that perpetrated by Betsy DeVos. The new Title IX regulation, however, should be largely left alone.

Unlike the 2011 Dear Colleague Letter, the new regulation went through the “notice and comment” process. The Department of Education received over 124,000 comments and ultimately released a lengthy document — one that didn’t simply pay lip service to criticism. For example, the proposed guidelines prohibited schools from initiating an investigation over the wishes of the complainant, but the final regulation removes that restriction if “doing so is not clearly unreasonable in light of the known circumstances.”

More importantly, the new regulation creates a fairer process. It requires colleges to have a live hearing in which panelists determine responsibility based on the evidence presented. Such a process is significantly better than the single investigatory model, which allowed the *same* person to investigate and determine responsibility. Having one person perform both roles infects the process with confirmation bias, which is why an American Bar Association task force that included survivor advocates recommended against it in 2017. (I was on that task force.)

The new regulation also mandates that both sides answer questions if they want their personal statements introduced at the

hearing — another consensus recommendation of our ABA task force. Although we recommended that questioning take place through a hearing official to minimize possible trauma, the final regulation does allow for direct questioning through an adviser. As long as a hearing official stops questions that harass or intimidate, I believe direct questioning is appropriate.

I have seen the importance of procedural protections to *both* sides in Title IX hearings. In one memorable case, a woman accused a male student I was advising of drugging and assaulting her. One panelist was moved to tears by the woman’s story — until we showed the campus security tape, which proved she was stone cold sober. I also advocated for a female student who’d been raped by an acquaintance from another university. Would that school have found him responsible if we hadn’t been able to call witnesses and introduce text messages?

Taking rape seriously doesn’t mean assuming every alleged victim is telling the truth. Joe Biden of all people should know that. Although imperfect, the new regulation creates a transparent process that provides both parties with the right to present and challenge evidence in an unbiased hearing. The stakes are simply too high for anything less.

Tamara Rice Lave is professor of law at the University of Miami School of Law. She is also a 2020 Public Voices Fellow.

TAMARA RICE LAVE

A Debt-Free Future

College loans threaten to cripple future generations.

COVID-19 has made a bad situation much worse. The modern university was built on a faulty foundation (theft of Indigenous land, racial and gendered exclusions, deep ties to industry) that has never been fully repaired, though the institution expanded in scope, purpose, and promise over the course of the 20th century. Unfortunately, recent decades have been particularly hard on America’s fragile system of public higher education: State funding has been slashed, student debt has skyrocketed, and the for-profit college sector exploded. Higher education has become an ever-more costly commodity.

To have any hope of remedying this harm, we need Joe Biden to win. But we shouldn’t have any illusions. For eight years, I’ve been organizing with the Debt Collective, a union for debtors that has been leading the fight for student-debt cancellation and free college. We’ve battled the Department of Education under the Obama and Trump administrations. I shudder at the thought of spending another four years facing off against Betsy DeVos. And yet, should Biden prevail in November, grassroots organizers will need to mobilize to push him to do better — not just better than Donald Trump.

The Obama administration failed students, especially those at the bottom of the socioeconomic ladder. This is a failure Biden was complicit in. As a Debt Collective open letter spells out, “Under their watch, the total amount of student debt doubled, surpassing the to-

tal amount of credit-card debt for the first time in history. They sat by and allowed impoverished and elderly borrowers’ social security to be garnished.” Tens of thousands of student debtors who were defrauded by predatory colleges — disproportionately Black and brown, often single mothers and first-generation college students — are still waiting for the student-loan relief they are legally entitled to. Because Obama officials dragged their feet, borrowers were left at the

mercy of DeVos.

Biden must make amends for these errors. He must also be pushed to recognize the fact, made vividly clear by this pandemic, that there is only one sustainable source of revenue for higher education: public funding (not tuition and fees, not real-estate income, not money from sports and special events). Biden has been pushed to the left on this issue by grassroots activists and his former rival Bernie Sanders and is now running on a platform that includes making public colleges and universities tuition-free for families with incomes below \$125,000 and \$10,000 of debt cancellation per borrower. Trump’s platform, in contrast, appears to consist of attacking universities and threatening to pull their funding unless they stay open during a pandemic, endangering lives. One candidate literally imperils us all, another allows us to live, learn, and fight another day. ■

Astra Taylor is a writer, organizer, and documentarian.

ASTRA TAYLOR



THE CHEATING

CHAD HAGEN FOR THE CHRONICLE

The pandemic has intensified a long-running debate about how to stop academic dishonesty – and how much it really matters.

DILEMMA

BY BECKIE SUPIANO

DOUGLAS MULFORD worried when his lab course moved to remote instruction this past spring. Mulford, a senior lecturer of chemistry at Emory University, had worked out a system for giving in-person exams in large classes. But with his 440 students taking their final online, he feared, it would be much easier for them to cheat.

So Mulford set out to protect his test. He looked into lockdown browsers, which limit what students can do on their computers during a test, but concluded they were pointless: Most of his students had a smartphone, too, he figured, and could simply consult it instead. He thought about using a proctoring service but wasn't convinced it could handle this volume of tests on such short notice. So he settled on what he calls "Zoom proctoring," having students take their final in a Zoom room, with videos turned on, while a TA watched them and recorded the session.

Mulford also appealed to his students' ethics, talking with them about the university's honor code. The first question on his exam asked them to affirm it.

His approach "failed spectacularly," he says. After being tipped off

that students had cheated, he looked at their activity in the learning-management system and was able to see that close to 20 percent of them had opened course materials during the closed-book test. And, he realized, that didn't account for anyone who had broken the rules in some other way.

Mulford takes academic dishonesty seriously, but he can also see why it happened. "I was trying to fit the traditional model of testing into an online environment," he says, "and it just didn't work." Under the testing conditions he set, "the temptation became so high; the barrier to cheating became so low."

It was a deflating experience, and one that is dragging on for months as 80-some student cases have been winding their way through Emory's academic-integrity process. Mulford figures he's spent about 50 hours dealing with this one episode of cheating. That's time he could have used to help students or improve his course.

Mulford's experience trying to anticipate, discourage, and react to his students' efforts to cheat has been a common story since classes shifted online in March. Cheating has always aroused strong and often opposing reactions among professors. But as pandemic teaching stretches into

its eighth month, and many professors continue adapting to online teaching, they're more divided than ever.

On one side are professors who consider themselves pedagogically progressive. They've adopted the perspective that many prominent teaching experts have been encouraging: Trust your students, and find creative ways to assess their learning. Yes, some students will cheat. That's unavoidable, and policing them shouldn't be the North Star of anyone's teaching. Especially not during a crisis that has put students under tremendous pressure.

To professors on the other side, who tend to be more traditional, that advice falls flat. In some corners of a college, especially large-enrollment courses in quantitative disciplines with highly structured, sequential curricula, exams are seen as essential to learning. Cheating undermines their value. And no one seems to have figured out how to stop it.

NOTHING instructors can do will eradicate cheating. There will always be some students who plagiarize papers, collaborate on homework, or copy someone's test. Scholars who study cheating agree that the goal, really, is to create conditions under which most students won't be too tempted.

Professors can create assignments that are harder to cheat on. They can take pressure off their students. And they can communicate with them about academic integrity, explaining why doing their own work is so important.

To academics, the reasons are obvious. One of the main things a college education is meant to impart is the ability to solve complex, novel problems. Most good teaching practices focus on building this skill.

But as Mulford's experience illustrates, the temptation can still win out. To students, classes can sometimes seem like a means to an end. A lifetime of schooling has conditioned them to see their task as finding an answer that someone else has already figured out, with a good grade being the ultimate goal.

It's also worth considering why students cheat in the first place. Among the strongest risk factors, experts say: stress and disconnection. That, unfortunately, describes many students' current experience of college. So when the virus pushed courses online, some instructors expected cheating to spike — especially on exams.

Now that they're taking tests at home, students can consult their books or notes. They can collaborate, or they can Google a forgotten fact or formula. They can find previous versions of

the test — with the answers — online. They can submit test questions — no matter how clever or new — to tutoring services like Chegg and get an answer from an "expert" in minutes. That, to many professors, is especially egregious. It's not cutting corners, it's paying someone else to run the race.

While there aren't any hard data showing that cheating has increased since the pivot online, says David Rettinger, a professor of psychology and

ing center, and you'll probably hear something like this: You can't police your way out of cheating, so we recommend moving away from that high-stakes, traditional exam. Consider other ways you can assess what students are learning. You might even find out that those other assessments — a project, a paper — lead students to learn more.

If you really require a traditional test, the teaching-center crowd will add,

open-book, even open-classmate. That's closer to what they'll face in the workplace: College graduates will rarely have to solve problems in an hour during which they have no access to the internet or other people.

TRUST your students, the pedagogical progressives advise, and they'll usually live up to it. But that has not been Ajay Shenoy's experience. In March,

Advertisement



director of academic-integrity programs at the University of Mary Washington, it may well have. Either way, he says, higher ed was probably "naïve" about exam cheating before. Most in-person tests, Rettinger says, are not proctored especially well. It's simply much easier to tell that students have copied from a website than from a classmate's paper.

Ask the staff of your college's teach-

ing center, and you'll probably hear something like this: You can't police your way out of cheating, so we recommend moving away from that high-stakes, traditional exam. Consider other ways you can assess what students are learning. You might even find out that those other assessments — a project, a paper — lead students to learn more.

Shenoy, an assistant professor of economics at the University of California at Santa Cruz, relaxed the expectations for his winter-quarter final, making it open-note and giving students more time.

That hadn't been his first impulse. Initially, he thought he might make it harder to cheat by letting students view just one question at a time, and randomizing the order of questions.

The test would be timed, and everyone would take it at once.

Then his students started to go home, and home was all over the world. Between time zones and air travel, there was no way he could expect them to all find the same two hours for an exam. Besides, he realized, his students were, understandably, very stressed.

Still, Shenoy required students to do their own work. He even asked them to

ruption. So to understand the scope of the cheating, he wrote a simple computer program to compare students' exam responses. He uncovered an amount of cheating he calls "stunning."

It also bothered Shenoy that it seemed to be common knowledge among his students that a number of their classmates were cheating.

"This is the issue when people say you should just trust students more," Shenoy says. "Even if 99 percent of

ports for 18. (Those weren't the only students who cheated, Shenoy says. Through documentation he got from Chegg, he knows that many more students had turned to the site. But he had time to pursue only those students who had submitted questions to it.)

In-person exam cheating, Shenoy thought, is ineffective, and probably doesn't raise students' grades all that much — certainly no more than, well, studying more.

gue. It's the cheaters who've squandered their tuition payment, time, and opportunity to learn the material. Besides, their actions will probably catch up to them eventually.

That's not how Shenoy views it, though. If cheating leads to a higher grade, says the economist, then cheating is rational. "This was actually quite valuable to the student," he says. "At the expense of the other students."

So Shenoy felt a responsibility. "Part of my reason for putting so much time into pursuing this," he says, "was just out of a sense of justice for the other students."

NJIT Researchers Reveal the Prehistoric Predation of the Hell Ant

Researchers from New Jersey Institute of Technology (NJIT), Chinese Academy of Sciences and University of Rennes in France have unveiled a stunning 99-million-year-old fossil pristinely preserving an enigmatic insect predator from the Cretaceous Period — a 'hell ant' (haidomyrmecine) — as it embraced its unsuspecting final victim, an extinct relative of the cockroach known as *Caputoraptor elegans*.



University Heights • Newark, NJ 07102 • njit.edu

ARE exams really worth this much trouble? Jay Phelan thinks so. Phelan, a faculty member in the life-sciences core curriculum at the University of California at Los Angeles, is so pro-exam that he once wrote, with his wife, who is an education researcher, an opinion piece arguing that teaching to the test is good, so long as it's a good test.

"Our point was this," Phelan says,

Policing students shouldn't be the North Star of anyone's teaching.

"that when you're designing your course, you figure out: What do you want them to know? How will you figure out whether or not they know it? And then you design your curriculum around that."

Typically, Phelan says, his tests are half multiple-choice — he has 300 students — and half short-answer. Those short-answer questions ask students to apply what they've learned in the course. But they also require them to demonstrate mastery of the facts by recalling what they've learned, and their score depends on doing both things.

Those verbs — "recall" and "apply" — carry a certain significance in teaching circles. They appear on Bloom's Taxonomy, an influential educational paradigm that divides learning objectives into levels that move up a pyramid. Instructors spend a lot of time talking about how to get students to do work at the top levels, the highest of which involves creating something

let him know if they heard about anyone cheating.

After the exam, a couple of students came forward. One had heard about classmates putting test questions on Chegg. Another was pretty sure his housemates had cheated off their fraternity brothers. Alarmed, Shenoy decided to investigate. In his own research, he uses natural-language processing to detect signs of political cor-

the students don't want to cheat, if that 1 percent is cheating — and if everyone else knows about it — it's a prisoner's dilemma, right?" Students who are honest know they are at a disadvantage, he says, if they don't think the professor is going to enforce the rules.

So Shenoy enforced the rules. He investigated 20 cases in his class of 312, and filed academic-misconduct re-

But when he compared the grades of students who had cheated with those of their classmates who hadn't, he found that the cheaters scored about 10 points higher on the exam. "I guess it's possible that the smarter students were also the ones who chose to cheat," Shenoy says. "But usually, in my experience, it's the other way around."

Who's hurt when students cheat? It's their loss, some professors will ar-

original. But the base — recalling facts — matters, too, Phelan says. Everything else rests on it.

The shift to remote instruction, Phelan says, put a strain on that model. If students can look facts up, giving them points for recalling no longer makes sense. But Phelan hesitated to give students a different kind of assessment, which he thought would be subjective, or even a test that was exclusively about application. There is information he simply thinks they ought to know.

“You have to actually have a pretty significant amount of understanding of real facts about biology,” Phelan says, “in order to play with them and use them and integrate them with other things that you know.”

This view is common among instructors who teach introductory

ing can undermine the relationship between students and the instructor — which is itself an ingredient in learning.

Professors who use proctoring services generally view them as an important layer of test security, something that, in fact, helps give students the confidence that they’ll be evaluated fairly. Some online degree programs have used them as a matter of course — though in that case, students have agreed to this monitoring and presumably have the necessary equipment to participate.

Martha Oakley thinks this debate has been framed all wrong. The real question, says Oakley, a chemistry professor at Indiana University at Bloomington who recently became associate vice provost in the office of the vice provost for undergraduate education, is how they can assess students most equitably. Remote proctoring, Oakley says, could actually help here, by giving professors more flexibility in the kinds of tests they can use. Professors might, for instance, feel comfortable giving more lower-stakes assessments instead of a few big tests if cheating were less of a concern.

This summer, as she prepared for her administrative role, Oakley organized a committee of information-technology experts, instructors who teach courses with hundreds of students, and professors with expertise in equity to make recommendations for assessing students during the pandemic. They did not all see eye to eye.

The group’s recommendations capture that tension by acknowledging the concerns of both the progressive and the traditionalist camps. “Where possible,” the committee wrote, “instructors should use forms of assessment that do not require proctoring. In many cases, these forms of assessment are more accurate than traditional exams.” The university’s teaching center, the recommendations document notes, is happy to help. Still, the rest of the document suggests a first- and second-choice proctoring service, and gives a set of best-practice recommendations for using them.

The recommendations are meant to speak to what instructors teaching large-enrollment classes are up against right now. “I don’t know any faculty who want to be Big Brother in that way,” Oakley says. “It’s just all that we’ve got.”

LISA EYTEL is well versed in the alternatives. After classes went online, she did everything she could think of to help her students. When she administered the first exam after moving online last spring, Eytel, a clinical assistant professor of chemistry at Boise State University, gave them from 7 a.m. to 10 p.m. to complete a portion of it on paper, and distributed copies to anyone who didn’t have a printer. Students had 24 hours for the other part, a set of multiple-choice questions they answered online. Eytel let them use their books and notes — but made it clear that they weren’t allowed to consult the internet, or one another.

They could, however, consult her. Eytel made herself available by email — and also spent nine hours signed into Zoom so that students could drop in and get help whenever they needed it. “They could not ask me how to solve the exact question,” Eytel says, “but we would go over similar questions.”

Students took her up on the offer, and she thought the exam had gone well.

Then Eytel heard from colleagues in her department that they had caught students cheating on exams. And Eytel’s own questions, one reported, were also up on Chegg.

“That was super-disheartening,” Eytel says — in part because she had caught students in the course using Chegg for their homework earlier in the semester and had talked a lot about academic integrity after it happened.

After the exam cheating, Eytel lost sleep. She scheduled a one-on-one Zoom appointment with each student who had been caught. One student’s parents yelled at her over Zoom. There were “a lot of tears,” she says. “From both students and myself.”

Eytel felt especially bad, she says, because “I had made myself available in so many different ways. It was: If you can’t get on Zoom, you can call me. Or you can email me. I had tried so many different ways to make it accessible for students, and make asking questions, and ask-

College graduates will rarely have to solve problems in an hour during which they have no access to the internet or other people.

courses in STEM. Students in these courses will be expected to draw on what they’ve learned in them in subsequent courses. And on the MCAT. And in their working lives. You want your doctor to have mastered basic science, right?

Phelan admits he sometimes feels “defensive” making a case he knows can sound old-fashioned. Still, he believes that “if you’re going to do something interesting and novel, applying something to a new situation, you first have to understand what the concept is.”

Yes, students can find things on the internet now. They’ll continue to use Google after they graduate. “That’s a useful skill,” Phelan says, “but being able to find something and being able to draw upon it from your own brain and then make use of it to think about other things are not the same thing.”

For any professor who agrees with Phelan, the prospect of giving an exam online presented two basic choices: Give up an important piece of assessment, or find a way to watch your students take their tests.

THE YOUNG WOMAN cries as she recounts why her professor gave her a zero on an exam. She’d initially gotten a B — a good grade on such a hard test, one she’d worked hard to earn, she tells the camera — but because she talked during the exam, the proctoring software flagged her for cheating. She had simply been reading the questions aloud to herself.

This emotional video was posted on TikTok, then widely shared on Twitter, where many instructors added comments expressing anger and dismay. Here was a powerful example of something that progressive professors have long argued: Using third-party proctoring services harms students.

The prospect of falsely accusing a student — which speaks to the biases inherent in both human and artificial-intelligence assessments of test-taking behavior — is just one reason, those professors say. They also have concerns about how students’ data will be used. They balk at peering into students’ private lives, especially during a pandemic that some are riding out in difficult home situations. They wonder what happens to students who don’t have the particular devices some proctoring services require, or sufficient bandwidth.

Then there are the pedagogical concerns. Being watched is stressful, and stress makes it harder to perform well on a test. Being watched could be especially stressful for students who are already marginalized, so the practice could exacerbate inequities. And remote proctor-



Future-Proof Your Campus to Secure Your Institution's Mission

Strategies to create seamless payment interactions, improve student retention and drive operational efficiencies in higher education

Today's college students expect payment interactions and experiences to be mobile-enabled, secure, and seamless. These interactions can range from tuition and fee payments, purchasing textbooks, renting a tennis racquet at the recreation center, buying a burger at the on-campus restaurant chain, to paying a parking ticket.

Technology and expectations are all evolving rapidly, and campus payment systems must do the same. Schools need the capability to connect all vendors, payment channels, processing, reporting, and even physical access points across campus into one centralized platform integrated with the Student Information System (SIS). Integration offers frictionless interaction no matter what type of devices students use.

For administrators, a centralized platform offers greater visibility into all transactions, making it easier to identify opportunities for efficiencies. Automated reporting capabilities can pull real-time information into dashboards that display whatever level of detail is required for making financial decisions. Automation removes many of the manual tasks involved in reporting and reconciling data from multiple sources, freeing up staff to focus more on serving students.

HELP STUDENTS MANAGE COSTS WITH FLEXIBLE PAYMENT OPTIONS

Most schools offer tuition payment plans with prescribed cadences that may not fit all students' financial contexts and needs. This lack of flexibility could prevent a student from staying enrolled.

A payment plan solution that is fully integrated with the SIS can automate plan management, provide self-service tools for students and allow them to select payment schedules that work for them (within parameters set by the school). It can also provide students with real-time information. For example, account balances refresh as soon as a student adds or drops a class, makes a payment, or receives financial aid. Automated communications notify students when balances change, send reminders and confirm payments. Simultaneously, the finance office is relieved of much of the burden of managing accounts.

KEEP STUDENTS ENROLLED WHILE GENERATING REVENUE

At every school, some students will fall behind in tuition and fee payments. Many will leave on their own, thinking they have no options and not waiting to hear from the financial office, even if its slow response is due to staff manually tracking delinquent accounts on a spreadsheet.

With outstanding balances still on the books, and dwindling resources to contact students before it's too late, schools typically see no option other than sending the balance to a collection agency. In

these cases, the agency's fee, typically 25 percent of the balance, becomes an increased burden for the student and a loss of revenue to the university. Those students also suffer long-term damage to their credit score.

Forward-thinking schools are relying on third-party software and service solutions to identify delinquency as soon as it occurs, while the student is still on campus. A trusted partner can serve as an extension of the school's internal team by advocating for students and helping them resolve past-due balances. When schools apply this strategy, 25 percent of students with delinquent accounts re-enroll — far better than the less than one percent who re-enroll when sent to collections.

With a dedicated team focused on resolving issues, schools retain more students and revenue. Meanwhile, the school staff's delinquent-account workload is reduced by as much as 95 percent, leaving more time to attend to the students who may be lining up outside their offices.

REDUCE COMPLIANCE OVERHEAD AND ENHANCE DATA SECURITY

Like any other entity that accepts credit and debit cards, schools are required to comply with Payment Card Industry (PCI) Security Standards. Demonstrating compliance through Self-Assessment Questionnaires (SAQs) is increasingly complex, and failure can be costly.

An integrated platform not only provides a streamlined solution to handle disparate payment sources, it can also provide a solution for data security. When an end-to-end financial interaction is contained within a secure and compliant environment that is managed by a PCI-certified expert, schools can trust that cardholders' data is secure. Additionally, the third party that provides the compliant environment is ultimately responsible for the school's PCI compliance.

Moreover, the school's Information Technology (IT) department can be removed from the PCI compliance process if data is stored in PCI-compliant data centers separate from the school's systems.

FOCUS STAFF ON STUDENTS AND THE FINANCIAL HEALTH OF THE INSTITUTION

As school finance leaders cope with the mandate to "do more with less," the need to streamline processes and shift away from transactional tasks to more advisory and strategic financial work becomes increasingly necessary.

As the finance office transforms processes and procedures, higher value activities aimed at delivering a positive student experience will replace manually intensive tasks, such as:

- Providing programs and guidance geared toward increasing students' financial literacy skills
- Working directly with students seeking help with

applications and financial aid

- Developing plans for assisting students in enrolling in and paying for subsequent terms

Dedicating time to these efforts elevates the position of the finance staff to one of advocate and counselor for the students.

Operating in a transformed office should allow finance leaders more time to focus on driving operational efficiencies, analyzing investment opportunities, and evaluating financial impacts of proposed projects. As the competition for students increases, cost containment and strategic investments that add value for students will be critical differentiators.

WRANGLE DATA TO IMPROVE STUDENT EXPERIENCE AND CAMPUS OPERATIONS

IoT devices allow schools to gather data from disparate sources across campus operations, providing nearly limitless opportunities to improve student experiences, graduation rates and allocation of limited resources.

Consider the following examples of how big data and analytics can be applied across campus:

- Provide real-time updates on availability of services and amenities like treadmills at the gym, workstations at the library or tutoring slots
- Use predictive analytics to identify students who may be at risk of missing payments
- Identify success factors and warning indicators for students participating in specific degree programs
- Use external data sources to identify and resolve retention challenges
- Analyze the operational costs of different buildings to determine whether to invest in preventative maintenance or reduce spend.

Armed with the power of predictive analytics and data visualization, leaders can better manage student progress, gain operational efficiencies, and ultimately increase the odds of success for future generations of students.

SECURING THE INSTITUTION'S MISSION

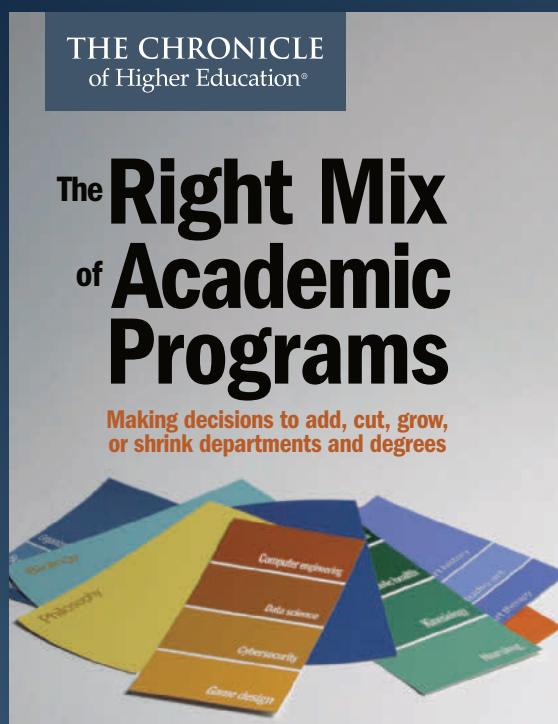
For many institutions, competition for students is increasing, as the pool of prospective students is shrinking. Success in attracting and retaining students through graduation is essential to continue schools' missions of inspiring and educating.

The landscape is challenging. But it also presents an opportunity for finance leaders to embrace technologies that elevate student experience and engagement and focus staff on creating sustainable financial health for the school. As schools begin operationalizing these strategies, they should consider partners who provide the latest technology solutions, proven expertise, and accompanying services.

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The Right Mix of Academic Programs

**Making decisions to add, cut, grow,
or shrink departments and degrees**



Mounting financial pressures and increased competition are pushing more colleges to re-evaluate their academic programs. The sometimes sprawling number of programs may not serve the mission, match demand, or make financial sense. Before proposing (or even considering) changes in the academic lineup, campus leaders must take stock.

The Chronicle's issue brief, "**The Right Mix of Academic Programs**," explains how to approach a program audit or prioritization process and where to go from there. Learn how to cut, adapt, and expand programs, as well as optimize course scheduling. Campus leaders who adjust their mix of offerings can shore up finances while better promoting students' educational and career opportunities.

"The new, emerging programs that are hot tend to be very multidisciplinary and often need those faculty from the areas that were declining."

Purchase the issue brief and learn how to:

- ✓ **Set criteria to evaluate academic programs**
- ✓ **Align offerings with student and labor-market demand**
- ✓ **Apply accounting principles to understand programs' profitability**
- ✓ **Engage the faculty in data-informed decision making**
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ing for help from me, feel more OK.”

Some of the same students who had come to her for help, she discovered, had also turned to Chegg.

That confirmed to Eytel that some students felt desperate. She redoubled her efforts to help. Eytel, who is in just her second year of solo teaching, essentially remade her lecture course mostly in-person this fall. This time around, she has built “soft” and “hard” deadlines into her lecture class. She has given each assignment two due dates. The first ensured feedback from her within 48 hours. But students can turn in work at any time before the next due date — which is set right before they will be tested on the material — without losing credit. That reduces the pressure to cut corners in order to meet a deadline, and provides an incentive to do the work even if it’s late.

As for tests, Eytel rebranded them “knowledge checks.” She reduced their weight in students’ grades. The goal: Lower students’ stress, and put their focus on learning.

Eytel also talked about cheating from the very beginning of the course. She had students read a passage from the university’s code of conduct. She had them describe what academic integrity means to them and why using sites like Chegg is a violation of it. The exercise

revealed that not all of her students see using the site as a problem—which gave her an opportunity to talk things out with students before anything had gone wrong. So far, Eytel says, the new approach to her lecture course appears to be successful.

That hasn’t been true in the lab course she’s also teaching this semester. While she did take smaller steps to add flexibility, relieve pressure, and discuss academic integrity, she has caught students in that course using Chegg.

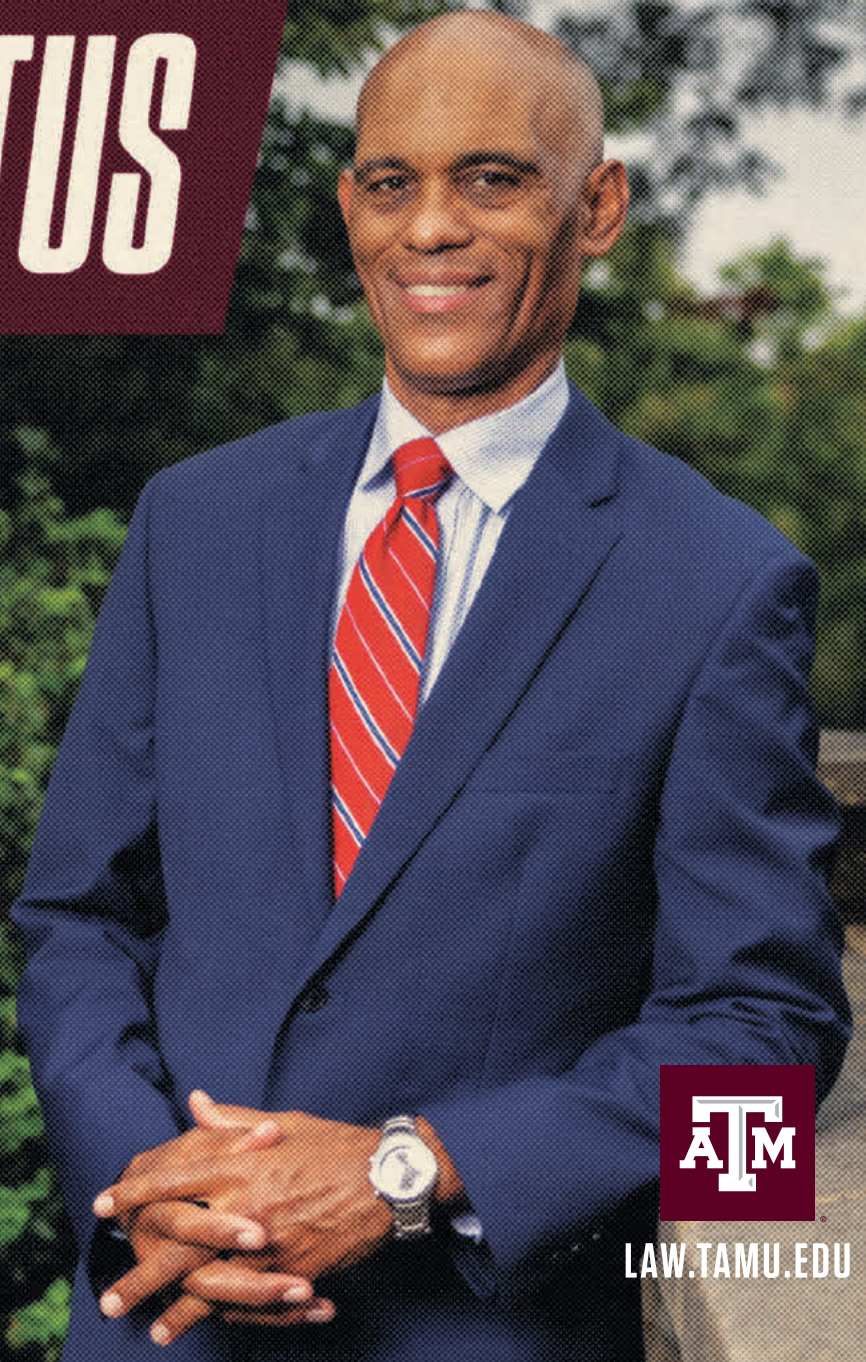
But she hasn’t given up hope. And she’s still trying to find ways to reduce cheating on the exam in her lab course. She plans to use a larger pool of questions, and to prevent students from going back to a question once they answer it. And she’ll keep talking with them about academic integrity.

Eventually, Eytel plans to remake her lab course along the lines of what she did with the lecture. The best approach to reducing cheating, she believes, is something both simple and hard to realize, especially during a crisis: better teaching. ■

Beckie Supiano writes about teaching, learning, and the human interactions that shape them.

MITCHELL EARNS 'GENIUS' STATUS

Texas A&M School of Law professor Thomas W. Mitchell has been named a 2020 fellow of the MacArthur Foundation for his work in reforming laws and developing policies that help disadvantaged families deprived of their land, homes and real estate wealth. The ‘genius grant,’ a most prestigious prize in academia, will afford Mitchell with \$625,000 to further his mission to help families and communities maintain their piece of the American Dream.



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Right-Wing Trolls Attacked Me. My Administration Buckled.

On the cravenness
and cowardice of the
corporate university



KEVIN VAN AELST FOR THE CHRONICLE



By **L.D. BURNETT**

THEY WERE WARNED.

As soon as I saw the September 28 email from the *Campus Reform* reporter writing to ask about my tweets, I forwarded the inquiry up my college administration's chain of command to let them know what might be coming their way.

I wasn't sure if my dean had ever heard of *Campus Reform*, so I explained their place in the right-wing, AstroTurfed-outrage ecosystem, where dark-money donors pay student stringers small bounties for tips about "liberal professors."

I told my dean that I was probably on the *Campus Reform* radar screen because I had recently published an article in *Slate* that was critical of the president's "patriotic education" initiative.

"Here's what we could probably expect," I wrote to my dean. "Around 100 hateful emails, plus or minus, to my work email account; some outcry on social media that Collin College should fire me; perhaps some emails to [H. Neil] Matkin [the college president] or other college administrators. And after a couple of weeks, I said, "this will blow over and there will be a new liberal professor for them to target."

My warning was prescient, but my timing was off by a week.

THE REVIEW

Instead of writing a story about how I responded on Twitter to Herman Cain's needless demise by explaining what it means to say that Donald Trump is the head of a death cult — that's what the reporter had originally contacted me about — she waited a little over a week before emailing me again about a different set of tweets. During the October 7 vice-presidential debate, I had posted that Mike Pence, who refused to stick to his allotted time, should “shut his little demon mouth.”

The aspiring muckraker's shocking exposé revealing that college professors had mean and snarky things to say on Twitter about the vice president appeared on the *Campus Reform* website on the morning of October 8 and was picked up, slightly reworked, on the Fox News website a little after 5 p.m., Central time, on Friday, October 9.

I received my first irate email from a stranger at 5:43 p.m. For the rest of the weekend, without ceasing, on my social-media accounts and through my work-email inbox, I was inundated by scores of obscene, vulgar, sexually explicit expressions of puerile rage. Apparently the injunction not to be a potty mouth during one's free time applies only to professors. Everyone else gets to cut loose with the C-word, the F-word, the B-word, a few vaguely veiled threats, some scatological pronouncements, and several all-caps rants about the creeping fascism of commie, Nazi professors like me, who should be fired, or leave America, or be thrown in prison, or killed like a pig.

I spent the weekend reporting harassing tweets, blocking trolls, and trying to figure out if some of the more menacing or enraged messages I received were from anyone who lived nearby or might pose a credible threat to my well-being. That's how I learned, via some simple internet sleuthing, that a truly infamous writer of profanity-filled all-caps emails — a person who goes by the moniker of “Dame Jo the Queen of Troll” — is actually a 73-year-old woman who lives about 20 minutes away from me and has chosen to spend the gentle twilight years of her life threatening and abusing journalists and scholars on the internet.

I replied to a few of these malevolent missives, copying Matkin, my college president. I wanted him to see for himself the bilious vitriol that was flooding my work inbox, and to see how I was dealing with the nonsense and the noise.

And keep in mind: The abuse and rage directed at me was nothing compared with the disgustingly racist, body-shaming, malevolent messages coming in to two other female scholars profiled in the Fox News piece, Sami Schalk and Sirry Alang. That's because, while it's hard out here for a cis white woman who dares to say things on the internet, it's positively toxic out here for Black women who simply dare to exist in the world.

In any case, I wanted my president to see what was happening to me, a valued member, I supposed, of the Collin College community.

AND so my weekend went, and Monday came around, and I was grateful for its coming. I expected that a college administrator, perhaps even the president himself, would be reaching out to me to check in.

Well, the college president did reach out to me, though not personally or privately. Instead, he sent an all-faculty email that went out to every full-timer and every current and recent adjunct of the school — maybe 900 people? A thousand people? I don't know; it's a big mailing list. He said that because one faculty member “chose to post some political and other statements on her social-media accounts” — as if that's verboten — the college was now at the center of a social-media firestorm. While most messages coming in were demanding that my college fire me, Matkin said that “a handful” of emails called on the college “to uphold ‘academic freedom’ and ‘free speech.’” The scare quotes around those two terms are hardly inspiring.

In this all-faculty email, the president promised that “the college's

The injunction not to be a potty mouth during one's free time apparently applies only to professors. Everyone else gets to cut loose.

execution of its personnel policies will not be played out in a public manner.” Then he shared the text of a public statement to be posted prominently on the college website that read very much like an execution of personnel policies, or at least of personnel character. Here's a brief sample of how the college president framed the egregious damage done by my “hateful, vile, and ill-considered” tweets:

While this instance of unfortunate speech may be protected, incendiary comments such as these do not best serve our community, nor do they advance any positive solution. Hate and profanity are never welcome, especially during this time when we, as Americans, are searching for the best path forward for our Nation. Such comments make it that much more difficult for all who hold diverse views to come together, as our country so desperately needs. Notably, these comments are a setback to the hard work and dedication of our campus community and all that Collin College has achieved this year.

You can read the statement for yourself. But TL;DR: He threw me under the bus. The college president's official response to illiberal calls demanding that the administration and the board engage in cancel culture and punish my exercise of free speech by firing me — including, apparently, calls from government officials demanding that I be punished for exercising my First Amendment freedoms (is that even legal?) — was to malign not just my writing but my character. I was stunned.

But I should not have been surprised. For I, too, had been warned.

I have been studying and writing about well-funded right-wing propaganda operations aimed at delegitimizing and defunding higher education for years. I'm writing a book about it. I have also been studying the rise of the corporatized academy, a phenomenon made freshly visible to me when my own college president kicked off this academic year with a video sharing his strategic vision for the “Amazonification” of the school.

So I should not have been surprised that my own college president did not treat me like a respected scholar or a supportive colleague or a beloved and outstanding teacher. Instead, he treated me like a public-relations/customer-complaint problem to be solved and silenced by an all-faculty email and a mob-appeasing statement seemingly designed to have a chilling effect on the free expression of any other professor who might so much as think of offering a mildly controversial or mildly snarky opinion in the public sphere.

My college president was probably not expecting me to hit “Reply All” to his email within 10 minutes of having received it. I guess he doesn't know me very well.

I spoke up for myself, for the expectation that I would be treated with some minimal courtesy and professionalism by my employ-

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er, rather than being made an example of before my colleagues. And I spoke up too for my colleagues, because so many professors at my school are absolutely terrified to speak up on their own behalf. Can't imagine why.

In any case, my college administrators were warned of what would come when *Campus Reform* came calling, and I was warned, and now I will warn you — warn you, and call you to courage.

First, the warning: What happened to me can happen to any of us. It doesn't matter if you're on Twitter or not. Any email, any recorded lecture, any live lecture that is surreptitiously recorded by a student, any donation to a political cause or a political party, any public comment or remark you make in any place, at any time, on any medium — any of those things can be distorted by the industrial engines of mass-produced, culture-wars outrage and turn you into the villainous professor du jour. This is the model: Isolate, attack, destroy, and then move on to the next professor. The paid provocateurs will leave it to your institution, already trembling before the menacing hand of the market, to do the mop-up job.

Maybe your institution will stand by you. Maybe your institution will be as clear on your fundamental right to free expression as the University of Wisconsin at Madison has been in the case of Sami Schalk, who was profiled in the same *Campus Reform* article with me. She has been facing extraordinarily vicious public attacks, but at

least her university did not add fuel to the fire by opining on the content of her remarks or offering up a show of indignation and outrage. When *Campus Reform* contacted the school for comments about Schalk's statements, Wisconsin simply said this: "When students, faculty, and staff exercise their First Amendment rights to express opinions, they are speaking for themselves, not the university."

But here's the thing: Even if your institution won't stand by or stand up for you, we will. All across this country, as our institutional affiliations and identities are dissolved in the acid bath of the "Amazonification" of higher education, we are unmoored from what used to be stronger bonds of mutuality between scholars and their schools. But as we drift away from the wreckage, bobbing among the broken flotsam and shattered remnants of shared governance, we drift toward one another.

We must become an institution to each other. Not because that's how things ought to be, but because that's where we are. We who have come to know one another through professional organizations or Twitter conversations or conference panels or research fellowships or Facebook pages or blogs are a growing band, and we should band together.

We may not be able to count on our institutions, but we must be able to count on one another. ■

L.D. Burnett is a professor of history at Collin College.



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‘We Haven’t Begun to Feel’ the Economic Pain

A *Chronicle* survey explores the pandemic’s impact and colleges’ plans for spring.



MICHAEL MORGENSTERN FOR THE CHRONICLE

TWO-THIRDS of institutions responding to a new survey by *The Chronicle* reported drops in undergraduate enrollment this fall, with community colleges experiencing the steepest declines during a semester of pandemic-fueled challenges.

The survey of enrollment managers and registrars provides a look at enrollment shifts and spring-planning decisions at institutions representing a broad cross-section of Carnegie classes. *The Chronicle* undertook the project in collaboration with the course-scheduling firm Ad Astra and Davidson College’s College Crisis Initiative.

The responses reinforce some of the top-level findings of recent studies by the National Student Clearinghouse Research Center and the American Council on Education: Declining enrollment, increased operating costs, and state budget cuts are inflicting deep financial pain on nearly every sector of higher education.

But among the injured, community colleges stand out: According to *The Chronicle*’s survey, nine out of 10 suffered enrollment declines this fall compared with the previous year. More than half of the two-year colleges reported that enrollments had dropped by 10 percent or more.

Those results underscore the enormous challenges community colleges and their students face in dealing with the public-health and economic crises caused by Covid-19.

The situation in other sectors of higher education is not quite as dire. Some elite colleges have even seen enrollment gains during the pandemic. Forty-two percent of respondents from institutions in the prestigious Association of American Universities saw no change in undergraduate enrollments, while 15 percent reported increases of 0.1 to 5 percent.

In general, colleges that offer in-person courses fared better than those that have gone mostly online. But the responses also point to trou-

bles for public regional universities and some private colleges.

A separate study released today by the National Student Clearinghouse Research Center carried still more alarming news: Freshman enrollment is down nationwide by 16.1 percent.

What worries many in higher education is not just the dismal fall enrollment, but also the prospect that the nation will continue to struggle with the pandemic through the spring and possibly into next fall.

“The economy is not going to come back fully until we solve the public-health crisis, and that’s true for higher ed, too,” said Douglas Webber, an associate professor of economics at Temple University.

The stimulus measures passed by Congress are helping sustain many businesses and institutions through the end of the year, Webber said. But without more federal assistance and a reliable vaccine, more jobs will be lost, making it harder for students to afford college.

“We haven’t begun to feel the real economic damage,” Webber said.

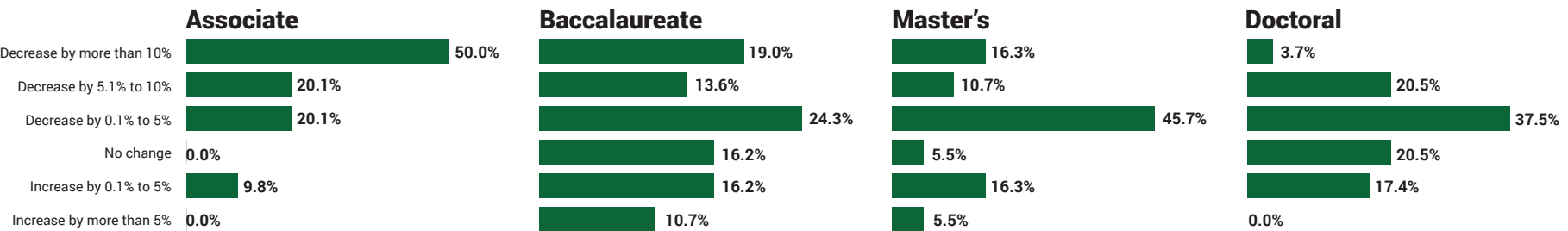
THE *Chronicle* survey, which was conducted in late September and early October, drew responses from 256 enrollment managers, registrars, and associated administrators. The largest group of responses, 30 percent, came from baccalaureate-granting colleges, and 28 percent were from doctoral-granting institutions. Master’s-level colleges made up a quarter of the responses, and nearly 17 percent were from community colleges. The survey results were weighted to compensate for the variations.

While the overall picture was somber, the survey showed a range of undergraduate-enrollment outcomes for the fall semester. More than a fifth of the responding colleges reported enrollment declines of 10 percent or more, but a nearly equal share saw increases.

More than 40 percent of bachelor’s-granting colleges had no enroll-

Community Colleges in Distress

Nearly all two-year colleges shed students this fall. They were the most likely of all institution types to see enrollment drop more than 10 percent.



Source: Ad Astra/C2i/Chronicle

ment declines or even small increases in students. Doctoral institutions made up the smallest share of those reporting an enrollment decline of 10 percent or more.

But colleges in the middle — public regional institutions and a mix of private colleges that offer master’s degrees — were second only to community colleges in terms of enrollment declines. Nearly three-quarters of master’s institutions reported fewer students this fall than the previous year.

A larger share of four-year private colleges than four-year publics re-

were fully or primarily online, a group that comprised nearly 40 percent of the respondents. Those using a hybrid mix of instruction made up 36 percent of the respondents.

That finding seems to confirm the argument of so many college leaders that students really wanted to be back on campus.

Christopher R. Marsicano, an assistant professor of the practice in educational studies at Davidson College, said the differences could be a result of students’ expectations that being on campus for in-person instruction would be the same as it was in the past.

Conversely, students’ fears that fully or mostly online instruction was not going to be high-quality may have kept many away from those institutions, said Marsicano, who helped oversee the survey as director of Davidson’s College Crisis Initiative. (C2i, as the Davidson initiative is known, supplies data for *The Chronicle’s* reopening tracker.)

But now that a semester has passed, Marsicano said, students may be less keen to be on campus, given the requirements for social distancing and masks. “I would not be surprised if we saw a dip in in-person enrollment in the spring,” he said, “because it’s not a normal college experience.”

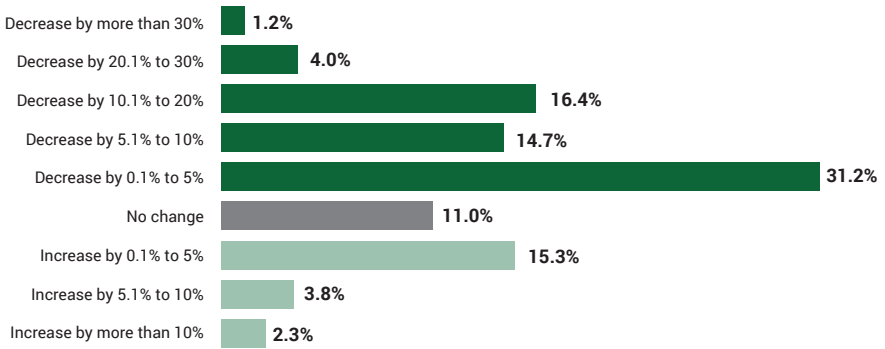
Early indications suggest that the spring semester could look a lot like the fall. Less than 20 percent of survey respondents said their institutions are planning for a fully or primarily in-person spring. A third are planning a hybrid mode of instruction, a quarter expect to be primarily or entirely online, and most of the rest are waiting to decide.

Dominique Baker, an assistant professor of education policy and leadership at Southern Methodist University, said the survey’s results may be an indicator not so much of the success of any one sector or mode of instruction as of the relative wealth of the institutions and the kind of students whom particular colleges recruit.

In other words, colleges that opened for fully or mostly in-person

Undergraduate Enrollments Slide

About two-thirds of colleges reported that their undergraduate enrollment in the fall of 2020 had decreased from the prior year.



Source: Ad Astra/C2i/Chronicle

instruction are those that could afford to prepare a campus for the return of students, she said, and the students they recruit generally face fewer financial barriers to being on campus.

BUT THE PANDEMIC has also created a particular set of challenges for low-income students, working adults, and those with children — the kinds of students most likely to enroll at community colleges.

A recent study by the American Council on Education reported that nearly 80 percent of community-college presidents surveyed said their enrollments had fallen.

A September report from the National Student Clearinghouse Research Center said that community-college enrollments had fallen 7.5 percent compared with last fall. The decline among all undergraduates was 2.5 percent.

During past recessions, many unemployed people headed to two-year colleges so they’d be ready to find work once the economy recovered. That doesn’t appear to be happening this time.

Parents who might otherwise want to be taking courses are instead focused on taking care of their children, said Webber, the Temple University economist. “That’s where this decline is coming from,” he said. “It’s not that they don’t want to respond to the normal economic incentives, it’s that they can’t.”

One respondent to *The Chronicle’s*

survey had another explanation for the decline in enrollment: “We have a large number of students who would have enrolled for fall semester, but do not have internet and/or cellular connectivity.”

John Barnshaw, vice president for research and data science at Ad Astra and an architect of the *Chronicle* survey, said there are indications that working adults, in particular, are now more interested in earning certificates or other credentials that take far less time than earning an associate degree does.

Baker, at Southern Methodist, said the near-shutdown of the service industry has removed an important source of income for working families and made it impossible for many to go to college.

Comments that accompanied the survey also point to that issue. “Finances/loss of family income affected approximately 40 percent of students who chose not to attend for fall 2020,” wrote a respondent from a private, four-year college.

In addition, financial-aid awards are based on a family’s prior-year tax return, which doesn’t account for the current economic conditions, Baker said. Colleges and the federal government could help solve the problem by making students aware that they can appeal the size of their financial-aid awards.

“If institutions can’t help mitigate these issues,” Baker said, “we’ve got a really tough road ahead.” ■



Eric Kelderman

covers issues of power, politics, and purse strings in higher education. Follow him on Twitter @etkeld

ported enrollment declines of more than 10 percent. But more than 28 percent of four-year private colleges had increased enrollment — double the percentage reported by four-year public institutions.

Barbara K. Mistick, president of the National Association of Independent Colleges and Universities, said the figures result from the financial challenges families are facing because of the pandemic. That’s not an issue for the wealthy private colleges that meet students’ full financial-aid needs, she said. But for most private colleges, that is not an option.

The survey also found a notable correlation between enrollment and mode of instruction. Colleges that were fully or primarily in-person for the fall — about 20 percent of respondents — were less likely to report enrollment declines than colleges that

Higher Education's Nightmare Scenario

Finances are already strained — and yet public colleges await budget-busting cuts.

PUBLIC COLLEGES face two crises: the impact of Covid-19 on their operations and a downturn in state funding brought on by the current recession. And based on what state budget offices are saying, the funding problem for higher education is about to get a lot worse. Without action by the federal government, higher education in most states will be facing severe cuts, very likely larger than

those incurred during the recession of 2008-9. There has already been a large contraction in our industry's work force, and state systems are feeling the pain: In Pennsylvania, for instance, a plan to lay off approximately 350 faculty members has reportedly been expedited. All of that may merely be prelude

to a looming, historic decline in the sector. There is time to act, but the window is closing. Academic leaders are planning now for unprecedented cuts.

The current budget for most states was developed in an entirely different economy, with radically different expectations for state revenues.

THE REVIEW

Fiscal years generally start on July 1, and are named for the year that they end. States are now in the 2021 fiscal year, which runs from July 1, 2020, through the end of June 2021. They adopted budgets for the 2021 fiscal year based on revenue and expenditure projections that took place in the fall-winter of 2019-20, that were then proposed to state legislatures in the winter-spring of 2020 and adopted in most states in the summer of 2020. As one can imagine, those revenue and expenditure predictions may as well have taken place in a different world.

According to an analysis by the National Association of State Budget Officers, state revenues decreased enough from April to June to completely wipe out the previous three quarters of strong performance. Before Covid-19, states had been expecting strong year-over-year revenue growth. By the time they settled their end-of-fiscal-year books, they saw roughly a 6-percent shortfall in general funds.

State leaders, including governors and legislators, made use of an already-strong fiscal position, existing reserves, and emergency funds, and the federal government's Coronavirus Aid, Relief, and Economic Security Act, to cover the initial costs imposed by the crisis. Those reserves may allow states to fund their operations through some of the current fiscal year. But, by and large, they are out of options for the 2022 fiscal year.

When will this harsh new reality hit higher education in full? States' planning for budget decisions starts with budget offices' sending out guidance to state agencies — including higher education — detailing how to structure requests for funding. Those documents set the expectations for budget requests. (While actual policy will be determined by the governor and the legislature, a good budget office will let agencies know what to expect.) The picture those guidance documents paint is bleak: Those released in the last few months contain extraordinary warnings as to the possibility of unprecedented cuts.



JOAN WONG FOR THE CHRONICLE



William R. Doyle

is a professor of public policy and higher education at Vanderbilt University.

Washington State's guidance to state agencies says:

"For the 2021–23 biennium, forecasted revenue growth will not meet current demands on the state's resources ... In addition to the current difficult economic situation created by Covid-19, Washington continues to face a structural budget gap because the state's tax and revenue system does not keep pace with the increasing demands for services of a growing population."

As a result, Washington's budget office is asking its agencies to prepare for cuts of up to 15 percent.

Ohio's Office of Budget and Management is asking for two types of requests, one that includes a 10-percent reduction in costs, and another that covers the minimum required to continue offering current services. In Illinois the budget director told its agencies to prepare for 10-percent cuts in the 2022 fiscal year. Gov. J.B. Pritzker called this a "nightmare scenario." The list goes on: Connecticut's budget office is asking for cuts of 10 percent. Minnesota has warned its agencies to expect a decrease of 9 percent.

THOSE KINDS of across-the-board requests for cuts are particularly alarming for higher education. We tend to ultimately receive bigger budget cuts than other agencies during recessionary periods because, unlike other state budget categories such as elementary and secondary education or public assistance, higher ed has its own revenue stream in the form of tuition. Even

though many do so reluctantly, state legislators have relied on higher education to be the balance wheel of state finance, covering gaps in revenues that can't be covered by other state budget categories.

In the past, state cuts of 10 to 15 percent have resulted in decreased enrollment capacity, tuition increases in the range of 20 percent, staff layoffs, departmental and unit closures, and layoffs for both tenured and untenured faculty members due to fiscal exigency. Tuition increases and cuts in state financial-aid programs during recessions mean that prices go up at the exact time when fewer people can afford to pay. If the past is a guide, we can expect that tuition increases in this range will result in many more students' being priced out of a college degree. And those students who do enroll will have no choice but to borrow even more to pay for college.

The layoffs and cuts in programs in previous recessions have been moderated by other forces. In past downturns, enrollment tended to grow as younger people and older working adults who were not in the labor market sought to expand their skills. In addition, many public colleges turned to out-of-state and international students, who pay much higher tuition and thus can be lucrative sources of revenue.

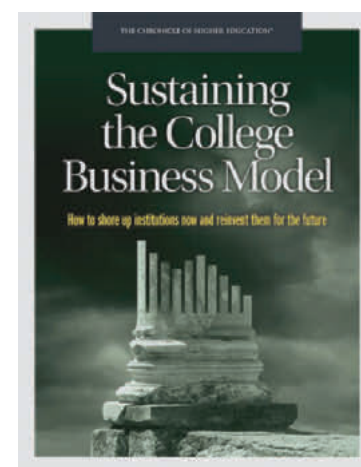
This time is different. Given travel restrictions and students' unwillingness to travel far from home during the pandemic, those options most likely will not be available. Early indicators show that, so far in this recession, undergraduate enrollment is down. Faced with both declining enrollments and steep budget cuts, many public colleges may face the possibility of drastic cuts, which could cause them to be unable to fulfill their missions of research, teaching, and service.

The fallout from the initial round of budget reductions is already being felt. The University of Massachusetts has announced indefinite furloughs of 850 employees. The University of Delaware and Rutgers are both planning layoffs of adjunct faculty and staff members. Worryingly, all of those changes are happening before the kinds of cuts anticipated by state policy makers in the next fiscal year.

There's only so much state policy makers can do to support our sec-

tor right now. Governors and legislators in most states must balance their budgets, and there simply isn't enough tax revenue to collect from citizens who are facing high unemployment and decreased earnings. State leaders will also need to fund critical functions such as health care, K-12 education, and public assistance.

The solution lies with the federal government, which must step in to avert cuts that could imperil higher education's ability to fulfill its mission. Congress can and should act to provide assistance to the states, with provisions made to ensure that colleges receive much-needed funding that could be used to assure access and to keep higher education affordable. At the moment, it seems such a program is exceedingly unlikely. Meanwhile, the window to act continues to shrink, and plans proceed for a future of higher prices, fewer students, a smaller academic work force, and reduced opportunity. ■



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A Shameful Silence on Diversity

Colleges have been quick to fall in line after Trump's executive order.

THIS PAST SUMMER, far-right media outlets from Fox News to *Breitbart* flooded the airwaves and the internet with stories about diversity training within the federal government. They castigated the programs, accusing them of encouraging discrimination against white people, especially white men, by promoting ideas of white racial inferiority.

This, of course, was nonsense. Diversity training does no such thing.

Mary Morten, president and founder of a company that conducts racial-equity training for government

THE REVIEW

agencies and nonprofits, explained recently that the interactive training sessions they lead simply “do a variety of things to make sure that people understand some of the history of what bias has looked like in this country, [and] what power and privilege have looked like.” She added that at the end of their sessions, there is always “some action planning” designed to help participants figure out how they can take what they learned and “embed it” in their organizations.

Morten, like other racial-equity trainers, does not sow seeds of racial division. Instead, she helps clients eliminate discriminatory beliefs and behaviors among employees, a process that makes organizations more equitable and effective.

The right-wing media's talking points have been taken up by President Trump, who unleashed a Twitter storm against diversity training. He called critical race theory (a framework for understanding the centrality of race and racism in American society) “a sickness that cannot be allowed to continue,” and he has denied the existence of race-based privilege.

Right-wing diatribes about diversity training often ended with a call for Trump to issue an executive order banning federal agencies from holding them. So it was not unexpected when, on September 22, Trump signed an executive order forbidding diversity training within the government. The order asserts that this



HARRY HAYSOM FOR THE CHRONICLE

training perpetuates “racial stereotypes and division and can use subtle coercive pressure to ensure conformity of viewpoint.” The order justifies these baseless claims by offering a twisted reimagining of U.S. history, a version of the past that posits that the nation’s “Founding documents” rejected “racialized views of America.”

This nonsense of the far right had found its way into federal policy.

Making matters worse, the order applied to federal contractors, broadly defined as any entity receiving federal funds, on the basis that racial-equity training sessions “promote division and inefficiency when carried out” by them, too.

This move — including recipients of federal funds in the order — was clearly designed to suppress diversity, equity, and inclusion work in higher education. Indeed, curtailing anti-racist activities on campus and

censoring those working to understand and end systemic racism may have been the ultimate goal of the order.

MOST COLLEGES reacted to the executive order the same way they have to other grievance-politics grenades (the travel ban, border-wall construction, ICE raids) that Trump has thrown their way — they remained silent.

If we assume the best of our academic leaders, their silence can be interpreted as an attempt to protect the flow of federal dollars to their institutions. They aim to keep colleges clear of the order’s blast radius long enough for a new president, if one is elected on November 3, to clear away the debris.

This may be strategically useful. Many historically black colleges and universities depend on federal grants

to remain open. Undoubtedly their precarious financial situation figures prominently in the decision of HBCU presidents to stay quiet, just as it did when dozens allowed Trump to use them as props in that embarrassing Oval Office photo. Their silence is also uniquely disturbing because what Black college doesn’t confront head-on the very issues that Trump demands be ignored? Indeed, that is the mission of most.

Silence is also strategically useful for presidents of the nation’s leading predominantly white institutions. They, too, are interested in keeping the spigot of federal largess open, but not as a matter of institutional survival. Compared with HBCUs, their institutions are flush with cash. They have simply prioritized preserving access to abundance over protecting opportunities for African Americans. Perhaps their commitment would be

different if their ranks were more racially diverse. As of 2016, 83 percent of college presidents were white, and only 8 percent were Black — and that includes presidents of HBCUs.

Regardless of endowment, silence is shameful. Academic leaders have moral as well as institutional responsibilities. Keeping their heads down and their own campuses safe from Trump's interventions only pushes the danger elsewhere.

For far too long, college presidents have remained silent about racist public policies. But those committed to racial justice and equity are no longer willing to see

this nation plunged further into the abyss of despair. The cup of endurance has run over. The time for silence has ended.

There are those who will say there is too much money at stake to take on Trump. To them I say there are too many lives at stake to not.

And certainly no college or university should follow the lead of the University of Iowa, Texas State University, or John A. Logan College and suspend programs because of this blatantly racist and legally dubious executive order. That would not be caution. That would be capitulation. If Trump's order causes a university

to roll back its diversity, equity, and inclusion work, then that university's commitment to this work was never what it should have been in the first place.

This past summer, millions of young people flooded the nation's streets demanding racial justice and an end to systemic racism. They showed extreme courage facing police officers armed with military-grade weapons in the middle of a global pandemic. That the leaders of those brave students' institutions lack the courage to face a shameless and unethical Trump administration is a travesty. ■

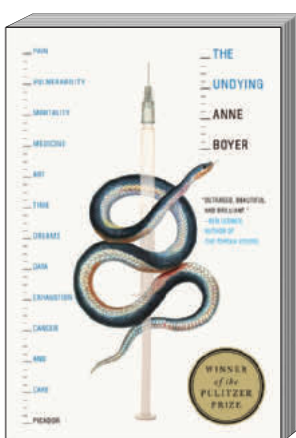


Hasan Kwame Jeffries

is an associate professor of history at Ohio State University.



NEW IN
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THE UNDYING

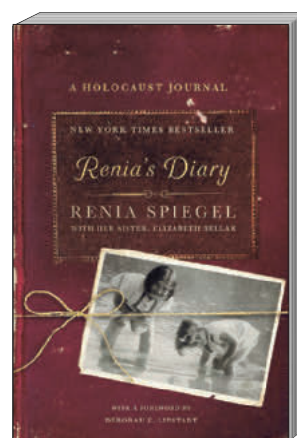
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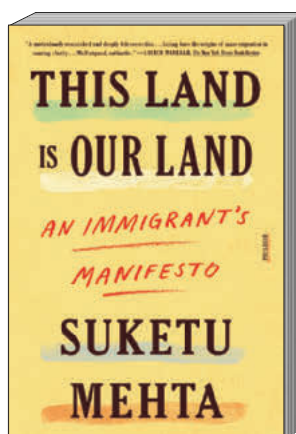
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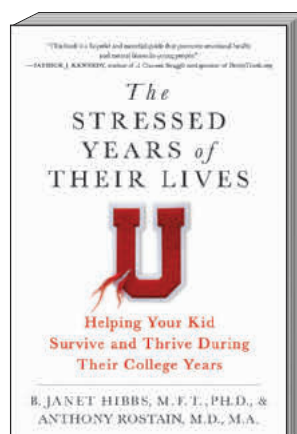


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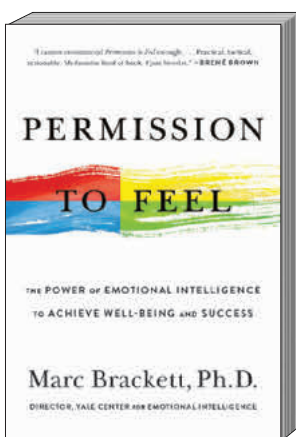


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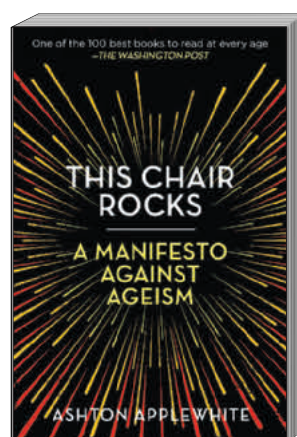


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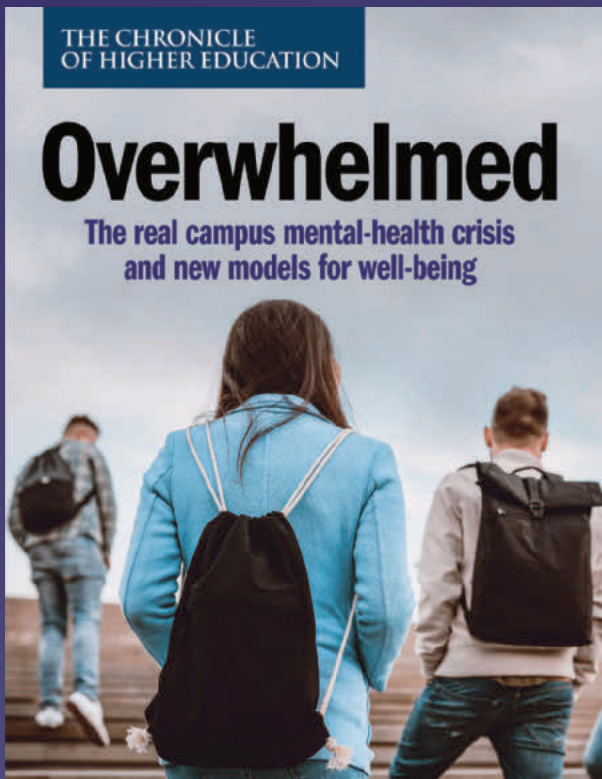
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Overwhelmed

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End the In-Person Job Interview

A virtual search process can lead to better, more equitable hiring.

ON THE FIRST DAY of September, I welcomed a new member of my team in the dean's office via Zoom. I was on the campus, but our new hire — let's call her C., so as not to put her on the spot — was still more than 1,000 miles away.

C. had asked to start work remotely for three weeks so she could have time to pack up, find a place to live, and move, all of which would take more time than usual given the restrictions of pandemic life. Just that morning, she had closed on a new house. Had she come to New Orleans to look at our housing market? No, she replied, a broker had showed her houses via FaceTime. "I'm committed!" she said.

The entire job search had been done during the pandemic. We had screened applicants, gone through three rounds of interviews, and recruited our candidate of choice — all without shaking a hand, being in the same room, or hosting finalists. Even local contenders for the job never crossed beyond the digital threshold.

As I spoke with her that first day on the job, it struck



Brian T. Edwards
is dean of the School of Liberal Arts at Tulane University, where he is also a professor of English. He is on Twitter @briantedwards.

me how unusual all of this would have seemed only six or eight months ago.

Her success remains to be tested, of course. Still, I am confident that our hiring process not only led to the best choice but also screened out aspects of academic hiring in which the replication of forms of privilege and implicit bias has long bothered me.

As a dean and professor, I've done my share of hiring, and chaired or been involved with dozens of faculty, staff, and administrative searches. In this case,

C. holds a senior administrative position. But what we learned from this virtual search seems relevant to both faculty and administrative hiring going forward.

Driven by necessity, the way we structured our search process helped us focus more on the talents of the candidates and the likelihood of their success in the job than on the superficial aspects of traditional interviews, which tend to leave cultural self-replication unchallenged. If we are serious about transforming academic culture and leaving behind the pernicious category of "fit," we need to reconsider how we go about hiring.

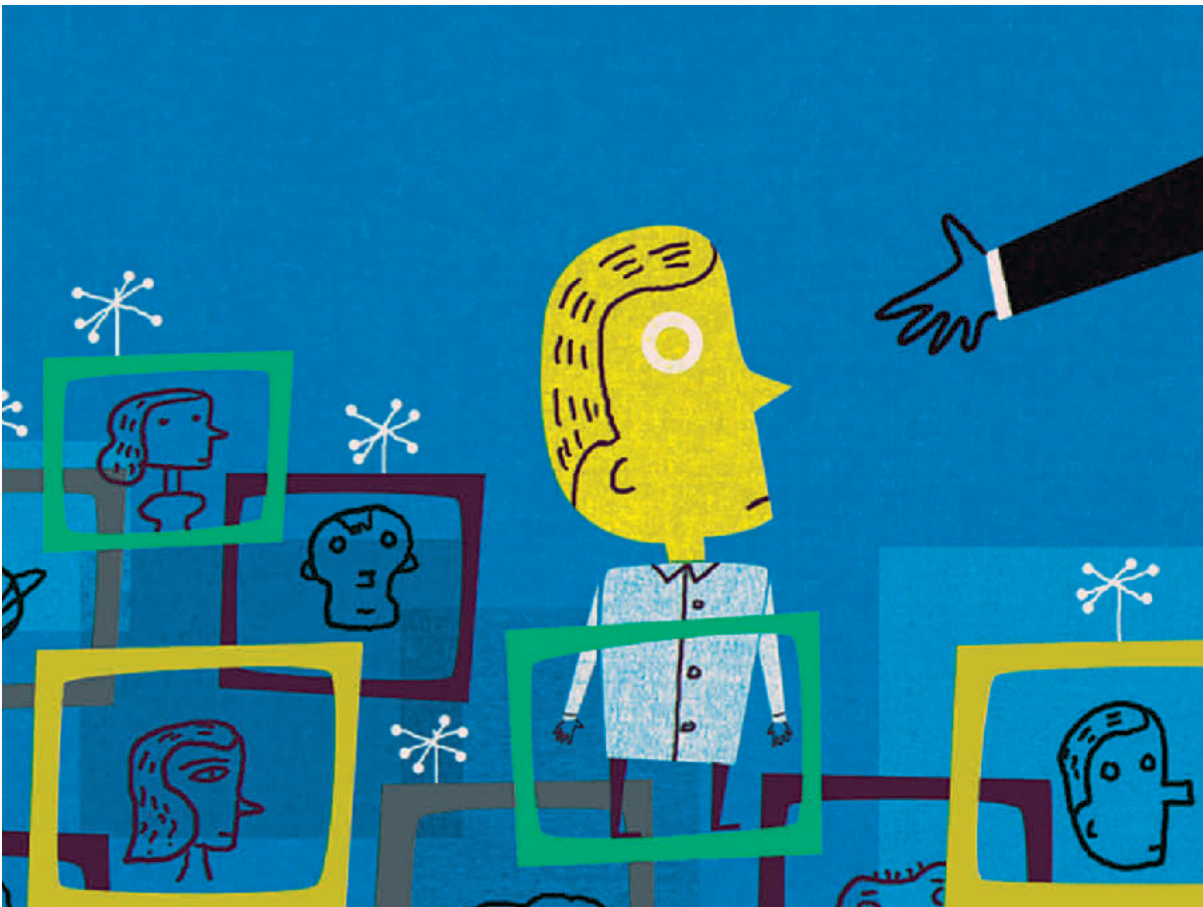
I wasn't thinking about behavioral economics when I started this job search, nor the deep tension between intuition and judgment that can

ADVICE

plague in-person interviews. In fact, the job description itself had been crafted before the pandemic forced us to take a new approach, and I had thought little about the means by which we'd go from approval to hiring.

We were about to post the job ad when Covid-19 hit, which led to a hiring freeze for all but essential personnel. A significant portion of this position is essential to our educational mission, so we got approval to restart. But now we were in pandemic mode and had to improvise.

First, I asked a larger number of colleagues than usual to play a role in the search — not just people in the dean's office but also faculty and staff members — and I divided them into teams of two or three. The first team screened applications based on CVs, focusing on qualifications. Then a second



JAMES YANG FOR THE CHRONICLE

INSIDE CAREERS				
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team conducted Round 1 interviews, with questions and interview duration standardized. Yet another team interviewed those who advanced to Round 2. And I recruited another dean to interview the final two candidates in Round 3. My executive assistant coordinated the process and asked team members to write up their ratings of the candidates at each stage. I asked not to be told what the teams were reporting until the end of each round.

I also interviewed the candidates at each stage — briefly for Round 1, and more extensively as we went forward. I compared my notes against those of that round's interview team, before deciding which candidates would move into the next round. This allowed for dissent throughout the process, and heightened the likelihood that judgment, rather than intuition, would take precedence in our decision. As it turned out, there was agreement at each stage. The final decision was mine, but in making it, I had purposely slowed down the process and maximized the amount of input I had to draw on.

Why so much structure?

Job interviews are one of those tasks in which the two competing aspects of decision making — intuition and judgment — are particularly likely to be thrown out of balance. In his 2011 book, *Thinking, Fast and Slow*, Daniel Kahneman, an emeritus professor of psychology at Princeton University and

winner of the Nobel Prize in economics, argues that there are two aspects to how we make decisions. He calls them “System 1” — driven by intuition, speed, and emotions — and “System 2” — more deliberative and slow, associated with judgment.

System 1 is highly valued in our society. We often celebrate leaders for their quick decisions and “expert intuition.” Intuitive decision making frequently carries the day, particularly in job interviews. Even those committed to working against implicit biases or the so-called halo effect (the influence of positive first impressions) have a hard time resisting the impulse to rely on intuition.

Anyone who has served on a faculty search committee, working through dozens or hundreds of applications in order to derive a short list, has witnessed how conference interviews or campus visits can turn the tables. We argue against fetishizing the brilliant job talk but find ourselves unable to resist the candidate who “interviews well.”


In his work on interviews, Kahneman tried to temper the powerful charisma of System 1 thinking by developing System 2 mechanisms. He asked colleagues to decide in advance which aspects of doing a particular job mattered most, and then to use interviews to rate candidates numerically on how well they fulfilled each characteristic. Such simple algorithms, he argues, are better than so-called “expert” judgment. “Because interviewers are over-

confident in their intuitions,” he writes, “they will assign too much weight to their personal impressions and too little weight to other sources of information.”

Even before Covid-19, many academic departments were moving away from using annual scholarly conferences to conduct first-round, in-person interviews for a faculty opening. One of the reasons for that shift is budget cuts.

But another is the clear ethical case against conference interviews: the awkwardness of interviews held in the search chair's hotel room; the high expense for graduate students or underemployed Ph.D.s to travel to conventions, frequently for a single job interview; and the environmental impact of so much travel. Those are all good reasons to start using Zoom interviews — even after the pandemic is over — to assemble the short list of candidates you plan to bring to town for campus interviews.

Now, with Covid-19 continuing to limit travel and to force academic conferences to go virtual or be canceled, the question is: What might we gain by moving *all* stages of the hiring process online? (Some may object that on-campus interviews allow departments to recruit a candidate and show off their campus, colleagues, or city, but this function can be separated until after a hiring decision is made. Too often, in my experience, the so-called



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NAFSA International Education Week (IEW) Campus Connection is a full week of virtual programming in recognition of International Education Week, November 16–20, 2020. The IEW Campus Connection features expert commentary on social justice, internationalization, and research trends in international education, as well as NAFSA Simon Award presentations and a presidential panel addressing the outlook of internationalizing campuses. The program also includes an in-depth, expert analysis of the U.S. presidential election and the implications for international education.

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“wining-and-dining” stage can go awry, privileging social niceties over academic and professional credentials.)

As I look back on our experience running this administrative search, virtual interviews democratized our procedures and minimized aspects of hiring built around intuition and discriminatory assumptions about class, gender, disability status, and race — assumptions that I believe fall into the category of System 1 thinking. By focusing attention on the candidate’s talents and experience, virtual interviews can screen out many if not most of what may distract decision makers, despite their best intentions, during initial in-person encounters.

Sure, multiple social cues and codes can come across in a Zoom interview and put implicit bias back into play. Room Rater, a popular Twitter account that evaluates (tongue firmly in cheek) Skype and Zoom backdrops, has taught all of us to look at cues in the background of a room. Being able to captivate during a Zoom interview allows some candidates to thrive. Putting your laptop on a stack of books, aiming a warm light source at your face, and taking care with your background are simple hacks for job candidates that can be surprisingly effective. We need to be on the lookout for the candidate who “interviews well” on Zoom, too, despite lacking the

background and training we need for the position. But the tendency to be influenced by a candidate’s charisma can be countered on the hiring side by a rigorous System 2 process that builds algorithms and rates candidates accordingly — like the process that we put together on the fly. For faculty hires, no less than administrative ones, quick judgments are activated by prestigious letterhead or famous reference writers. Even simple algorithms that isolate the characteristics for success as a faculty member at your particular institution — rather than a generalized image of success — forces interviewers to focus on those traits.

After C. had accepted the position, I told our new chief diversity officer my theory about the all-virtual search: “I feel I know all that I need to know. When C. gets to New Orleans, I’ll find out if she’s short or tall.” That was a joke, of course, but intended to make a serious point.

Like any of the candidates, C. might be short or tall, in a wheelchair, or have no legs at all, but none of that would matter for the job we’d hired her for. And while height, weight, the kinds of shoes you wear, or the briefcase you carry are not at all relevant to the job, so many of those cues do affect decision making in person, however implicitly, which is where the devil lies. ■

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



PRESIDENT

Bucks County Community College invites applications and nominations for the position of president. The president provides leadership for all activities of the college and is accountable for its overall operation and success.

Bucks County Community College was founded in 1964. Bucks currently serves approximately 7,100 credit students on three sites, 12,000 noncredit students and more than 55,000 fire and emergency services registrants worldwide. Bucks County Community College combines traditional academic disciplines with flexible educational programs preparing students for their future. The College is known for its high-quality academic offerings and commitment to workforce development for the betterment of Bucks County. The College's efforts in developing workforce talents and skills help businesses succeed and achieve their strategic objectives, thereby strengthening the economic foundation of the local community.

The successful candidate will be a strong and effective academic leader who has vision, sharp strategic views, and a demonstrated ability to lead a growing, complex institution. An appropriate combination of education, training, and experience in government relations and legislative processes, accreditation processes, strategic planning, enrollment management, and budget and fiscal management is desired. The ideal candidate will be a visionary and entrepreneurial leader both within and outside Bucks County Community College, who inspires confidence and trust and who will be an excellent communicator and spokesperson who can advocate on behalf of the College.

The ideal candidate will have the following professional qualifications and personal characteristics:

- Doctorate degree is preferred; however, the College will consider an appropriate terminal degree;
- Progressively responsible experience in higher education administration or a similarly complex organization;
- Commitment to maintain and deepen the College's strong and effective relationships with the external community; hold a strong commitment to serving the workforce needs of the county;
- Values shared governance;
- Excellent communicator, collaborator, and spokesperson;
- A track record of success having demonstrated financial acumen and executive tone at the top; capabilities to maintain the College's financial stability in an era of challenging economic circumstances;
- Demonstrated strong, passionate and effective leadership, management, and resource enhancement skills and capabilities;
- Demonstrated commitment to diversity and inclusion as core values that enhance the educational process and further, a demonstrated commitment to ongoing diversification of faculty, staff, and the student body;
- Demonstrated evidence of building leadership teams and transparency in communication; and
- A vision for the future of community colleges; ability to be a thought leader and craft a vision for what Bucks County Community College should look like in the next ten years.

Preferred qualifications and additional information on Bucks County Community College can be found at: <https://www.greenwoodsearch.com/bucks-county-community-college>

How to Apply

Greenwood/Asher & Associates, Inc. is assisting Bucks County Community College in this search. Applications and nominations are now being accepted. For a full application package, please include a cover letter, CV and list of five references. Confidential inquiries, nominations and application materials should be directed to Greenwood/Asher and Associates. Submission of application materials as PDF attachments is strongly encouraged. The search will be conducted with a commitment of confidentiality for candidates until finalists are selected. Initial screening of applications will begin immediately and will continue until an appointment is made.

Inquiries, nominations, and application materials should be directed to:
Betty Turner Asher, Partner and Vice President
Alex Matthews, Senior Executive Search Consultant
E-mail: bettyasher@greenwoodsearch.com
E-mail: alexmatthews@greenwoodsearch.com

Greenwood/Asher
& ASSOCIATES

Bucks County Community College does not discriminate against any employee, applicant for employment, student or applicant for admission because of race, color, sex, religion, ancestry, national origin, age, sexual orientation, gender identity or expression, an individual's actual or perceived disability, genetic information or veteran status. Accordingly, all recruiting, hiring, and promoting for all job classifications will be made without regard to race, color, sex, religion, ancestry, national origin, age, sexual orientation, gender identity or expression, an individual's actual or perceived disability, genetic information or veteran status.



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PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

The University of North Dakota invites applications and nominations for the position of provost and vice president for academic affairs. The provost reports directly to the president and is charged with the responsibilities of academic coordination and quality, fostering research and public service, and guiding all aspects of teaching and learning in support of student success.

Located in Grand Forks, North Dakota, UND's 137-year history carries a unique profile, advancing its mission on a foundation of six core values: community, discovery, diversity, inclusivity, liberal arts and lifelong learning. More than 2,400 faculty and staff teach, support, and guide a student population of 13,615 undergraduate, graduate and professional students. UND offers degrees in 225 fields of study, including 39 doctoral programs. Known for its innovative and entrepreneurial spirit, UND sustains its strong core in the liberal arts and sciences while offering world-class programs in aerospace, business, education, engineering, law, medicine and health sciences and nursing disciplines. The university is accredited by the Higher Learning Commission, along with numerous specialized accreditations at the college and school levels. The UND Fighting Hawks compete in 17 NCAA Division I sports.

EXPECTATIONS

The provost must engage with the internal and external UND communities to foster an environment of collaboration and innovation in support of the university's student-centered focus and mission. The successful candidate will work closely with the president and UND community to provide unifying leadership for a strong shared governance campus climate. The candidate must demonstrate success as a faculty member and have at least 10 years of progressively increasing administrative responsibility with a record of achievement. Further, the candidate will address bold and sensitive change while meeting the expectations that follow:

- Be an advocate for the academic mission in all decision making;
- Demonstrate experience supporting faculty and staff with curriculum and program development and delivery;
- Bring a passionate appreciation for scholarship and maintain a vibrant research culture;
- Support an inclusive and equitable environment and strive for a diverse and representative population of faculty, staff and students through recruitment and retention;
- Provide respectful guidance and empower participation in strategic planning and innovative policy delivery for the deans and their respective colleges;
- Be an accountable, fact-based decision maker with actions rooted in transparency, responsiveness and responsibility;
- Have an established record of commitment to the principles and practice of shared governance;
- Bring a sound, practiced knowledge of budget model planning and oversight, with demonstrable experience in both programmatic investment and prioritized expense reduction;
- Have demonstrated, successful fundraising experience;
- Deliver creative support of programs for student recruitment, enrollment management, retention and success;
- Understand the process and have experience in assessment and accreditation practices;
- Exhibit finely honed communication skills (written, spoken, listening) and be accessible; and
- Hold an earned terminal degree from an institution of higher education that is regionally accredited or with equivalent international recognition.

NOMINATIONS AND APPLICATIONS

UND offers the next provost and vice president for academic affairs the opportunity to join a distinctive, energetic academic community as a trusted team player and team builder. For best consideration, applications and nominations should be received by November 18, 2020, and must include a letter of interest addressing the qualifications described (not more than 3 pages); a current résumé or curriculum vitae; and the names of five professional references with each person's position, office or home address, e-mail address and telephone numbers.

The search is being assisted by James McCormick and Janice Fitzgerald, Executive Search Consultants, AGB Search. Contact may be made at jim.mccormick@agbsearch.com, 651-238-5188 or janice.fitzgerald@agbsearch.com, 717-580-0663. Responses should be sent electronically (MS Word or PDF Format) to UNDprovost@agbsearch.com. For more information about the University of North Dakota Provost search, go to <https://UND.edu/academics/provost/search/>.

Confidentiality of Application Materials

Note: Pursuant to NDCC 44-04-18.27, applications and any records related to the applications that identify an applicant are confidential, except records related to the finalists for the position, which are open to the public after the search committee has identified the top three finalists who will be invited to campus.

EEO Statement

UND 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 or national origin. Women, minorities, veterans and individuals with disabilities are encouraged to apply. Applicants will be invited to provide information regarding their gender, race and/or ethnicity, veteran's status and disability status during the application process. This information will remain confidential and separate from your application.

Veteran's Preference

Veterans claiming preference must submit all proof of eligibility by the closing date. Proof of eligibility includes a DD-214 or NGB 22 and if claiming disabled status, a current letter of disability from the VA dated within the last 12 months.

Clery Statement

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of North Dakota publishes an Annual Security and Fire Safety Report. The report includes the university's policies, procedures and programs concerning safety and security, as well as three years' of crime statistics for our campus. As a prospective employee, you are entitled to a copy of this report. The report and statistical data can be found online at <https://UND.edu/annual-security-report>. You may also request a paper copy of the report from the UND Police Department located at 3851 Campus Road, Grand Forks, ND 58202.

AGB
SEARCH



UNIVERSITY OF WYOMING

PROVOST AND SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

The University of Wyoming is conducting a national search for its next Provost and Senior Vice President of Academic Affairs. The Search Committee invites nominations, applications (letter of interest, resume/CV, and the names and contact information of five or more references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to November 15, 2020. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/wyomingprovost>.

Laurie C. Wilder, President
Porsha L. Williams, Vice President
770-804-1996 ext. 102 or 109

pwilliams@parkersearch.com || eraines@parkersearch.com

UW is an Affirmative Action/Equal Opportunity Educator and Employer. We are committed to a multicultural environment and strongly encourage applications from women, minorities, veterans and persons with disabilities. In compliance with the ADA Amendments Act (ADAAA), if you have a disability and would like to request an accommodation to apply for a position, please call 307-766-2377 or email jobapps@uwyo.edu



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



PEPPERDINE

VICE PRESIDENT FOR COMMUNITY BELONGING AND CHIEF DIVERSITY OFFICER



Pepperdine University invites nominations and applications for the inaugural position of Vice President for Community Belonging and Chief Diversity Officer.

Pepperdine seeks a collaborative, strategic, results-oriented, energetic, and faithful leader who will be a member of the senior administrative team, reporting directly to and advising the president. The selected candidate will serve on the University Steering Team and lead the University Diversity Council, partnering with existing work related to diversity, equity, inclusion, and belonging. He or she will intentionally build relationships with students, staff, and faculty across the university, joining with them to identify and execute new initiatives. Pepperdine is in the midst of a strategic planning process, and the inaugural VP for Community Belonging will play a key role in implementing and advancing the university's aspirational goals related to diversity, inclusion, and belonging. The selected candidate will join a leadership team that values collegiality, collaboration, and transparency.

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Pepperdine cherishes the sacred dignity of every human being, celebrates diversity as a true representation of God's love and creative expression, and seeks to foster a deep sense of belonging with the understanding that a diverse community enriches their learning, scholarship, and leadership.

Ranked in the top-50 of national universities by U.S. News & World Report, Pepperdine enrolls approximately 8,000 full-time and part-time students in its five colleges and schools with roughly 380 full-time faculty and over 1,110 full-time staff. Located in the coastal community of Malibu, California, Pepperdine University's 830-acre campus has been ranked the most beautiful campus in the nation by The Princeton Review. Pepperdine has five graduate campuses across Southern California, six international campuses, and additional study and internship programs on six continents.

Please visit <https://carterbaldwin.com/opportunities/pep-vp-cdo/> to learn more.

Pepperdine is an Equal Employment Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal, state, or local law. Pepperdine is committed to providing a work environment free from all forms of harassment and discrimination. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the University. For more information about Pepperdine University visit <https://www.pepperdine.edu/>.



UNIVERSITY of WASHINGTON

DEAN OF THE COLLEGE OF ARTS & SCIENCES

The University of Washington is conducting a global search for its next Dean of the College of Arts & Sciences. The Search Committee invites nominations, applications (letter of interest, diversity statement, comprehensive curriculum vitae, and the names and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to December 31, 2020. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com/uw-a&s.

Laurie C. Wilder, President
Porsha L. Williams, Vice President
Jacob C. Anderson, Principal

lwilder@parkersearch.com || pwilliams@parkersearch.com || janderson@parkersearch.com
Phone: 770-804-1996 ext. 111 Fax: 770-804-1917

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



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



THE UNIVERSITY OF TENNESSEE CHATTANOOGA

DEPARTMENT HEAD MARKETING AND ENTREPRENEURSHIP GARY W. ROLLINS COLLEGE OF BUSINESS

The University of Tennessee Chattanooga is conducting a global search for the next Department Head of Marketing and Entrepreneurship in the Gary W. Rollins College of Business. The Search Committee invites nominations, applications (letter of interest, resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Confidential review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to December 1, 2020. For a complete position description, please visit <https://www.parkersearch.com/utcdpartmentheadmarketingentrepreneurship>.

Laurie C. Wilder, President
Porsha L. Williams, Vice President
pwilliams@parkersearch.com || eraines@parkersearch.com
Phone: 770-804-1996 ext.: 109 Fax: 770-804-1917

The University of Tennessee Chattanooga is an EEO/AA/Title IX/Section 504/ADA/ADEA institution in the provision of its educational and employment programs and services. All qualified applicants will receive equal consideration without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability or covered veteran status



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770.804.1996 | parkersearch.com



WVU Medicine

Assistant Professor, Associate Professor, or Professor rank for Family Medicine Clinical Faculty Physician

West Virginia University School of Medicine and the Department of Family Medicine seeks a Family Medicine Clinical Faculty Physician interested in sharing time between the General Faculty and Geriatrician roles; and qualified for appointment at the Assistant Professor, Associate Professor, or Professor rank. The successful candidate will be expected to practice in Morgantown, 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 areas of Family Medicine. In addition to providing excellent patient care, the successful candidate will also be actively involved in the teaching of medical students, residents, and fellows. For appointment at the Associate Professor or Professor rank, it is expected that candidates sustain an outstanding, extramurally supported research program.

Qualifications: applicants must have an MD or DO degree or foreign equivalent and be eligible to obtain an unrestricted West Virginia medical license. Candidates must be board certified / eligible in Family Medicine. 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. For appointment at the Associate Professor or Professor rank, a demonstrated track-record of leadership, excellent communication skills, and publications in high-impact journals are required. All qualifications must be met by the time of appointment.

For additional questions or to submit your CV, please contact Kari Roupe at kari.roupe@wvumedicine.org

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

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND
HEALTH PROFESSION DEAN



A national leader with a tradition of excellence, the Dean of the College of Nursing and Health Professions (CoNHP) will lead eleven academic areas in one of the largest undergraduate and graduate colleges for Arkansas State University. Nationally accredited and highly ranked, CoNHP provides vital education and service programs to A-State's home town of Jonesboro, which is the healthcare hub for a 23-county Delta region, home to two large, thriving healthcare systems, and nearby metropolitan health care systems. A-State has a long history of healthcare leadership for the state, and hosts on campus the NYIT College of Osteopathic Medicine and a large research facility at the Arkansas Biosciences Institute. The dean will provide dynamic leadership to the academic areas of nursing, clinical laboratory sciences, communication disorders, disaster preparedness and emergency management, medical imaging and radiation sciences, occupational therapy, physical therapy, social work, athletic training, dietetics, and the recently approved occupational health and safety. These areas offer ten certificates, six associate, nine undergraduate, eight masters and three doctoral degrees.

About A-State

Twice named as one of the top universities for social mobility by US News and a five-time selection as a top regional university by The Princeton Review, Arkansas State University meets the challenges of continuing as a destination university with close to 14,000 students, through the combination of world-class research and a long tradition of student-friendly instruction. The second-largest university in Arkansas, Arkansas State offers more than 130 degree areas of study, including a robust online program, and has a diverse student body from across the nation and around the world. A-State is accredited by The Higher Learning Commission of the North Central Association, and is an FBS member of the NCAA.

Qualifications

The successful candidate will have an earned doctorate or terminal degree in a related discipline as well as an established record of excellence in teaching and scholarship along with record academic scholarly and professional achievements appropriate for appointment as a tenured full professor in Co NHP. Administrative experience at the department chair, associate dean or equivalent level along with experience with financial planning and budgets, ability to organize and lead faculty groups, a commitment to diversity, equity, and inclusion, and participation and leadership in shared governance are required. Desired qualifications include experience in the following: managing department chairs and / or program directors, major gift fund raising, graduate program administration, administrative experience in student retention and recruitment.

A-State does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures.

To Apply:
Visit AState.edu/Jobs.

Applicants should upload a cover letter speaking to diversity and addressing qualifications, curriculum vitae, along with the names, email addresses, and telephone numbers of five professional references. Review of applications will begin on Nov. 30, 2020, with an anticipated start date of July 1, 2021.



Assistant Professor of
Pharmaceutical Sciences

This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 20% INSTRUCTION, 70% RESEARCH, 5% SERVICE and 5% PROFESSIONAL SERVICE within the Department of Pharmaceutical Sciences. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

Requirements include a Ph.D. degree in Pharmaceutical Sciences, Chemical Engineering or related discipline.

Salary, fringe benefits, and initial operating support are competitive.

CVs can be sent via email to Angela Keene at angela.keene@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.



Hood College invites applications for the following positions:

Assistant Professor for Computer Science
and Information Technology (ASSIS01697)

Assistant Professor for Special Education (ASSIS01698)

For more details about the positions and instructions on how to apply, visit www.hood.edu/jobs
Hood College, 401 Rosemont Avenue, Frederick, MD 21701

Hood College is committed to diversity in its faculty and staff and subscribes to a policy of hiring only individuals legally eligible to work in the United States. EOE/AAP/M/F/Vet/Disability Employer

Hood College does not discriminate on the basis of sex, race, color, national origin, sexual orientation, gender identity or gender expression, marital status, pregnancy, disability, religion, or age in recruitment, admission and access to, or treatment, or employment in its programs, services, benefits, or activities as required by applicable laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and complies with the law regarding reasonable accommodation for disabled applicants and students. Inquiries about discrimination or reasonable accommodation should be referred to the Title IX and Section 504 Coordinator at Alumnae Hall, 401 Rosemont Avenue, Frederick, MD, 21701 (AD 312), (301) 696-3592. For complete information on Hood College's nondiscrimination policy, please visit <http://www.hood.edu/non-discrimination/>.



Assistant Professor of Mathematics

This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 45% TEACHING, 50% RESEARCH AND 5% SERVICE WITHIN THE DEPARTMENT OF MATHEMATICS. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

Requirements include a Ph.D. degree in mathematics or a closely related field.

Salary, fringe benefits, and initial operating support are competitive.

CVs can be sent via email to Department Chair, Uwe Nagel at uwe.nagel@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.

BE A PART OF PURDUE ENGINEERING
JOIN OUR FACULTY OF
INNOVATORS. TRAILBLAZERS. MENTORS.
BE A PART OF THE
PINNACLE OF EXCELLENCE AT SCALE

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



COLLEGE OF EDUCATION and HUMAN DEVELOPMENT
Main Campus, Kalamazoo, Michigan

Terminal Faculty Specialist I: Work Force
Education and Development

The College of Education and Human Development at Western Michigan University is a diverse and vibrant institution of professional education, preparing individuals annually for leadership in their fields. The college is comprised of six departments: counselor education and counseling psychology; special education and literacy studies; family and consumer sciences; human performance and health education; teaching, learning and educational studies; and educational leadership, research and technology. The Carnegie Foundation for the Advancement of Teaching has placed WMU as one of the doctoral universities with high research activity. The College of Education and Human Development is seeking candidates for the following faculty positions:

Board-Appointed Academic Year Faculty Positions

For the following position, responsibilities include teaching both undergraduate and graduate courses; engagement in service to the department, college, and university.

Terminal Faculty Specialist I: Work Force Education and Development

Degree Requirements: Master's degree in a WFED/CTE/vocational area from an accredited institution

For the responsibilities specific to the position, minimum qualifications, and required application documents and procedure, please visit <http://www.wmich.edu/hr/jobs/>. The appointment process at Western Michigan University requires that each applicant submit a comprehensive vita or set of placement credentials and arrange for the transmittal of at least three recent letters of recommendation. Review of applications will begin November 1, 2020 and continue until the position is filled with an expected start of January 1, 2021.




SCHOOL OF ARTS AND SCIENCES
FACULTY SEARCHES
2020-2021

Tufts University, located in the Boston Area, is seeking candidates for the following full-time positions to begin in AY2021-22. Tufts is committed to excellence in scholarship and teaching, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them. Tufts is an Affirmative Action/Equal Opportunity employer. Members of underrepresented groups are strongly encouraged to apply.

NOTE: Full-text position announcements can be found at <https://ase.tufts.edu/faculty/facultySearches/positionsFullTime.htm>

DEPARTMENT	FIELD	RANK
Biology	Physiology	Full-time Lecturer
Eliot-Pearson Department of Child Study and Human Development	Applied Developmental Science	Assistant Professor (tenure-track)
Economics	Macroeconomics and Monetary Economics	Assistant Professor (tenure-track)
History	African History	Assistant Professor (tenure-track)
History of Art and Architecture	Ancient or Medieval Art and Architecture	Assistant Professor (tenure-track)
Mathematics	Open or Statistics	Full-time Lecturer
Psychology	Clinical Neuroscience	Assistant Professor (tenure-track)
Religion	Modern Judaism	Assistant Professor (tenure-track)
Urban and Environmental Policy and Planning	Sustainability Policy and Planning	Full-time Lecturer



KEAN

WORLD-CLASS EDUCATION

Tenure-Track Faculty Positions 2021-2022

Nathan Weiss Graduate College
Department of Counselor Education

Kean University is a world-class, vibrant and diverse institution offering more than 50 undergraduate majors and 60-plus graduate options, including six doctoral programs. Kean distinguishes itself through excellence in academics, strategic investments in both research and cultural facilities and initiatives and a commitment to the success of every student. Dedicated to preparing students for rewarding careers, lifelong learning and fulfilling lives, Kean offers a broad range of disciplines, the expertise of a diverse and world-savvy faculty and a student-centered learning environment and campus community. The University sits on three adjoining campus sites in Union County, New Jersey covering 180 acres, two miles from Newark Liberty International Airport and thirty minutes from New York City, with additional locations in Ocean County, New Jersey – Kean Ocean and Jefferson Township, New Jersey – Kean Skylands. Kean University also operates a unique, additional location in Wenzhou, China, where development of a full-scale campus is currently underway.

All open faculty positions below are ten-month, full-time, tenure-track assignments at the rank of Assistant Professor, effective for the spring 2021 or fall 2021 semester, unless otherwise indicated. Courses may be taught at the Union campus, Kean Ocean, Kean Skylands or other locations. Teaching assignments and related responsibilities may include day, evening, weekend and online courses. Faculty positions located in the Nathan Weiss Graduate College may require evening hours for graduate course assignments.

All tenure-track faculty are expected to demonstrate a commitment to teaching excellence and an on-going program of research and publication or creative and performance activity. Participation in curriculum development, student advisement and service at the departmental/school, college, university and community level is also required. Interest or experience in using advanced instructional technologies to improve the teaching/learning process is highly desirable. Experience in the Learning Management System, Blackboard, is preferred. Kean offers free voluntary Blackboard workshops to all faculty.

Nathan Weiss Graduate College

Department of Counselor Education
Counseling (Three Positions) – Two positions are primarily for the Counseling & Supervision Ph.D. program: teaching, dissertation advising and conducting research. The third position is to teach some College Counseling specialty courses in both the MA and Ph.D. programs, other courses in the CACREP accredited Master's degree CMHC and School options and Addictions, also with research expectations. The department is seeking diverse faculty with the ability to provide students with a broad-based graduate education in counseling that is sensitive to cultural, gender and sexual orientation differences and committed to lifelong self-exploration and professional development.

Qualifications: Doctorate degree in Counseling/Counselor Education and Supervision or meets 2013 CACREP "grandfathering" criteria; holds NJ-LPC or LCADC or equivalent; 3-5 years post-degree clinical practice; doctoral teaching and curriculum development; strong counselor identity; and professional association involvement is required. Qualitative and/or quantitative methodology experience is preferred. ABD candidates will be considered with completion date by January 1, 2021 for spring hires; September 1, 2021 for fall hires.

Contact: Dr. Rebekah Pender, Search Committee Chairperson, at counseloredjobs@kean.edu.

Application Information for All Positions

Please send cover letter, resume, unofficial transcripts, statement of teaching philosophy and contact information for three professional references. Apply to the identified contact at the email address above. Review of applications will begin immediately and continue until position is filled. Official transcripts for all degrees and three current letters of recommendation are required before appointment. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. All positions are subject to availability of funds, due to financial exigencies.

Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer



University of California, Irvine

Distinguished Scholars

- Claire Trevor School of the Arts
- School of Biological Sciences
- Paul Merage School of Business
- School of Education
- The Henry Samueli School of Engineering
- School of Humanities
- Donald Bren School of Information and Computer Sciences
- School of Law
- School of Medicine
- Sue and Bill Gross School of Nursing
- School of Pharmacy and Pharmaceutical Sciences
- School of Physical Sciences
- Program in Public Health
- School of Social Ecology
- School of Social Sciences

The University of California, Irvine invites applications from highly accomplished scholars for tenured faculty positions that carry a title of distinction in UCI's academic schools and programs (Distinguished Professor, Chancellor's Professor, Chancellor's Fellow) and distinguished early career candidates whose research and/or creative works are pioneering and have transformational/high impact in their field. Successful candidates must have a strong record of research or creative achievement, enjoy national and international recognition for their scholarship, and demonstrate excellent teaching and a strong commitment to service, equal opportunity, diversity and inclusion.

Interested applicants should contact the Dean of one of the schools or departments/programs listed above at the following address:
Dean, School of (name of school)
University of California, Irvine
Irvine, CA 92697
www.uci.edu

The University of California, Irvine is an Equal Opportunity/Affirmative Action Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy. A recipient of an NSF ADVANCE award for gender equity, UCI is responsive to the needs of dual career couples, supports work-life balance through an array of family-friendly policies, and is dedicated to broadening participation in higher education.



Massachusetts Institute of Technology

Department of Materials Science and Engineering

Tenure-Track Faculty Positions

The Department of Materials Science and Engineering (DMSE) seeks candidates for tenure track faculty positions to begin July 1, 2021 or on a mutually agreed date thereafter. Faculty duties include teaching at the graduate and undergraduate levels, research, and supervision of student research in DMSE. The search is for candidates to be hired at the assistant professor level; under special circumstances, however, an untenured associate or senior faculty appointment is possible, commensurate with experience.

We seek candidates with proven excellence in research who have the vision and interest to contribute to science and engineering for design, synthesis, processing and manufacture of soft matter, molecular materials, and polymers. Examples include, but are not limited to, sustainable manufacturing and recyclability, bio-derived materials, materials for public health, and polymer and biomaterials chemistry. Candidates should hold a Ph.D. in Materials Science and Engineering, Chemical Engineering, Chemistry, Polymer Science and Engineering, or a related field by the start date of employment.


Interested candidates should submit application materials electronically at <https://faculty-searches.mit.edu/soe/dmse>. Applications must include a cover letter, curriculum vitae, 2-3 page statement of research and teaching interests and goals. In addition, candidates should provide a statement regarding their views on diversity, inclusion, and belonging, including past and current contributions as well as their vision and plans for the future in these areas.

Each candidate should include the names and contact information of three reference letter writers. Letters should be uploaded by the deadline. Questions should be addressed to dmse-search@mit.edu. Applications will be evaluated as they are received, with fullest consideration given to those received by November 30, 2020.

We especially encourage minorities and women to apply because of MIT's strong commitment to diversity in engineering education, research and practice.

MIT is an equal opportunity/affirmative action employer

<http://web.mit.edu>



University of Kentucky

Assistant Professor of Statistics

This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 47.5% TEACHING, 47.5% RESEARCH, AND 5% SERVICE within the Department of Statistics. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

This position is open to candidates in any area of statistics and/or probability.

PhD or All But Dissertation (ABD) in Statistics or related field is required.


Salary, fringe benefits, and initial operating support are competitive.

CVs can be sent via email to Department Chair, William Rayens at rayens@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.

ACCOUNTING


Assistant Professor of Accounting
Marquette University
Marquette University's College of Business Administration in Milwaukee, Wisconsin invites applications for a full-time position of Assistant Professor to teach auditing at the undergraduate and graduate (MSA) levels in the Department of Accounting. Also will conduct high quality research and engage in service activities. Qualified applicants must have a Ph.D. (or equivalent foreign degree) in business administration, accounting, or a closely related area. Interested parties are invited to submit a curriculum vitae to Kristin Nines, Director of Academic Business Affairs at Kristin.nines@marquette.edu. Marquette University is an Affirmative Action Equal Opportunity Employer and requires compliance with the Immigration Reform and Control Act of 1986.



ANGLICAN/EPISCOPAL STUDIES

Anglican and Episcopal Studies Faculty Position (Open Rank, Tenure-Track)


Emory University
Candler School of Theology invites applications and nominations for a tenure-track position in Episcopal and Anglican Studies to begin in fall 2021. Appointments can be made at any rank, including Assistant Professor, Associate Professor, or Professor. For the full job description, please visit: <https://faculty-emory.icims.com/jobs/58928/job>



ASIAN AMERICAN STUDIES

Assistant Professor in Asian Studies/American Studies


Vassar College
Vassar College seeks to fill a tenure track, joint appointment in the Asian Studies and American Studies multidisciplinary programs to begin in the fall of 2021. An affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, Vassar promotes an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. The successful candidate will be able to convey research developments and pedagogical approaches in Asian American Studies, Critical Ethnic Studies, and/or Diasporic Studies. These programs aim to expand the existing expertise of our faculty who teach Asian American Studies in relation to broader conceptualizations of race and ethnicity in the US and beyond to undergraduates at all levels. Vassar currently offers a correlate/minor in Asian American Studies housed in the Asian Studies program. Responsibilities for the position include teaching introductory, intermediate, and advanced courses; contributing to the development of multidisciplinary methods courses; supervising students taking courses in Asian Studies and American Studies; and mentoring thesis writers and student projects. The ideal candidate will have a terminal degree in the humanities or social sciences, and be an excellent teacher with a strong commitment to interdisciplinary scholarship. For more information and to apply, please visit: <https://apptrkr.com/2021044>. Review of applications will begin on November 15, 2020, and continue until the position is filled. For inquiries email Molly McGlennen, Director of American Studies (momcglennen@vassar.edu) or Chris Bjork, Director of Asian Studies (chbjork@vassar.edu).



CHEMISTRY

Postdoctoral Position in Computer-Aided Drug Design, University of Missouri-St. Louis


University of Missouri - St. Louis
The University of Missouri-St. Louis is seeking a postdoctoral fellow in the Department of Chemistry and Biochemistry. For more information, see <http://www.umslo.edu/~wongch/JobAds/JobAd20V2.htm>



COMPUTER SCIENCE

Assistant Professor of Computer Science

Portland State University
The Department of Computer Science at Portland State University invites applications for an Assistant Professor position. Exceptional candidates will also be



Massachusetts
Institute of
Technology

Department of Civil and Environmental Engineering

Faculty Position

The MIT Department of Civil and Environmental Engineering (CEE) invites applications for a tenure-track faculty position to begin July 1, 2021 or on a mutually agreed date thereafter. The search is for candidates to be hired at the assistant professor level; under special circumstances, however, an untenured associate or senior faculty appointment is possible, commensurate with experience.

We will consider exceptional candidates in all areas relevant to the department's mission of achieving a sustainable planet across scales. Candidates who can support our strategic focus on understanding and addressing climate change and other major environmental challenges in complex infrastructure systems are especially encouraged to apply. The core areas of interest include environment and environmental life sciences; Mechanics and geosciences; Food, water and climate; Mobility systems, transportation, and sustainable materials and infrastructure. Building on the launch of the Schwarzman College of Computing at MIT, the department also has a particular interest in the fundamentals and applications of computing in our core areas.

The candidate should have demonstrated excellence in original research for advancing knowledge in one or more core areas. Faculty responsibilities include teaching at the graduate and undergraduate levels, developing new and innovative teaching materials, conducting original scholarly research, and student advising. Applicants should hold a Ph.D. in a relevant science or engineering field by the beginning of employment.


Applications are being accepted electronically at <https://school-of-engineering-faculty-search.mit.edu/cee>. Applications must include: a cover letter, curriculum vitae, the names and addresses of at least three references, a two-page statement of research interests, a one-page statement of teaching interests and educational philosophy, and electronic copies of up to three representative publications. In addition, candidates should provide a statement regarding their views on diversity, inclusion, and belonging, including past and current contributions as well as their vision and plans for the future in these areas. It is the responsibility of the candidate to arrange for reference letters to be uploaded at <https://school-of-engineering-faculty-search.mit.edu/letters/>.

Applications completed by December 15, 2020 will be given priority. With MIT's strong commitment to diversity in engineering education, research and practice we especially encourage minorities and women to apply.

Further information about the department can be found at <https://cee.mit.edu> and <https://cee.mit.edu/people/faculty-search/>. Questions may be directed to Professor Ali Jadbabae; Department Head, Civil and Environmental Engineering, Massachusetts Institute of Technology, Room 1-290, Cambridge, MA 02139, USA or by email (jadbabai@mit.edu).

MIT is an equal opportunity/affirmative action employer

<http://web.mit.edu>



PRESIDENTIAL FELLOWS
CLUSTER HIRING
INITIATIVE

Embry-Riddle Aeronautical University has an ambitious agenda for the next five years, focused on expanding its research capabilities, graduate programs, and facilities and recruiting highly-talented faculty. The University strives to expand its presence in aerospace and aviation research and to be recognized globally in select signature areas while growing its discovery-driven undergraduate programs. In support of this agenda, multiple Presidential Fellow positions will be filled.

Presidential Fellows will hold a Distinguished Faculty position in one of the Colleges across the three campuses in Daytona Beach, Prescott, or Worldwide. The appointments come with tenure and will be available as early as January 2021.

The University invites nationally renowned candidates in the areas of **Aviation Cyber Security, Aviation Data Science and Business Analytics, Flight Research, Unmanned Aerial Systems (UAS) and Autonomous Systems** to apply. Candidates for these positions are expected to have an exemplary record of sustained funded research, supervision of doctoral students, an excellent publication record, and experience in building new research programs and leading major labs or centers.

Candidates should have an earned terminal degree in a related field and have the credentials for Associate or Full Professor rank. Women and underrepresented minorities are especially encouraged to apply.

Candidates must specify a preferred home department, college, and campus as well as any desired joint appointment. Candidates must submit: (1) a cover letter; (2) a Curriculum Vitae; (3) teaching philosophy; (4) a research plan; and (5) the names and contact information of at least three references.

Candidate materials should be submitted online by applying to requisition #190373 at <http://careers.erau.edu>.

Any questions should be directed to the University's Associate Provost for Research, Dr. Remzi Seker at sekerr@erau.edu or 386.226.7409.


considered for appointment at the rank of Associate Professor. Candidates in all areas of Computer Science will be considered, with a preference for applicants who will enhance or complement our existing areas of research expertise and/or whose work is aligned with the strategic visions of the department or the Maseeh College. The expected start date for this position is September 2021, but earlier or later dates can be negotiated. For more information and application details, please visit <https://bit.ly/pdx-cs-position>.

ECONOMETRICS

Assistant Professor of Econometrics

Texas A&M University
The Department of Economics is seeking to fill one position at the rank of Assistant Professor in the field of Econometrics. This tenure-track position is a 9-month academic appointment with an anticipated start date of September 1, 2021. Preference will be given to econometricians who also have a demonstrated interest in applied research and who have research complementarities with current faculty. In addition to publishing in leading journals, the successful

candidate will be expected to teach undergraduate and graduate courses and supervise graduate students as well as participate in the econometrics workshop, serve on an appropriate department committee, and be involved as a member of Ph.D. dissertation committees. This position requires a Ph.D. in economics or a related field. All appointees are expected to be committed to teaching and research of the highest quality. Applications must be submitted online at the Interfolio website. All applicants should submit an application letter, vita, a writing sample, and arrange for three reference letters to be sub-



ADMINISTRATIVE AND
FACULTY POSITIONS

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 January 6, 2021. The positions below are all of the anticipated academic vacancies at the university for the 2020-2021 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.

DEPARTMENT	TITLE/RANK	POSITION NUMBER
ADMINISTRATION 12-MONTH		
College of Education Dean Office	Assistant Dean	063480
College of Liberal Arts Dean Office Art and Design	Dean Department Chair/Assistant Associate Professor	009300 082750
College of Life and Physical Sciences	Dean	109220
FACULTY 9-MONTH DEPARTMENT		
College of Agriculture Human Sciences	Fashion Merchandising	009270
College of Business Business Administration	Assistant/ Associate Professor Operations and Supply Chain Management	009040
Finance	Assistant/Associate Professor	005930
Accounting Accounting	Assistant/Associate Professor Assistant/Associate Professor	006020 052190
FACULTY 9-MONTH DEPARTMENT		
College of Education		
Educational Leadership	Assistant/Associate Professor	082740
College of Education Teaching & Learning Teaching & Learning	Assistant/Associate Professor Associate Professor	101580 077950
College of Health Sciences Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing-BS Program Nursing- Master Program Nursing- Master Program	Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor Assistant/Associate Professor	099920 006510 010180 026810 033210 063400 053870 000090 031530
College of Liberal Arts Communication	Assistant/Associate Professor Film and TV Production	014300
Criminal Justice Music	Assistant /Associate Professor Assistant Professor/Band	014170 065740
College of Life and Physical Sciences Math	Assistant /Associate Professor	053860
College of Public Services Master Social Work Program Master Social Work Program	Instructor /Associate Professor Instructor /Associate Professor	004680 005310

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

mitted online. Review of applications will begin immediately and continue until the position is filled. For fullest consideration, applications should be received by December 1, 2020. In addition, contact information should be submitted through the JOE network at <https://www.aeaweb.org/joe/> (click on 'Apply for this Job' link in the JOE ad). Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values. The Texas A&M System is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity. Applications should be submitted online via <http://apply.interfolio.com/65071>. Information URL: <http://econ.tamu.edu/>

ENGINEERING

Assistant Professor

Indiana University- Bloomington
Assistant Professor Indiana University Bloomington The Luddy School of Informatics, Computing, and Engineering at Indiana University in Bloomington, Indiana invites applications for an Assistant Professor position in Intelligent Systems Engineering. Duties include teaching multi-level intelligent systems engineering courses both on-line and in

person, as well as research and scholarly activities and service to the Department and the University. Position requires a PhD in Computer Science, Computer Engineering, or a related field. Interested candidates should send a letter of interest and curriculum vitae to: benitab@indiana.edu. Questions regarding the position or application process can be directed to Benita Brown at 700 North Woodlawn Avenue, Bloomington, IN or email to benitab@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

Faculty Positions - Open Rank

University of Illinois at Urbana-Champaign
Materials Science and Engineering, Faculty Positions - Open Rank, University of Illinois at Urbana-Champaign. The Department of Materials Science and Engineering (MatSE) at the University of Illinois at Urbana-Champaign is seeking to fill a tenured or tenure track faculty position at any rank in the area of metals, with an emphasis on experimental research. All qualified candidates will be considered; senior and mid-career faculty are encouraged to apply. Faculty members in the

department are expected to initiate and sustain a vigorous research program. Successful candidates are expected to demonstrate a strong commitment to undergraduate and graduate teaching, and to diversity, equity, and inclusion through research, teaching, and/or service endeavors. Please visit <https://jobs.illinois.edu> to view the complete position announcement and application instructions. Applications received prior to December 15, 2020 will receive full consideration. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit "Policy on Consideration of Sexual Misconduct in Prior Employment. As a qualifying federal contractor, the University of Illinois System uses E-Verify to verify employment eligibility. The University of Illinois must also comply with applicable federal export control laws and regulations and, as such, reserves the right to employ restricted party screening procedures for applicants. Illinois is an EEO Employer/Vet/Disabled - <http://go.illinois.edu/EEO>.

BOSTON UNIVERSITY

COLLEGE OF ENGINEERING:
TENURE-TRACK ASSISTANT PROFESSOR POSITIONS
IN THE AREA OF
INTELLIGENT, AUTONOMOUS AND SECURE SYSTEMS
CELLULAR AND IMMUNO - ENGINEERING

The College of Engineering at Boston University has embarked on a bold new strategic plan to pursue excellence and impact along six themes, each deploying convergent research at scale in order to accelerate unbounded impact on our diverse society. We are inviting applications for tenure-track positions along the theme of **Intelligent, Autonomous and Secure Systems** and the theme of **Synthetic Biology thru Tissue Engineering**. Candidates will join a strong group of existing collaborative faculty in this theme derived from our departments of Biomedical Engineering, Mechanical Engineering, and Electrical and Computer Engineering and our Divisions of Systems Engineering and Materials Science and Engineering. Of particular interest will be candidates aligned with the following applications within these respective themes:

Robotics & Autonomous Systems with an emphasis on applications of Artificial Intelligence, Machine Learning, Reinforcement & Real-time Learning. Candidates will likely have Mechanical Engineering as their primary appointment with secondary appointments possible in Electrical & Computer Engineering, and/or Systems Engineering. Alternative combinations will be considered. Please send application materials to: <https://academicjobsonline.org/ajo/jobs/17087>

Novel Technologies and Systems Applied to Predictive, Digital, and Personalized Medicine. Candidates will likely have a primary appointment in Biomedical Engineering, with secondary appointments in Electrical & Computer Engineering and/or Systems Engineering. We seek candidates advancing breakthroughs in biosensing or medical imaging synthesized with AI/ML methods to improve human health. Alternative combinations will be considered. Please send application materials to: <https://academicjobsonline.org/ajo/jobs/17098>

Cellular Engineering and Manufacturing with interest in cellular therapeutics for applications including immunoengineering, regenerative medicine, and bioprocessing. Candidates will likely have a primary appointment in Biomedical Engineering as their primary department with secondary appointments in Mechanical Engineering and/or the National Emerging Infectious Disease Laboratory. Alternative combinations will be considered. Please send application materials to: <https://academicjobsonline.org/ajo/jobs/17099>

The College's 150 primary faculty focus on six identified convergent themes. In addition to those mentioned, these include Photonic Systems, Neuroengineering & Neuroscience, Materials by Design, and Energy & Sustainability. The College of Engineering is ranked 16th among Private Universities. Last year our faculty was 5th in the Nation in total NSF dollars and 7th in total NIH dollars among Private Engineering schools.

Leading candidates will hold a PhD in Engineering or a related field. We are explicitly looking for candidates who have an interest in the Societal Impact of their research. The College has been recognized by the American Society of Engineering Education for its commitment to diversity.

Applicants should submit a brief letter of interest, statement of research accomplishments and plans including how collaborations can enhance their research impact, a teaching and diversity statement, and a current CV and contact information for three references to the appropriate link listed above. The application deadline is **December 18, 2020**; however, review of applications will begin immediately.

For more information, please visit <http://www.bu.edu/eng/departments/me/> & <http://www.bu.edu/eng/departments/bme>

Boston University is an AAU institution with a rich tradition dedicated to inclusion and social justice and a commitment to broadening participation of underrepresented groups in engineering. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor

Design Instructional Engineer
University of Michigan

The Mechanical Engineering Department at the University of Michigan in Ann Arbor is looking to hire a Design Instructional Engineer. Duties will include teaching graduate and undergraduate students, development of course project and lab materials, mentoring individuals and groups of students, and technical support of student lab projects. The Design Instructional Engineer will teach, mentor and support students in the following areas: mechanical engineering design, synthesis, manufacturing, and mechatronics instruction. The assignment will be approximately 25% direct contact teaching and mentoring, 50% course development and prototyping of laboratory projects, and 25% technical lab support. A bachelors degree in Mechanical Engineering and 3 years of design, prototyping or technical teaching experience is required to apply. Send resume to: Laura Vespaziani

at laurav@umich.edu. Michigan Engineering's vision is to be the world's preeminent college of engineering serving the common good. This global outlook, leadership focus and service commitment permeate our culture. Our vision is supported by a mission and values that, together, provide the framework for all that we do. Information about our vision, mission and values can be found at: <http://strategicvision.engin.umich.edu/>. The University of Michigan has a storied legacy of commitment to Diversity, Equity and Inclusion (DEI). The Michigan Engineering component of the University's comprehensive, five-year, DEI strategic plan-along with updates on our programs and resources dedicated to ensuring a welcoming, fair and inclusive environment-can be found at: <http://www.engin.umich.edu/college/about/diversity>. The University of Michigan is an equal opportunity/affirmative action employer.

FINANCE

Assistant Professor
Oregon State University
Oregon State University is seeking an Assistant Professor to: Teach graduate and undergraduate courses in Finance and develop and pursue a program of research and scholarship. To be eligible, applicants must have: PhD in finance or related area from an AACSB international accredited institution. To apply, submit a letter of interest and, C.V. to Noelle.Cummings@bus.oregonstate.edu.

HISTORY

Assistant Professor, Ancient Mediterranean History
Western Washington University
Assistant Professor, Ancient Mediterranean History: Western Washington University, 516 High Street, Bellingham, WA 98225. Responsible for teaching, incl survey courses in ancient Mediterranean history and world history; courses in history of Greece, Rome, and Ancient Empires. Ph.D. in History, or rel and 6 mos exp as an Instructor in Ancient Mediterranean history, Graduate Teaching Associate or Graduate Teaching Asst in Medit hist. A dynamic research agenda req'd. Send resume to: WWU, Attn: Tjalling Ypma, 516 High St, BH 202, Bellingham, WA 98225.

INFORMATION/LIBRARY SCIENCE

Postdoctoral Fellow in HathiTrust Research Center
Indiana University - Bloomington
Postdoctoral Fellow in HathiTrust Research Center Indiana University Bloomington Indiana University HathiTrust Research Center (HTRC) at Luddy School of Informatics, Computing, and Engineering has a postdoctoral fellow position to develop new methods for curating and studying digital library collections, along with research data derived from these collections, with a particular emphasis on historically under-resourced and marginalized textual communities. The position is part of the Scholar-Curated Worksets for Analysis, Reuse & Discovery (SCWAReD) project, supported by the Andrew W. Mellon Foundation. Our project leverages human expertise and advanced technologies in the service of social justice by curating minority and other writings currently hidden among the vast collections of today's digital libraries; the project will likewise explore the curation and preservation of research artifacts (methods, collections, derived data, research articles and reports) from the entire digital research lifecycle. These focused collections, or "worksets," will be developed in collaboration with external collaborating researchers who will be selected through HTRC's competitive Advanced Collaborative Support (ACS) program. The anticipated start date for the position is January 11, 2021. The postdoc will join an interdisciplinary team that includes humanities scholars, information and computer scientists, librarians, and technology experts. Working with Prof. John Walsh, the postdoc will have lead responsibility for communications with the collaborating researchers and coordination of their projects. The postdoc will contribute to other aspects of the SCWAReD project, including the curatorial processes, information architecture, and technical infrastructure to make the SCWAReD project outcomes available for reference and reuse by the larger research community. Minimum Qualifications: A PhD completed within the last five (5) years is required, in a relevant humanities discipline, digital humanities, information and library science, or related field Desired Qualifications: Experience with digital humanities technologies, tools and methods to organize, make discoverable and preserve digital collections and datasets; demonstrated knowledge of digital research

methods and digital curation concepts, methods, and best practices; ability to work with wide range of individuals to identify key problems and contribute to teams that develop solutions; demonstrated knowledge of text analysis tools, algorithms, and methodologies; demonstrated ability to work with a variety of user populations and analyze user needs in order to document requirements for a service or software product. Appointment Type: This is a full-time non-tenure track twelve-month appointment, renewable an additional year subject to satisfactory performance and funding. For Full Consideration, Review Application Requirements and Apply Online Before November 21, 2020 at: <https://indiana.peopleadmin.com/postings/9983> Questions may be sent to: jawalsh@indiana.edu Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

LIFE SCIENCES

Eighty Faculty Positions at all Ranks in the School of Life Sciences, SUSTech
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech, based in Shenzhen/China) has just celebrated the establishment of the School of Life Science. There will be a major expansion in the School based on the existing Department of Biology. The School plans to recruit ~80 tenure-track faculty members at all ranks in the coming years. We are searching for outstanding scientists in all major research areas of modern life sciences as well as those with expertise in interdisciplinary research directions including but not limited to chemical biology, quantitative biology, and systems biology. The School strives to become a leading life science research institute in the nation and a major intellectual engine for the health science and biotechnology industry in Shenzhen and the Greater Bay Area. Successful candidates are expected to establish an independent and internationally recognized research program and to contribute to the missions of the School in undergraduate and graduate education. The School currently has 38 faculty members with different nationalities working in diverse research areas (<https://bio.sustech.edu.cn/>). The University has a vibrant research environment and is aggressively enhancing its research capacity via major expansions in multiple directions. With its short history of ~10 years, SUSTech is becoming to be one of the top universities in China and in the Asia-Pacific region. New faculty members will be provided with internationally competitive remuneration and start-up funding. Faculty members are also supported by sizable long-term recurrent budget. Fringe benefits including high-end medical insurance with international coverage and housing will be provided. Application Procedure Application materials including a cover letter, curriculum vitae, research proposal (maximum 3 pages), teaching statement (maximum 1 page), and contact information of three referees should be sent to the Chair of the School of Life Sciences Search and Appointments Committee (lifs_hr@sustech.edu.cn). This is a continuing search for the coming years until all positions are filled. Review of applications will start immediately.

MANAGEMENT

Assistant Professor of Management
Marquette University
Marquette University's College of Business Administration in Milwaukee, Wisconsin invites appli-

cations for a full-time position of Assistant Professor to perform research and teach undergraduate and graduate level courses in the Department of Management. Will interface with industry through advisory boards, networking events, and one-on-one interactions. Teach courses in Information Systems (IS) such as Introduction to IS, Systems Analysis & Design, Database management, Applications Development, and Security, as well as Technology and Innovation, Analytics, and emerging and disruptive technologies such as Blockchain, IoT, and AI. Will also be involved in the design and support of any new undergraduate programs related to IS as well as online and hybrid graduate programs such as master's and certificates. Qualified applicants must have a Ph.D., or be at the all-but-dissertation phase of a Ph.D., in Computer Information Systems, or closely related field. Interested parties are invited to submit a curriculum vitae to Kristin Nines, Director of Academic Business Affairs at Kristin.nines@marquette.edu. Marquette University is an Affirmative Action Equal Opportunity Employer and requires compliance with the Immigration Reform and Control Act of 1986.

PHILOSOPHY

Assistant Professor
Massachusetts Institute of Technology
Massachusetts Institute of Technology (MIT) Assistant Professor Department of Linguistics and Philosophy and Schwarzman College of Computing One tenure track position, effective July 1, 2021, or as soon thereafter as possible. Area of Specialization (AOS): Ethics or Social/Political, with strong interest in the ethics of computing and technology. Area of Concentration (AOC): Open. Rank: Assistant Professor. Required teaching: 3 courses/year or equivalent, graduate and undergraduate, semester system. Required degree: A Ph.D. in Philosophy or a related field by the start of the employment. The position involves shared responsibilities with MIT's Schwarzman College of Computing, including teaching within the college. Tenure home will be in the Department of Linguistics and Philosophy. Applicants should submit cover letter, CV, three confidential letters of reference, and a sample of written work in area of specialization. Applications and supporting materials should be submitted online at: <https://academicjobsonline.org/ajo/jobs/16985>. The deadline for this position is December 7, 2020. MIT is an equal opportunity employer committed to building a culturally diverse intellectual community, and strongly encourages applications from women, minority candidates, veterans and individuals with disabilities.

PSYCHIATRY

Assistant Professor of Psychiatry (In Residence)
University of Connecticut Health Center
Assistant Professor of Psychiatry (In Residence) The University of Connecticut Health Center, located at 263 Farmington Ave., Farmington, CT, is seeking applicants for Assistant Professor of Psychiatry (In Residence) to provide inpatient clinical services in the Psychiatry Unit at John Dempsey Hospital, as well as other hospital-based clinical services at UConn Health; teach in the Department of Psychiatry; precept residents, fellows, and medical students; and perform other departmental duties as required. Minimum requirements: M.D. or foreign equivalent, Board Eligible or Board Certified (BE/BC) in General Psychiatry, and a license to practice psychiatry in the State of Connecticut. Apply to: Margie Meadows, 263 Farmington Avenue, MC 3910, University of Connecticut Health Center, Farmington, CT 06030. Reference ID: APDP20. The University of Connecticut Health Center is an Equal Opportunity Employer M/F/V/PwD.

TEACHING

CSE - Assistant Teaching Professor
University of California, San Diego
The University of California, San Diego Computer Science and Engineering Department seeks applications for an Assistant Teaching Professor (formal title Lecturer with Potential Security of Employment). Teaching Professors are faculty members with a stronger emphasis on teaching who also engage in education and/or disciplinary scholarship. The normal teaching load for Teaching Professors is two courses per quarter at the undergraduate and/or graduate level, including core early undergraduate courses. We seek candidates who have demonstrated that they are promising computer science and engineering educators, and who are interested in a teaching-focused career. Candidates who have engaged in activities or efforts to educating a broad and diverse group of students and in working to increase the participation and success of students from groups underrepresented in computer science are preferred. An active scholarship program is expected. Applicants must have an expectation of completing a Ph.D. in computer science (including CS education) or a related area by July 1, 2021. Applicants must have prior teaching experience as a TA or lead instructor. UC San Diego is deeply committed to education and is a leader in undergraduate computer science education at a large scale. More information about the CSE department and its Teaching Faculty can be found at <http://www.cse.ucsd.edu/> and <https://csed.eng.ucsd.edu/>. We encourage candidates to send applications as soon as possible. Applications submitted by December 1 will receive full consideration; review will continue until the position is filled. For more information and to apply please visit <https://apol-recruit.ucsd.edu/JPF02545> UC San Diego is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to excellence through diversity. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or status as a protected veteran.

New Chief Executives



Archie L. Blanson, interim president of Lone Star College-North Harris since January, has been named to the post permanently.



Denise McCory, interim president of the Metropolitan campus of Cuyahoga Community College since July 2019, has been named to the post permanently.



Nicola Pitchford, vice president for academic affairs and dean of the faculty at Dominican University of California, will become president on July 1, 2021. She will succeed Mary B. Marcy, who plans to step down.

Chief executives (continued)

APPOINTMENTS

Beth Borgen, executive vice president at Lakeland University, in Wisconsin, has been named president. She will succeed David R. Black and be the first woman to lead the university.

Edward M. Feasel, executive vice president and chief operating officer at Soka University of America, has been named president. He succeeded Daniel Y. Habuki, who was the university's first president.

Jami Frazier, president and chief operating officer at the Concorde Career Colleges, has been named chief executive.

Stefani Hicswa, president of Northwest College, in Wyoming, has been named the sole finalist for chancellor of Montana State University at Billings.

Rich Lloyd, president of Bryan College of Health Sciences, has been named executive president of Hastings College. He will hold both positions simultaneously.

Kathy L. Murphy, superintendent of Hoover City Schools, in Alabama, will become president of Gadsden State Community College on January 1.

Carla Stalling Walter, vice president for finance and administration and acting chancellor of the Peralta Community College district, has been named interim chancellor.

RESIGNATIONS

Alison Byerly, president since 2013 of Lafayette College, in Pennsylvania, plans to step down in June.

Nathan O. Hatch, president of Wake Forest University since 2005, plans to step down in June.

Donal O'Shea, president of New College, in Florida, plans to step down at the end of the academic year.

RETIREMENTS

Susan West Engelkemeyer, president of Nichols College since 2011, plans to retire in June.

The Rev. David Esterline, president of Pittsburgh Theological Seminary for six years, plans to retire next summer.

Submit items to
people@chronicle.com

Paul Hennigan, president of Point Park University since 2006, plans to retire in summer 2021.

The Rev. John J. Ryan, president of King's College, in Pennsylvania, plans to retire on June 30, 2021.

Chief academic officers

APPOINTMENTS

R. Charles Byers, who had retired as provost and vice president for academic affairs at West Virginia State

University, and who also served as interim president, has been named interim provost and vice president for academic affairs.

Mika Nash, executive vice president for academic affairs at American International College, has been named provost and vice president for academic and student Affairs at Rosemont College.

RETIREMENTS

Susan Fritz, executive vice president and provost at the University of Nebraska, plans to retire on June 30, 2021.

Other top administrators

APPOINTMENTS

Yoli Alover, a project manager for the healthcare insurer Centene Corporation and a professor at the University of Missouri at Saint Louis, has been named chief of staff and vice president for diversity and belonging at Rosemont College.

JR Blackburn, associate vice president for university development at the University of Maryland at College Park, has been named chief of staff to the president at Ohio State University.

Monica Delisa, vice president for university advancement at Georgia College and State University, has been named vice president for development at the University of South Carolina.

Karen N. DiMaria, vice president for advancement at the Summit Area YMCA, in New Jersey, and a former senior leadership gift officer at Drew University, has been named vice president for university advancement at Centenary University.

Wayne Lynch, interim vice president for operations at Niagara County Community College, has been named interim vice president for administration.



GILLIAN
MCKNIGHT-TUTEIN

Gillian McKnight-Tutein, vice president for academic and student affairs and senior academic officer at Front Range Community College, has been named vice president for enrollment administration and student success at the Community College of Denver.

Marty Mehringer, director of financial aid and compliance at Salem University and Schiller International University, has been named vice president for finance and administration at Rosemont College.

Sandra Mills, foundation finance officer at the Cincinnati State Foundation, has been named chief financial officer and vice president for finance at Union Institute & University, in Ohio.

Carlo Robustelli, assistant vice president for advancement at Illinois Wesleyan University, has been named vice president for college advancement at Dickinson College.

Thomas J. Rooney, chief financial officer, vice president for finance, and treasurer at Gustavus Adolphus College, has been named chief financial officer and treasurer at Lynn University.

Glen Shor, vice president for finance at the Massachusetts Institute of Technology, has been named executive vice president and treasurer.

David Sigman, director of admissions at the Milwaukee Institute of Art and Design, has been named vice president for enrollment management and marketing at the Cleveland Institute of Art.

Rodney Smith, a former associate director of the Center for Academic Development at the University of Missouri at Kansas City, has been named vice president for access and engagement at William Jewell College.

Deans

APPOINTMENTS

Srikant Datar, a professor of business administration and senior associate dean for university affairs at Harvard Business School, will become dean on January 1.

Jesse L. Grant, associate vice president for student life and success at Bemidji State University, has been named dean of students at the Cleveland Institute of Art.

Barnali Gupta, associate dean of curriculum in the Farmer School of Business at Miami University, in Ohio, has been named dean of the Richard A. Chaifetz School of Business at Saint Louis University.

Lennart D. Johns, director of general education at Quinnipiac University, has been named founding dean of the Earl R. and Barbara D. Lewis School of Health Sciences.

Bruce Kelley, interim dean of the College of Fine Arts at the University of South Dakota since February, has been named to the post permanently.

Shannon Mathews, dean of the College of Liberal Arts and Social Sciences and a professor of social and behavioral sciences at Savannah State University, will become dean of the College of Arts and Sciences at the University of La Verne on January 4.

Vickie Mazer, director of graduate services at Frostburg State University, has been named dean of graduate and professional studies at McDaniel College.

Donald Simpson, institutional director of population health and a professor of pathology at Lake Erie College of Osteopathic Medicine, has been named dean of the College of Health Sciences at the University of Louisiana at Monroe.

W. Thomas Smith, dean of pharmacy programs and a professor of pharmaceutical sciences at Manchester University, in Indiana, has been named dean of pharmacy and health sciences.

RESIGNATIONS

Craig H. Benson, dean of the School of Engineering at the University of Virginia, plans to step down on June 30.

Lesley Lokko, dean of the Bernard and Anne Spitzer School of Architecture at the City College of City University of New York, has resigned. She was appointed dean in June 2019.

Duane Roen, vice provost and dean of the College of Integrative Sciences and Arts at Arizona State University-Polytechnic, plans to step down on June 30, 2021.

RETIREMENTS

William Henk, dean of the College of Education at Marquette University, will retire at the end of this semester.

David Hough, dean of the College of Education at Missouri State University, plans to retire in February 2021.

Other administrators

APPOINTMENTS

Sheldon D. Fields, vice president of the National Black Nurses Association, has been named associate dean for equity and inclusion in the College of Nursing at Pennsylvania State University at University Park.

Karissa Hoffman, associate director of development in the College of Engineering at Wichita State University, has been named director of planned giving and the endowed scholarship program at Bethany College, in Kansas.



DENISE LEWIN LOYD

Denise Lewin Loyd, an associate professor of business administration in the Gies College of Business at the University of Illinois at Urbana-Champaign, has been

named the college's first associate dean for equity.

Gretchen Mielke, assistant dean of civic engagement at Widener University, has been named executive director of the Philadelphia Center, a residential student-internship program affiliated with the Great Lakes Colleges Association.

Anita Randolph, director of the Youth Engaged in Science! Initiative and a postdoctoral fellow at Oregon Health & Science Center and the Veterans Affairs Portland Health Care System, has been named director of community engagement and education at the Masonic Institute for the Developing Brain at the University of Minnesota.

Monique Rocca, associate head of the department of ecosystem science and sustainability at Colorado State University, has been named associate dean for academic affairs in the Warner College of Natural Resources.

Jennifer R. Smith, dean of the College of Arts & Sciences at Washington University in St. Louis, will become vice provost for educational initiatives on July 1, 2021.



NIKKI YOUNG

Nikki Young, an associate professor of women's and gender studies and religion and interim associate provost for diversity equity and inclusion at Bucknell University, has been named associate provost for equity and inclusive excellence.

Faculty

APPOINTMENTS

Michael Eric Dyson, a professor of sociology at Georgetown University, will become a professor of African American and diaspora studies in the Col-

lege of Arts and Science and a professor of ethics and society in the Divinity School at Vanderbilt University on January 1, 2021.

Shamus Khan, a professor of sociology at Columbia University, will join the department of sociology and the program in American studies at Princeton University.

RETIREMENTS

Sheryl Santos-Hatchett, founding dean of the School of Education and a professor of bilingual education at the University of North Texas at Dallas, retired in June as a professor emerita.

Deaths

Renée C. Fox, a leader in medical sociology and a professor emerita of sociology at the University of Pennsylvania, died on September 23. She was 92.

David M. Gipp, a former president and chancellor of United Tribes Technical College, died on September 11. He was 74. Gipp also served as a founding member of the Board of Governors of the Harvard Project on American Indian Economic Development's "Honoring Nations" program, as well as president of the American Indian Higher Education Consortium and a leader of the American Indian College Fund.

Frank R. Martinez, a former president and superintendent of Cuesta College, in California, died on September 27. He was 98. Martinez led the college from 1977 to 1988.

Sister Francis Marie Thraillkill, president emerita of Mount Saint Joseph University, in Ohio, died on October 2. She was 83. Thraillkill, who led the university from 1987 to 2008, was its second-longest-serving president.

— 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.