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THE CHRONICLE OF HIGHER EDUCATION

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Cover illustration by Joan Wong for *The Chronicle*

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Tenure in a Time of Turmoil

In an April 6 article in the *Miami Herald*, Ana Ceballos reports that Florida legislators are on the verge of passing House Bill 233, which, among other things, “would allow students to record lectures without consent to support a civil or criminal case against a higher-education institution.” (The legislation would apply only to public institutions.) Supporters argue that this measure will safeguard “intellectual freedom and viewpoint diversity.”

The bill’s sponsor, Ray Rodrigues, a Republican in the Florida Senate, complained back in January about “acts of cancel culture” in the university and in the wider society. That empowering students to surreptitiously record their professors in order to sue their universities might also be “cancel culture” doesn’t seem to have occurred to him.



CHRONICLE PHOTO

It will certainly occur to the professors. Tenure can offer some protection, of course. But those protections are increasingly irrelevant, because tenure is disappearing. As Scott Carlson explains in this issue, “In the 1970s ... nearly 60 percent of academics working in the sector were tenured or on the tenure track; today, only about a third are granted those coveted positions, as higher education relies more on part-time instructors and underpaid adjuncts.”

Even if you’re tenured, it’s probably not much fun to discover that your students have been secretly taping you. How much more gut-churning if you’re not tenured — or if you’re part of the gigantic portion of university instructional staff off the tenure track altogether: underpaid, overworked, and subject to the invidious surveillance of undergraduates with ideological axes to grind and the encouragement of hostile politicians.

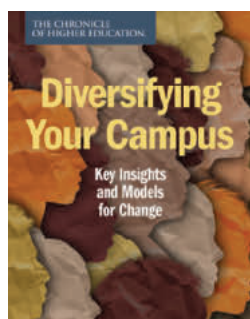
The news out of Florida, then, is a story in part about the future of tenure — or its lack of one. For this issue, we’ve assembled 12 scholars from across the academy to weigh in on the fortunes of the American university’s most important, and most imperiled, institution. Our contributors focus on a broad range of issues: How might tenure criteria become fairer? What weight should be given to public engagement? How can diversity and inclusion efforts be bolstered — rather than inhibited — by tenure?

Behind almost all of these pieces is a sense of tenure’s current vulnerability — and the threat of its evaporation. As William Deresiewicz writes, “The biggest problem with tenure as it currently exists is that there’s not enough of it to go around.”

— LEN GUTKIN, SENIOR EDITOR

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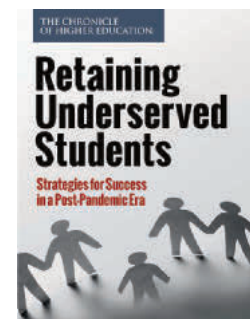
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CHAPMAN UNIVERSITY

FIRST READS

Political pressure | Trigger warning | Student demands | Pandemic inequities

Political pressure

Assault by Robocall

IF YOU LIVE IN IDAHO and you've recently flipped on the radio or picked up a landline phone when it rang, you may have heard a confident male voice on the other end, painting an ugly portrait of higher education in the Gem State. Public colleges are teaching students "to hate America," the voice says, in at least one version of the recorded message. It's time, the voice insists, to take a stand, and for Idaho to become the first state to stop "leftist indoctrination" on college campuses.

"Will it work?" the voice asks before it answers in the affirmative: "We say, Yes."

The "we" saying yes is Idaho Freedom Action. It's the advocacy arm of the Idaho Freedom Foundation, which describes itself as a free-market think tank. Idaho Freedom Action's campaign says it is an effort to "Fix Idaho Colleges" by pressuring state lawmakers to end "anti-American programs" on campuses, and says Idaho students are being conditioned to "apologize for being white" and "shut up because of their gender or race." So far, Freedom Action has spent thousands of dollars on radio ads to reach "freedom-loving Idahoans" and placed tens of thousands of phone calls to inform citizens about "social justice on campus," it says in a recent campaign email.

So what is the Idaho Freedom Foundation? It was established in 2009 and has in recent years focused on higher education, grabbing the attention of lawmakers. The organization pushes for limited government — Wayne Hoffman, president of the foundation, criticizes a "statist of the week" on YouTube — and has waged, and lost, several lawsuits, including against the state's Medicaid expansion.

In 2017, the foundation waded into the realm of higher education and its perceived porousness to leftism. That August, Scott Yenor, a professor of political science at Boise State, wrote a commentary in the Heritage Foundation's *Daily Signal*, arguing that transgender rights are an extension of the "radical feminist" agenda. Students called for his firing. The dean of the School of Public Service said the article was incon-

sistent with one of the school's core values but also defended Yenor's rights as a public scholar. The director of student diversity and inclusion connected Yenor's argument to the deadly white-supremacist rally that month in Charlottesville, Va. Yenor's article "includes a seed of hate that needs to be labeled for what it is, the spirit of an ideological animal called supremacy," the then-director, Francisco Salinas, wrote in a post on the school's website.

That led the Freedom Foundation to call on the state Board of Education and the legislature to "target diversity-education monies at all public universities." It echoed that call in 2019 when Boise State's interim president, Martin Schimpf, mentioned in a letter to the campus community that resources are going toward multicultural student events, like ceremonies to honor the university's Black and LGBTQIA graduates. Hoffman called the letter a "buffet of braggadocio about the school's reinforcement of the 'otherization' of students and staff."

By then, that sentiment had caught fire at the statehouse. In March 2020, House Republicans killed the higher-education budget, citing support for diversity-and-inclusion programs as one reason. The attacks have only escalated further. In December, the foundation came out with a 36-page report on "social justice ideology" at Boise State. In February 2021, the foundation published a similar report on the University of Idaho.

The state Senate this year approved a higher-ed ap-

propriations bill that would slice \$409,000 from the university's bottom line — money the university had said it spent on social-justice programs, according to one senator — and give that money to Lewis-Clark State College. Chris Norden, a professor of English and environmental studies there, said he worries about what he said seems like an attempt to force institutions to compete over how drastically they will self-censor.

Hard-liner conservative lawmakers want the budget cuts to go deeper, and so does Idaho Freedom Action. In March, the organization urged citizens through Fix Idaho Colleges to contact specific House members and tell them to make "real cuts."

Idaho Freedom Action is not slowing down. Last month, the group sent an email telling citizens that time is running out. "We are feverishly working on a final campaign push — thousands of phone calls, text messages, and radio ads — to make sure lawmakers know Idahoans won't stand for another dime of tax money to be spent on Leftist indoctrination," it says. But there's a problem. Idaho Freedom Action is more than \$1,000 short.

Click here to donate, the email says. With your non-tax-deductible donation, you can show the nation how the culture war can be won.

— EMMA PETTIT



Trigger warning

Guns on Campus

WHILE most of the country reeled from shootings in Boulder and Atlanta last month, universities in Montana were preparing to allow guns on their campuses.

In February, Montana's newly elected Republican governor, Greg Gianforte, signed a bill that will, in effect, allow open and concealed carry on the state's college campuses. The new law officially allows guns in public spaces and strips the Montana University System and its Board of Regents of their ability to regulate firearm possession.

The system office and the board opposed the bill, and though they couldn't kill it, they successfully argued for some adjustments. One is that universities can continue to prohibit guns at large athletic and entertainment events that have armed security on site; another is that the law won't go into effect on campuses until June 1. That's left them with just a few months to prepare.

"We don't know what June 1 looks like," said Brock Tessman, deputy commissioner for academic, research, and student affairs. The Board of Regents is considering options, including challenging the law in court, but the state's Office of the Commissioner of Higher Education is simultaneously coming up with a plan to carry it out. The board will vote on that plan in May.

"We're starting to identify the particularly challenging aspects," Tessman said, including how the law works in residence halls, the requirements for those who want to carry a firearm around campus and not just store it in their dorm, and how the university will enforce policy violations.

Last month the state's House of Representatives passed a budget that includes \$1 million to help the university system conform with the law. The money is meant to help fund firearms training, metal detectors, gun safes in dorms, and awareness campaigns. But the university system won't get the funding if it challenges the law in court.

For decades there have been many shootings on college campuses, including one at Umpqua Community College, in Or-

egon, in 2015 that left 10 people dead. The most deadly was at Virginia Tech in 2007, when a gunman killed 32 people. Tessman said Montana's high suicide rate was particularly concerning for officials, who are worried that the new legislation will interfere with efforts to prevent suicide at universities.

"We've been in a huge fight on that front for a number of years," he said, adding that Montana has one of the worst rates of suicides per capita compared with other states. "That holds true on our campuses."

Taylor Gregory, president of the student government at the University of Montana at Missoula,

said that most of the students he's in touch with are worried about the new law.

"There probably are students that are in favor of it," he said. "I haven't interacted with a student who is in favor of the open-carry aspect of it."

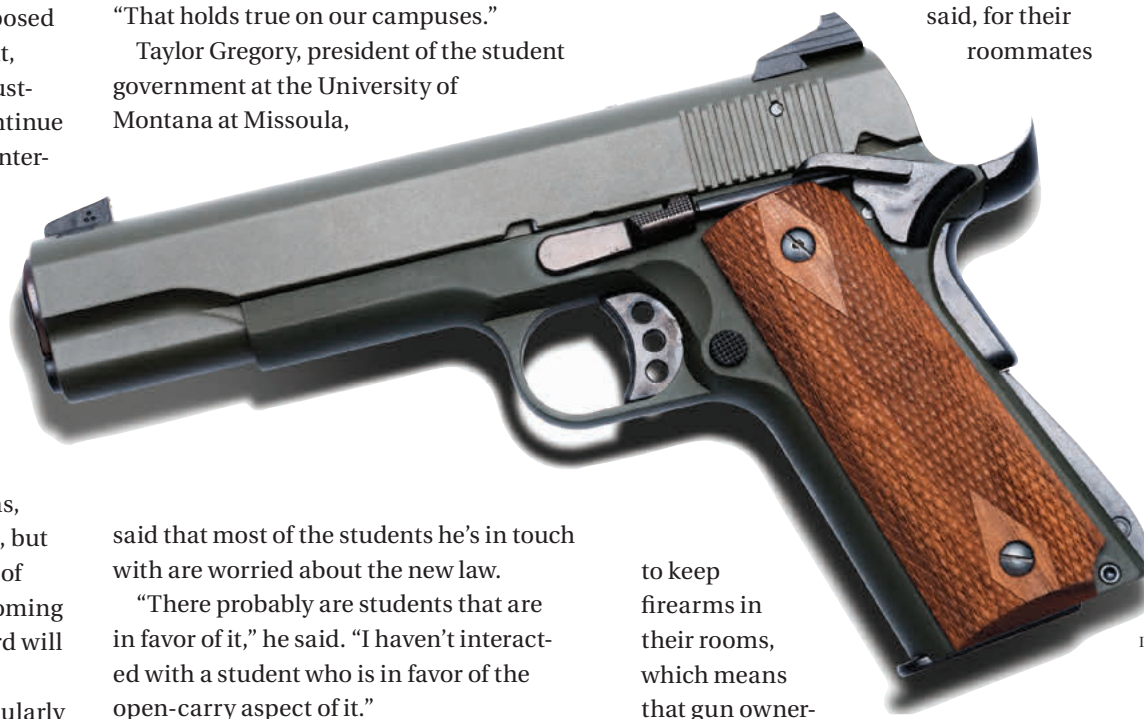
Gregory is part of a working group at the University of Montana that is trying to figure out how to carry out the policy once the Board of Regents approves it. Part of the group's work has been to review policies at universities in other states where guns are allowed on campus. Gregory said he'd looked at Idaho, Utah, Wyoming, and other states, but that's only worried him more. Even those states seem to have more restrictions than what's coming in Montana.

"Montana is now the most loose, or up there, in terms of campus-carry in the country," he said. "It will be that environment where you're going to have to think anyone can be armed at any moment."

Gregory said there are still a lot of un-

knowns. How will RA training be changed to incorporate the new gun rules? How will universitywide student orientation have to change? Under the law, people will not be allowed to remove guns from a case or holster unless it's done in self-defense or inside a person's "domicile," but what counts as a "domicile"? A student's bedroom or a whole dorm building?

University housing is particularly complicated. Students will have to give explicit permission, Tessman said, for their roommates



ISTOCK

to keep firearms in their rooms, which means that gun ownership will have to

be taken into consideration when making housing assignments.

Danielle Pease, a first-year student at the University of Montana's law school and founder of a nonprofit organization that seeks to support sexual-assault survivors, said that she worries about the safety of women on campus and pointed to the high portion of female homicides that are connected to intimate-partner violence. She said she was also worried about how little time the university system has to comply with the new law.

"It's just been kind of looming over our heads," she said. "Now it feels like it's finally getting real."

— NELL GLUCKMAN

Student demands

What Asian American Activists Want

THESE DAYS, the leaders of Vanderbilt University's Asian American Student Association meet on Tuesday nights over Zoom. They had all just signed off one night last month when a board member texted everyone else. Had they seen the news? A shooter had killed eight people in Atlanta, six of them women of Asian descent. This after months of news about Asian-looking people in America being harassed and beaten by those who blamed them for the Covid-19 pandemic.

The group's leaders and other students and faculty members had been pushing Vanderbilt for more support for students feeling stress and fear, but they weren't satisfied with the administration's response and hadn't talked publicly about the effort with their membership. Then, when Valerie Kim, advocacy chair for the association, woke up the morning after the shootings, she saw upbeat messages from the administration about Founder's Day, but no acknowledgment of what seemed as if it might be the worst hate crime against Asian Americans in a generation. (The shooter has since said his motive was "sex addition" that conflicted with his religious beliefs.)

"This was just a slap to the face," Kim said.

The group wrote a letter that demanded Vanderbilt lead discussions about anti-Asian bias on campus. Create courses in Asian American studies and a program in Asian American and diaspora studies. Start and staff an inter-Asian center that would run community events for Asian-identifying students. Hire an Asian American psychologist in the university's counseling center.

When asked about the group's demands and the timing of the university's statement, a Vanderbilt spokesman, Damon Maida, said by email that the university was "meeting with students and faculty to work together to address the ongoing violence against Asians and Asian Americans."

Meanwhile, across the country, student groups at other colleges are making similar demands. They say they're tired of having to learn, and educate other students, about Asian American history on their own. "It's outside of our studies," said Stephanie Zhang, chief of staff for Asian Pacific Islander Desi American Activists at Emory University. "We're paying to go to college, but they keep using us as consultants or something."

The students' letters and work highlight Asian Americans' unique racialized position in American society and in higher education. Many activists *The Chronicle* spoke to talked of feeling invisible to their colleges. It seemed that some administrators

didn't think Asian American students needed additional support because of the numbers in which they enter and graduate from colleges as a whole. The model-minority myth, the false perception that all Asian Americans are successful in contrast to other people of color in the U.S., also rears its head. "It was always like, 'They're fine,'" said Sharon S. Lee, manager of the online Ed.D. program at the University of Illinois at Urbana-Champaign, who has studied the history of Asian American student activism at Illinois.

The pandemic-related hate crimes, and the Atlanta shootings challenged the stereotypes that Asian Americans don't face life-threatening racism and that they are all wealthy, well educated, and well assimilated. Among the victims of the

Atlanta shootings were low-wage workers who took on several jobs to stay afloat, and women who were marginalized because they worked in massage parlors or spas.

Those women's deaths, and how the public talked about them afterward, underscored the need for more Asian Ameri-

"We're paying to go to college, but they keep using us as consultants or something."

can studies on college campuses, Emory's Zhang said. "A lot of anti-Asian violence occurs because people have these false narratives of Asian Americans as foreign/diseased/diminutive/hypersexual/etc.," she wrote in an email. "The importance of Asian American studies and education around Asian American history is to demystify these narratives."

Zhang had been following the news about attacks against people of Asian descent during the pandemic. Many of those stories came out of San Francisco and New York City, however. "I knew the violence was real, but it felt farther away," she said. The spa shootings brought them home for Zhang, who grew up in a suburb outside Atlanta. "Some of the women who were killed, their kids had gone to high schools in my district," she said. Now, as a college student, she wants to see Emory hire more professors of Asian American studies in part so that students interested in studying Atlanta's Asian American communities can have them as advisers.

Emory groups have not published a letter of demands, but student activists have been asking the university for several changes over the past few years. In addition to more hires in Asian American studies, they've sought the creation of an Asian American alumni association and student center. They succeeded in the last ask: Emory is getting an Asian student center this fall.

— FRANCIE DIEP



MIKE SCHENK, THE DAILY-RECORD

A Tough Year for Community-College Students

WITH COMMUNITY COLLEGES shedding so many students in the wake of the pandemic, the focus for months has been on who didn't enroll at two-year institutions.

But a new report, "The Impact of Covid-19 on Entering Students in Community Colleges," released last month, provides insight into students who did take courses at a community college last fall. In short, it's been tough for them. Juggling work and family obligations with classwork — which many community-college students do — is one thing that has been even more difficult during the pandemic, according to the report.

For instance, the report shows that inadequate access to child care made it hard for one in four women students to complete assignments, compared with almost one in five male students who had the same problem.

The report, produced by the Center for Community College Student Engagement at the University of Texas at Austin, also describes how nearly 30 percent of students reported that their financial situations were worse last fall than they were before the pandemic. About one in five students said they were struggling to pay for college as a result of the pandemic, while a similar share said they had financial troubles that weren't Covid-19 related.

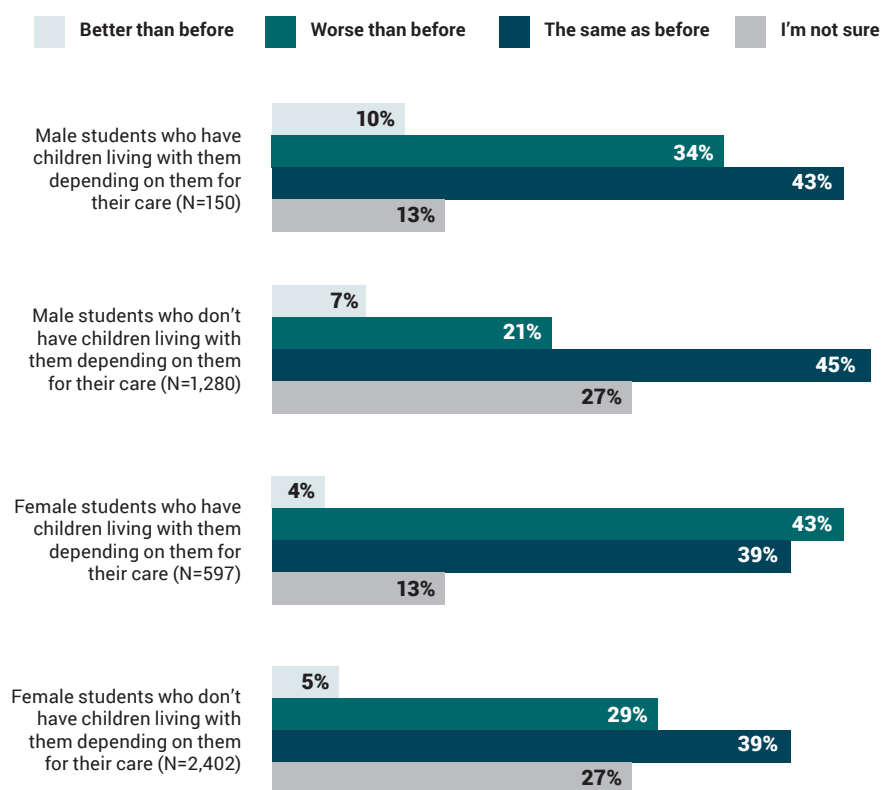
The data in the report are based on a survey administered to 5,193 entering students across 38 colleges in the fall of 2020, although not all students answered every question.

For more on how the pandemic affected community-college students last fall, see below: — AUDREY WILLIAMS JUNE

Household Finances in Trouble

For students who didn't live alone in fall 2020, women with children were the most likely to say that their finances were worse than they were before the pandemic.

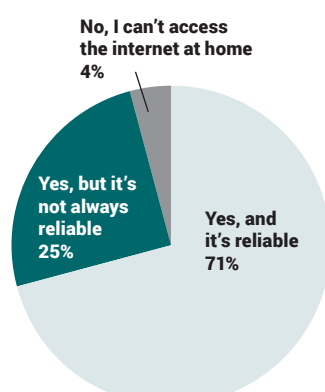
How would you describe your household's current financial situation?



Logging On Is a Challenge for Some

About 90 percent of students used computers to take their online classes. But nearly three in 10 had an unreliable internet connection at home — or none at all.

Among students who take classes online ... are you able to access the internet from home when you need it for your coursework at this college?

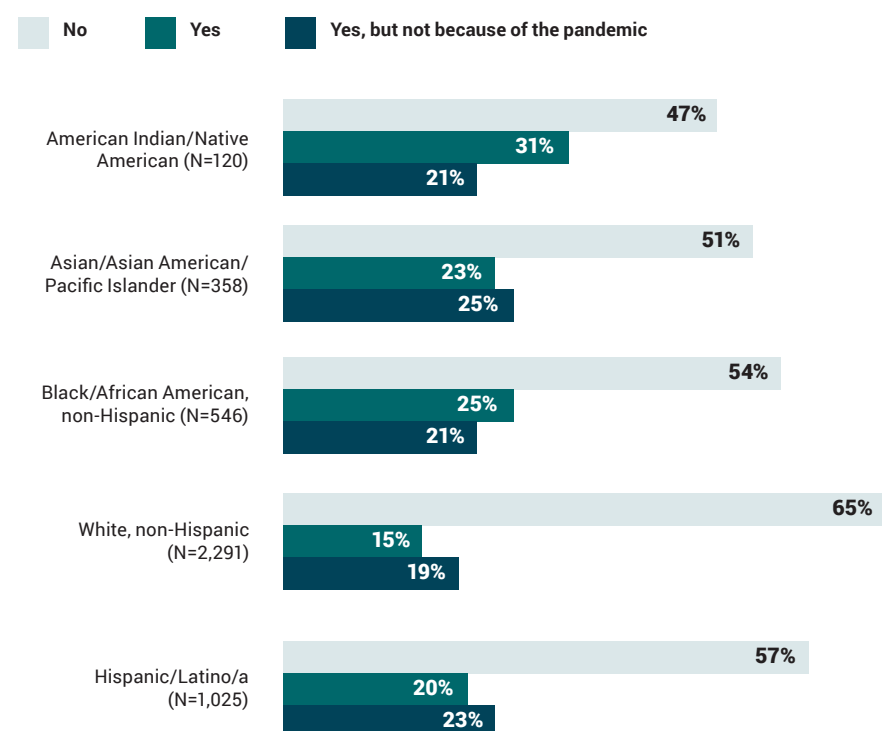


Note: Percentages may not add up to 100 percent due to rounding.

Some Trouble Paying Tuition

At least a third of students in every racial and ethnic group reported financial problems in fall 2020 that made it hard to cover college costs, with American Indian/Native American students faring the worst.

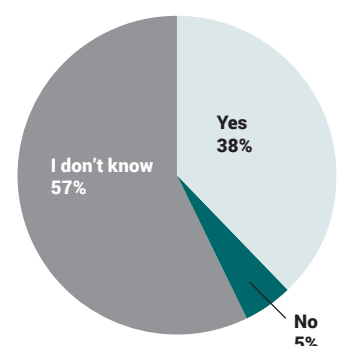
Are you struggling to pay for college?



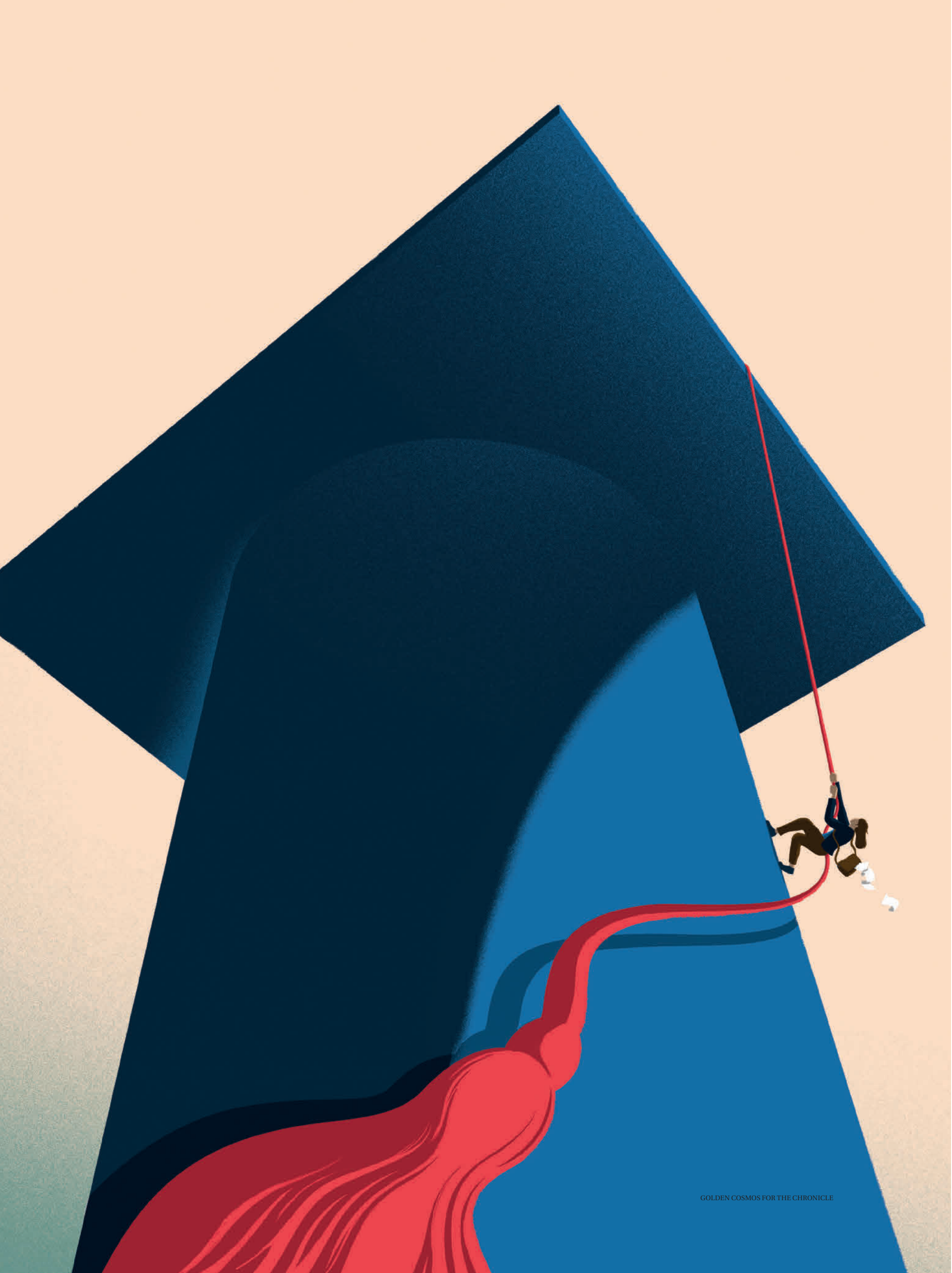
Unknown Resources

The majority of students weren't aware of mental-health services, emergency aid, and other assistance that their colleges might be able to provide.

Does this college have support services to help students cope with stress related to the Covid-19 pandemic?



Source: Center for Community College Student Engagement



The Future of Tenure

Rethinking a beleaguered institution.

TENURE in the American higher-education system is a lot of things, and they are not always easy to reconcile. It is a form of job protection, one that differs fundamentally from the protections offered by unionization. It is a safeguard for the freedom of academic inquiry — related to but not identical with a larger and peculiarly American commitment to free speech. (At public colleges and universities, tenure is part of the armor protecting faculty members for controversial political speech, even when that speech is not connected to their teaching or research.) And it is a professional prize, a badge of authority, in higher ed's hyper-hierarchical symbolic economy.

It is also disappearing. In 1993-94, 56.2 percent of faculty members at institutions with a tenure system had tenure. By 2018-19, that number had fallen to 45.1 percent. Those declines were driven in part by declines in the percentage of full-time faculty members across academe. In 1970-71, almost 80 percent of faculty members worked full time. By 2018-19, that number was under 55 percent.

THE REVIEW

To politicians, especially red-state politicians at a time when the public's trust in higher ed is very low, tenure is an easy target. "What other job in the U.S. has protections like that?" as State Sen. Rick Brattin, a Missouri Republican, put it. "If you looked around, you'd come up short." Meanwhile, an evaporating academic job market and rising adjunctification have severely diminished the ranks of tenure's potential stakeholders. As Ed Burmila asked last summer in these pages, "Are there enough academic workers with a stake in the tenure system left to defend it?"

With the help of Carolyn Dever, a professor of English and a former provost at Dartmouth College, and George Justice, a professor of English and former dean of the humanities at Arizona State University, we've gathered 12 scholars from across fields to address hard questions about the future of tenure. They don't always agree with one another — but no discussion of the future of tenure can afford to ignore them.

An Immodest Proposal

Academics — all of them — should unionize.

TENURE, like Churchill's democracy, is the worst imaginable system, except for all the others. The best argument for its retention is still the one that lay behind its creation more than a century ago: insulation from political pressure. Then, and for many decades afterward, that pressure came from the right. Today it comes from both directions.

Imagine what would happen if tenure were abolished. Governors and legislators in Republican-dominated states, increasingly unhinged, would seek to fire leftist professors en masse. Students at leftist-dominated institutions, increasingly extreme, would (with the encouragement of "allies" on the faculty and the acquiescence of quislings in the administration) pick off ideological deviants one by one. We needn't guess about this. Even with tenure, professors have been ousted — Ward Churchill from the University of Colorado at Boulder, Bret Weinstein from Evergreen State. How many adjuncts are simply disappeared because they've become politically inconvenient — not fired, just not rehired — we will never know.

The other major argument for tenure has to do with the structure of the academic career, especially as it exists today. There are already lots of powerful disincentives for talented students to enter the profession: undergraduate debt, the long slog of graduate school, the opportunity costs of forgoing a more lucrative career, the abysmal state of the job market, the second slog of an assistant professorship. Tenure, however unlikely at this point, is the one big incentive that makes people willing to give it a shot. Who in their right mind is going to try to run that gantlet if the best they have to hope for is a three-year contract?

Yes, tenure allows dead wood to accumulate. I don't see any easy fix for that, but here is a suggestion: If someone is "retiring in place," then cut their salary, and keep cutting it until they take the hint and call it a career. At the same time, we need to redefine performance. The general level of undergraduate teaching, across institutions, is mediocre at best, and frequently much worse than mediocre. Students know it, colleagues know it, everybody knows it. It is one of the open secrets and chronic scandals of American higher education. Older professors, who may no longer have much of a research program, are often the best teachers, the only really dedicated teachers, in a department. More broadly, teaching needs to be elevated, at long last, to equal status with research among criteria for advancement in the profession. The research-university model that emerged around the turn of the 20th century was never designed to apply to every institution, or even more than a few. Indeed, the preponderance of significant work is still produced at a small fraction of institu-

tions, which means the vast majority of all work — uncited, undistinguished, uninspired — is a waste of everybody's time. What's not a waste of time, or of tuition dollars, is developing young minds and mentoring young souls.

WILLIAM DERESIEWICZ

As for the RIs, and the still smaller circle of leading research universities, their undergraduates deserve effective teaching, too. There's long been talk about the creation of separate tenure-eligible teaching faculties, and that's a good idea, but what may be an even better one (though the two are not incompatible) is the creation of separate research faculties with no teaching responsibilities at all, or none, at least, for undergraduates. There is no shortage of brilliant scholars and scientists who are utterly incompetent as teachers, and utterly indifferent to their incompetence, and there is no reason to continue torturing all concerned by sending them, year after year, into the classroom. In short, the criteria for tenure should not be one-size-fits-all. They should be a variable mix of teaching and research: all of one, all of the other, or some of both.

But the biggest problem with tenure as it currently exists is that there's not enough of it to go around. The immoral adjunctification of academic labor is rotting the profession from within. What will it take to reverse it? Here's a suggestion that takes advantage of two developments, one old, one new: the decline of shared governance and the election of Joe Biden.

Instead of trying to reclaim shared governance in the face of an increasingly corporatized, managerial university, a task that is probably hopeless, why not make the best of a bad situation? Acknowledge that professors no longer have much power within their institutions, and use that fact to argue, to what will presumably be a new, more labor-friendly National Labor Relations Board, that they do not qualify as managers and should be allowed to unionize: at every rank, in every state, at private and public institutions alike. And instead of separate "craft" unions for each type of faculty member — adjuncts in one, professors in another, full-time instructors in a third — establish one big "industrial" union at each college. Even better, one enormous national union, a million-plus strong, covering all 4,000 colleges. Then negotiate for fair and decent working conditions, starting with an end to adjuncts and a replenishment of the tenured ranks.

The American faculty has been ceding power for many decades. It's time to start to take some back.

William Deresiewicz is the author, most recently, of The Death of the Artist: How Creators Are Struggling to Survive in the Age of Billionaires and Big Tech (Henry Holt, 2020).

Diversity, Inclusion, and Tenure

The service tax and an inability to evaluate work on marginalized communities harm scholars of color.

IN THE SUMMER OF 2020, after the murders of Breonna Taylor, Ahmaud Arbery, and George Floyd, colleges proclaimed solidarity with Black communities standing against racism. Presidents and provosts across the country, despite the impact of the pandemic on college and university finances, announced their recommitment to diversity and inclusion through faculty

hiring initiatives. These efforts are not new. Many of the same colleges announced similar plans after the deaths of Trayvon Martin, in 2012, Michael Brown, in 2014, and Sandra Bland, in 2015.

Will the 2021 initiatives produce different results? I suspect that most of these efforts will fail. The failure will be institutional, because the emphasis will be

DERRICK E. WHITE

on diversity at the hiring stage and not on inclusion at tenure.

Two institutional barriers related to tenure prohibit long-term success in diversity hiring. First, colleges and universities have no meaningful ways to account for and credit the unique demands on diversity hires. The adjustment to the tenure track is challenging for most junior scholars, but scholars of color are additionally burdened by a “service tax.” They are expected to engage with students of color, serve as the diversity representative on too many committees, and engage with the broader local community.

As the sounds of the tenure clock grow louder, scholars of color are often told by chairs, deans, and provosts to “close their door” to these communities and focus solely on scholarship. In most cases, scholars of color perform admirably under these circumstances, excelling in research, teaching, and service. The problem is that white colleagues have to really excel only in scholarship and teaching. Scholars of color who manage only their service commitments and one other category can be on shaky ground at tenure.

For scholars of color, diversity tasks only increase after promotion. This trap is particularly pernicious at elite institutions where full professors have tremendous institutional power. The inability to ascend to full professor means that scholars of color function as middle management on diversity issues, and are not in a position to foster institutional change. The data show that while Black scholars make up 8 percent of assistant professors, they are only 4 percent of full professors. Hispanic scholars are 6 percent of assistant professors, yet only 3 percent of full professors. On the other hand, the representation of white male professors increases as you go up in rank: Only 34 percent of assistant professors are white men, while 53 percent of full professors are white men.

These numbers suggest that service expectations are not being equally distributed.

A second problem area facing diversity initiatives is the evaluation of scholarship on marginalized communities. Tenure committees are overwhelmingly white. Recently, a Black scholar at the University of Virginia was denied tenure. During the review, the committee raised questions about the “representativeness” of the scholar’s research. The very question reeked of racial bias, and ultimately, the tenure denial was overturned on appeal.

In 2015, I was denied tenure by a committee that included no scholars of color. Although no official reason was given, these scholars were confident enough to overturn a unanimous department vote based on outside letters from leading scholars in the field. Perhaps my work on Black history was not seen as sufficiently representative. Little beyond anecdotal evidence exists, but do questions of representativeness apply only to folks working on marginalized communities?

These institutional problems have a significant effect on inclusion and retention. Tenure denials, especially when they are steeped in controversy, have a lasting impact on the

ability to recruit other Black scholars. Colleges often blame their location, the scholars of color, or some amorphous concept of “fit.” In reality, the problem is university culture — and the decision makers therein.

Derrick E. White is a professor of history and African American and Africana studies at the University of Kentucky. He is the author, most recently, of Blood, Sweat, and Tears: Jake Gaither, Florida A&M, and the History of Black College Football (University of North Carolina Press, 2019).

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especially when they are
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other Black scholars.

How to Create More Equitable Tenure Policies

Ensure that women have an equal chance.

THROUGHOUT MY YEARS in grad school and while I was a junior faculty member, the advice I was given by colleagues time and time again was to wait to have children until after I got tenure. I ultimately took the advice — I got my Ph.D. at 27 and waited until I was 35 to have my daughter — but I know that most women in academe do not have that luxury.

At the time, the advice seemed like an unfortunate result of a system that had been slow to move out of the “old boys’ club” mind-set of the past. But looking back at it now, as a college president, I worry that the policies in place at many of our institutions are still not enough to surmount the systemic barriers facing female academics.

Since the start of the Covid-19 pandemic, a popular argument has emerged that stopping the clock on tenure would help take some of the pressure off junior faculty members during this difficult time. While I agree that we all deserve some extra grace at the moment, giving faculty members more time before tenure review does little

to deal with the added challenges people are facing when trying to manage the burdens of life during the pandemic, especially when those burdens are overwhelmingly affecting women.

Research shows that mothers with young children reduced their work hours four to five times more than did fathers during school and day-care closures last spring. We’ve already begun to see the negative consequences of this trend play out across industries. A recent study on manuscript submissions to academic journals found that women submitted proportionally fewer manuscripts than men did during the first wave of the pandemic, with the most significant deficit seen among younger groups of female academics.

While the Covid-19 pandemic has shined a spotlight on challenges working mothers face, the reality is that domestic responsibilities have always affected women’s abilities in the workplace, including how women experience the tenure process. In fact, studies have shown that gender-neutral tenure-clock-stopping policies to support new parents in some fields (e.g., econom-

SIAN BEILOCK



ics) actually increase men's tenure rates and decrease women's at a university. Male professors are often able to take advantage of the time a paused tenure clock provides to get a leg up on submitting and publishing work. In contrast, female professors don't show that same increase in productivity — perhaps because they are spending more time recovering from childbirth and raising a new baby.

In *Do Babies Matter? Gender and Family in the Ivory Tower*, researchers found that women's early academic careers were negatively affected if they chose to have a family. Men's careers were not impaired; in some cases, they were improved. By not creating policies that focus on and rectify the unique challenges facing female scholars, we risk women dropping out of the work force at a higher rate than men (young female professors with children, in particular, leave academe in greater numbers than do their male colleagues), and colleges lose the opportunity to choose from a more diverse pool of tenure candidates.

Gender-neutral tenure-clock-stopping policies to support new parents do more to support men than women.

It is imperative that we recognize that female faculty members need additional support from our institutions in order to have the freedom to make basic decisions about their family and personal lives, without hurting their professions. At Barnard, we've extended child-care and elder-care benefits, allowing faculty members to use their own providers. We've deployed hundreds of work-study students to tutor the children of faculty members and serve as preceptors in their classes. We've also expanded our mental-health-support services to reach faculty and staff members as well as students.

Policies like expanded child care and elder care, and employee programs that help with stress or burnout, can ensure that women don't have to make the decision between having a family and pursuing tenure, while also supporting the creation of a more equitable culture over all. By building institutional policies that are family-friendly, we can create a more even playing field for men and women.

Sian Beilock is president of Barnard College, Columbia University.

A Template for Change

Junior faculty don't need more time, senior faculty need more imagination.

FOR JUNIOR PROFESSORS, the pathway to tenure was already an arduous, anxiety-inducing one before the pandemic. There's the pressure to publish. There's the need to attend conferences in order to manufacture a professional identity. There's the importance of cultivating a scholarly network to support your research goals. It's a lot. Throw in life things (family, illness, divorce, caring for one's parents) and structural inequality (being a woman, person of color, queer, disabled, or all of the above), and the tenure process feels even more brutal. One year into a global pandemic, and tenure these days seems damn near impossible.

Professors who are the primary caregivers (disproportionately, women) are balancing teaching college students and home-schooling kids. Professors whose research relies on in-person interaction are forced to recalibrate their studies to a virtual format (if that's even possible). Professors conducting international research have no idea when they'll be able to board a plane to their field site. Black professors and other professors of color are trying to write as members of their communities are being harmed or killed. The police killings of Breonna Taylor and George Floyd. The disproportionate impact of Covid-19 on Black, Indigenous, Latinx, and Filipino communities. The onslaught of hate crimes against Asian Americans, especially women. On top of this, professors lost precious research time when they had to convert their entire teaching portfolio to a virtual format.

Many colleges and universities have offered their junior professors a one-year extension on the tenure clock, but no sane person can think this is a complete solution. With respect to research, junior faculty members can't just pick up where they left off.

The metrics of tenure shouldn't just be recalibrated; they need to be reimagined. Junior faculty members are in no position to do this given their precarity — that is the responsibility of the senior faculty.

ANTHONY C. OCAMPO

A few years before the pandemic, my own department reimaged the tenure process. Every fall when my department has an open position, my colleagues and I make sure to attend conferences to get the word out on our search. No matter how exciting the conversation is going with potential candidates, the energy plummets as soon as they ask about the teaching load:

"It's a 3/3 for the first two years, and then afterward, it's a 4/4."

Excitement turns into politeness. The potential job applicant's worries boil down to one thing: *How am I going to get my research done?*

Their concern is valid, and it was one I shared when I accepted my own position a decade earlier. When I was chair of a search in the fall of 2019, my colleagues and I must have met with more than 60 potential applicants. Out of the 60, fewer than five ended up applying. We suspected our high teaching load scared them away.

Admittedly, a high teaching load is not the same as a global pandemic, but both detract from time and energy for research. My department realized that the heavy teaching load was colliding with applicants' research ambitions.

There was nothing my department colleagues could do about the teaching load, so we asked ourselves a different set of questions: What if we expanded what we defined as a publication? What if we revised the language of our tenure-and-promotion document? Instead of focusing on "publications," why not focus on "scholarly works"? My colleague (now department chair) Anjana Narayan developed a rubric that expanded the definition

of what counted as one scholarly work:

- One academic-journal article
- Two published pieces in a media outlet
- Two submitted articles that are under review
- One external grant application
- Two internal grant applications
- Two IRB protocols
- Three professional reviews of manuscripts

Our motivation for rewarding research advancement and involvement of any kind was the high teaching load, but we soon came to see it as a way to reimagine what junior faculty life could be if untethered from the brutal “publish or perish” ethos.

We were aware that there were many brilliant sociologists out there who didn’t necessarily want to dedicate years to publishing in high-impact journals. We thought: What if we gave junior faculty members an opportunity to try something different without penalty? There are many who’d rather channel their social-science skill set to writing articles for local and national newspapers or producing a podcast on sociological topics — intellectual projects that, unlike an academic article, don’t entail years of work to complete.

We realized, too, that these research expectations were able to

Reimagine a system
that rewards research
progress while remaining
flexible enough for the
serious professional
and emotional difficulties
faculty members face.

accommodate more than the heavy teaching load. For scholars enduring life challenges, our revised tenure requirements didn’t instill a fear that they’d lose their job if they got sick or had to become the primary caretaker for an aging parent. For faculty members who are about to have children, an IRB protocol or an internal grant application may be all they can manage.

Undoubtedly, colleagues at research-intensive institutions may dismiss all of this as unrigorous. To them, I say this: I’m not arguing that you should adopt what my department has done. Rather, use it as a template to reimagine a system that rewards research progress while remaining flexible enough for the very

serious professional and emotional difficulties faculty members face, especially in a moment like this. Otherwise, you can bet that the system you have in place will extinguish the brilliance — and humanity — of your newly hired faculty members, especially those who are most vulnerable and historically underrepresented.

Anthony C. Ocampo is an associate professor of sociology at California State Polytechnic University at Pomona and faculty director of the California State University chancellor’s doctoral-incentive program. He is also an academic director at the National Center for Faculty Development and Diversity.

Tenure by the Book

Revising tenure expectations is on the table. We should be cautious.

OUR CURRENT CRISIS may well lead departments to act quickly to revise their tenure criteria — too quickly. Properly meeting the challenges ahead will require careful thought, planning, and time. Tenure at an R1 institution in an English department, such as my own, typically requires the publication of a monograph. Despite many calls to change tenure criteria over the years, top-ranked English departments have tenaciously stuck with the book.

But there are calls for change. That raises a series of questions for me, as a former department chair: Will changing tenure criteria lower departmental standing in the profession just as the university works its way up? Will looking different from “aspirational peers” lower our department’s clout with administrators? Will it affect the number of tenure-track hiring lines we get? Will our students have a harder time on the job market or getting into good Ph.D. programs as a consequence? What about junior colleagues? If they go on the job market, will they be competitive without a book?

In other words, how widespread is the idea that alternate pathways to tenure represent the same standard of work?

John Guillory has rightly noted

DANIELA GAROFALO

that by making the book the “gold standard,” academics tend to abdicate the responsibility of evaluation. Like a sleeping giant, the task of evaluation slumbers while book publishers get saddled with the responsibility of deciding who gets tenure. If we accept that addi-

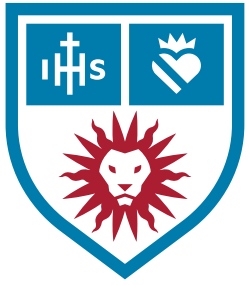
tional pathways need not constitute a lowering of standards, then we should take seriously what the tenure process requires of us. We know

that important work is being done that does not look like traditional scholarship — such as digital projects, community engagement, and research whose purpose is primarily focused on administering an academic program. A benefit of changing tenure criteria would be that we wake up and do the work we are supposed to be doing, instead of taking the easy way out by offloading evaluation to academic presses.

But have we thought carefully enough about the problems that might arise from waking this sleeping giant? English departments

typically house scholars working in very different disciplines, including rhetoric, literature, cultural studies, film, and writing studies. Do each of those disciplines share similar views about what constitutes a contribution to the humanities? Do they even share the same views about what constitutes knowledge? Human beings

Do alternate pathways
to tenure represent the
same standard of work?



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are funny creatures. A “gold standard” can have the effect of creating a kind of neutral space: Got book. Got tenure. Done. No need to evaluate — the bar has been met.

In other words, opening up different pathways to tenure could have unintended consequences. Does moving away from the monograph open the door to conflicts about value that otherwise simmer — but don’t boil over — in departments that house different disciplines? Will asking our colleagues to do the real work of evaluation lead, in practice, to split votes, contentious and anxious probationary periods, more work for probationary faculty members?

In times of crisis we may be tempted to move too quickly. Depart-

ments need time to engage in thoughtful conversations about the process of evaluation. Several professional organizations offer good guidelines for how to evaluate work that lies outside the expertise of most faculty members in a department. But these are broad guidelines, and it rests with departments, working with their deans, to come up with useful procedures. The call for different tenure criteria responds to real problems. But we should approach it with care to avoid serious conflict and greater anxiety for our most vulnerable colleagues.

Daniela Garofalo is a professor of English at the University of Oklahoma.

Tenure Is Tired

A national resource is imperiled.

TODAY, discussions about tenure bring to mind that 1970s Miller Lite beer commercial: “Tastes Great. Less Filling.” In 21st-century higher ed, tenure isn’t that great — and it’s filling us with false hopes. Tenure is tired.

Why this sorry state? First, tenure is limited in the constituency it protects. Tenured (and tenure-track) positions refer to a small and shrinking percentage of faculty members nationwide. Presidents, provosts, and boards have allowed it to shrink. Each time a tenured professor retired, the position could be reclaimed by the administration and reshaped in permutations ranging from adjuncts to clinical faculty members to special-title series or lectureships. A second limit of tenure is that it is highly selective in the protections and rights it confers. It formally deals only with particular categories of professional activities. It does not offer “job security” as such. Any number of other contractual arrangements, such as civil-service regulations or union membership, can provide professional employees with protections, due-process rights, and so on equal in strength to those often attributed to tenure.

Tenure gained publicity and promise from the 1890s into the 1920s as part of celebrated court cases involving outspoken pro-

fessors whose scholarship bothered some university board members and presidents. (Often forgotten is that the pioneering professors usually lost their cases.) In the decades following World War II, the demand for researchers who could land large federal grants enhanced tenure. It was a new bargaining chip for prospective professors being courted by universities eager to enhance their institutional reputations. Yet even that high-water mark was punctuated by episodes in which university presidents and boards invoked loyalty oaths and other measures to purge dissident faculty members.

One important finding in the sociologist Joseph Hermanowicz’s 2011 anthology, *The American Academic Profession: Transformation in Contemporary Higher Education*, was that, with the important exception of a thin layer of superstar professors whose pay and prestige had surged, since 1970 the overall trend for professorial privileges and protections had been downward. As the subtitle

of Howard Bowen and Jack Schuster’s remarkable 1986 book, *American Professors*, put it, the faculty is “a national resource imperiled.”

John R. Thelin is a university research professor at the University of Kentucky. He is the author of A History of American Higher Education.

JOHN R. THELIN

Since 1970 the overall trend for professorial privileges and protections has been downward.

A Radical Experiment

Tenure does not equal excellence.

TWENTY-FIVE YEARS AGO, I wrote an opinion piece for this publication that began as follows:

What do Queen Elizabeth, Fidel Castro, Clarence Thomas, and Pope John Paul have in common? Lifetime jobs, regardless of their current contributions or future plans, with no provision for performance reviews or mandatory retirement.

Just like tenured university professors.

Little has changed. Fidel has left us, but Clarence and the queen

are still chugging along, and while there’s a new pope, he’s got the same deal. Tenured university professors still have that deal too — albeit far fewer of them.

In my 1995 article, I proposed a modest experiment to test the true value of tenure by offering assistant professors two options when it came time for promotion: a long-term contract for 35 years with no options for review or salary advancement beyond inflation, or a fixed-term (five- to seven-year) contract with regular reviews and negotiated

DAVID JOHN HELFAND

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raises upon renewal. I am not aware that any institution took up this challenge.

However, in 2005, I became involved in the design of Quest University Canada, the first nonprofit private university in that country, which I subsequently led, from 2008 to 2015, as president and vice chancellor. That provided the opportunity for another experiment: creating a faculty from scratch with no possibility of tenure. It worked. Faculty members were hired, as in most institutions, on provisional one-year contracts. Satisfactory performance automatically extended that contract to three years. In the third year, the Faculty Performance Review Committee evaluated the candidate on the three traditional academic pillars: scholarship, teaching, and service, although “scholarship” was deliberately replaced by “intellectual activity” (more on this below). The performance-review committee made a recommendation to the president for renewal or nonrenewal. Renewal led to a second three-year contract; nonrenewal provided one additional, terminal, year.

In the beginning of the sixth year, the committee conducted another thorough review, including external letters (which were allowed but neither required nor usual at the third-year review). A renewal at this juncture provided a sabbatical leave and a renewable six-year contract. Nonrenewal provided an additional year, which was terminal.

The performance-review committee was the embodiment of peer review. It consisted of five members elected at large from among all faculty members who had passed their third-year review plus the chief academic officer (provost equivalent). The CAO was nominated by the president for a five-year, nonrenewable term but had to be ratified by 75 percent of the faculty. During my time as president, at least, the candidates’ self-studies and the performance-review committee were as thorough and rigorous as the tenure reviews at my Ivy League institution.

The replacement of “scholarship” with “intellectual activity” was a deliberate expression of the values of the institution, where innovative teaching in a transdisciplinary environment — restricted to undergraduates and devoted to the values of the liberal arts and sciences — was the overarching goal. It both broadened the definition of disciplinary scholarship and allowed it to evolve over one’s career.

The typical new appointees were finishing writing up papers from a postdoc or completing a first book, and their intellectual activity

differed little from that at a traditional institution. Over the course of the first few years, however, an individual might become fascinated by the pedagogical innovations required in this new institution and shift toward education research. Assuming a requisite level of excellence, this counted equally. Furthermore, a superannuated faculty

member like me might decide that, despite 45 years as a physicist, I had never read Newton’s *Principia*, and I would dedicate myself to learning Renaissance Latin in order to do so. Or I might (as, in fact, I did) decide to devote myself to becoming an expert on climate change and developing public-communication strategies on this important topic. Becoming a better downhill skier (the university was near the Whistler Olympic resort) would not count as intellectual activity, but the *Principia* and climate change would.

And, yes, we had a strong statement in the charter of the institution on academic freedom, which read, in part:

Members of the academic community are entitled, regardless of prescribed doctrines, to freedom in carrying out research and in publishing the results therefrom, freedom of teaching and of discussion, freedom to criticize the University or any organization within the University, and freedom from institutional censorship.

Tenure does more to deprive the academic freedom of those who lack it — now approaching three-quarters of instructional faculty members — than it does to protect the freedom of those who have it. The process of obtaining it narrows the criteria for faculty excellence, rather than broadening them to encompass all the roles an institution’s faculty should play to make it a successful place for teaching and learning, research and innovation, mentoring and public service.

With so many of our institutions under enormous financial pressure, faculty hiring in a deep freeze, and the sociopolitical climate leaning hostile, it is past time to re-examine the effects of tenure on our universities and our faculties. Radical reform could benefit us all.

David John Helfand is a professor of astronomy at Columbia University, where he has served on the faculty for 43 years (including as department chair for 19 years) under a series of five-year contracts. He is also chair of the American Institute of Physics and president emeritus of Quest University Canada.

The process of obtaining tenure narrows the criteria of faculty excellence, rather than broadening them.

No Departments and No Tenure

A developmental approach.

MY INSTITUTION, the Olin College of Engineering, does not have tenure. That decision was a boundary condition of the initial endowment grant that created the institution, and all faculty members who join do so with the understanding that tenure is not on offer. Here, I am not advocating for or against a tenure system. Instead, I want to explore some of what might be possible outside that system.

It seems important to recognize upfront the distinctiveness of Olin, the extent to which its circumstances may not generalize. We are tiny — approximately 40 faculty members and 360 undergradu-

LYNN ANDREA STEIN

ate engineering majors — and only two decades old. Lack of tenure is arguably a less-disruptive choice in an institution whose faculty tilts toward engineering, science, and technical fields — that is, for whom employment outside academe is a more plausible alternative than it is for those in, say, the humanities and social sciences — although it applies to our faculty members in all areas. Finally, the ideas here could in some cases be incorporated into a tenure system; and they are not at all given outside of one.

Olin was also founded without departments. That has meant that we are able to do deliberately cross-disciplinary things without re-



JOAN WONG FOR THE CHRONICLE

gard to how our “home department” will perceive them. A great deal of our institutional success has come from leveraging this freedom. It is not without cost — we have less of the departmental cohesion, development, and bench strength that traditional organization provides — but for us it has been more feature than bug.

In a similar way, lack of tenure has caused us to think creatively about the long-term mutual commitment between our institution and its faculty members. Tenure can sometimes decouple the interests of the institution and the interests of the faculty member. This is part of the design, as when tenure protects a faculty member’s academic freedom to pursue an intellectual agenda that might be misaligned with the institution’s perception of its own interests. In other cases, tenure criteria create perverse incentives: within-institution success dictated by stature in an international scholarly community; risk-aversion that translates into incrementalism; or the junior faculty member who is told: “We value you highly. We know that you are one of the people who holds up the roof around here. And we’re worried about your tenure case.”

Imagine instead a system in which faculty members and academic institutions mutually commit to one another’s continued development and thriving. Imagine asking whether an activity advances personal or institutional mission rather than calculating in which “bucket” a virtuous activity might “count.” Imagine aligning missions and actions, strategies and accountability.

A deliberately developmental organization is one that learns and grows, and supports the learning and growth of its members, as a core part of everyday practice. Colleges and universities are institutions fundamentally committed to growth, development, and learning. What might it look like if we deliberately and intentionally applied this approach to ourselves?

Might we shift from measuring outputs — accumulations of activities — to broadly assessing impact? For example, instead of solely counting credit-hours taught, might we measure our impact on the growth and development of students? Such a shift would reward the often-invisible labor of inclusion work, the benefits of thoughtful advising, and the creation of new curricula. Similarly, if we believe that service is essential because it sustains our institutions, can we recognize that impact in all its varied forms rather than counting only committee rosters? A DEI initiative or new program that supports student growth might also be critical to building our institution. Could we recognize it as occurring in the intersection of those two criteria, rather than determining how much it “counts” in which “bucket”?

Accordingly, we have replaced the three independent buckets of a typical faculty-assessment system — research, teaching, and ser-

Lack of tenure has caused
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and its faculty members.



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vice — with three more outcome-oriented and mission-aligned overlapping circles. Rather than service, we ask what a faculty member has done to build and sustain our institution. Beyond classroom instruction, we consider the many ways faculty members support the growth and development of our students. And for our institutional mission, efforts that others might call “research” or “scholarship” boil down to the many ways in which our faculty members have an impact on the wider world. Other institutions might ask different questions. The important thing is that outcomes are aligned with

both the short- and long-term needs of the institution.

Over the still-brief lifetime of this institution, faculty members have been able to shift roles, usually in mutual coordination with the college. From time to time, a professor’s interests and skill set have grown beyond their role here. We have often found opportunities for pride — if bittersweet — when our colleagues grow beyond our institution.

Lynn Andrea Stein is a professor of computer and cognitive science at the Olin College of Engineering.

The Healthy and the Sick

Is tenure inhibiting scientific progress?

A **S THE HEAD OF SCIENCE POLICY** at the National Institutes of Health, I spend a lot of time thinking about the role we play in driving the behavior of the institutions and scientists we fund. How can we create incentives for positive changes? Sometimes that’s about facilitating the growth of emerging science or urging resources away from futile outlets. But it is also about encouraging the type of responsible behavior that we believe advances science and health. Tenure, and the principle of academic freedom that underlies it, is an example of one such institutional-level behavioral driver.

Important questions are being raised about whether the quest for tenure is causing institutions and their faculty members to become too focused on obtaining grants, to the detriment of high-risk, high-reward avenues of inquiry or the ability to take a chance on a more diverse population of scientists, whose opportunities for funding are diminished by bias. The protections of tenure should, in theory, allow researchers to take the sorts of risks that lead to innovation, but if the path to get there drives the system as a whole to conservatism, we have diminished tenure’s value. The intersection of the hypercompetitive environment for federal funding, the importance of external funding as a criterion for promotion, and a climate that strongly resists structural changes may be rewarding practices that are bad for science, the academy, and society.

Tenure and the university-government partnership of federal research funding are baked into the culture of the U.S. biomedical-

research enterprise. Questioning whether the norms governing academic research are dated or harmful tends to trigger ardent, hyperbolic defenses of the status quo.

CARRIE D. WOLINETZ

It is hard to admit that things we hold dear might also be flawed. For example, in its report “Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine,” the National Academies of Sciences, Engineering, and Medicine noted that tenure can serve as a barrier to taking action against harassers, and the perception of tenure protections can discourage

targets of harassment from reporting their experiences. At the NIH, we have seen firsthand how institutions will go to great lengths to protect well-funded investigators or at least prevent funding from leaving the institution.

Funding agencies and universities have an opportunity to align our incentives toward the positive changes we want to see. That means creating incentives for diversity, recognizing practices that underlie rigorous and reproducible science, and fostering a safe and inclusive research environment.

And we need to think of new ways to

reward practices that may be difficult to measure, such as mentoring, data sharing, and innovation.

Carrie D. Wolinetz is the acting chief of staff, as well as the associate director for science policy and director of the Office of Science Policy, at the National Institutes of Health.

If the path to get there
drives the system
as a whole to conservatism,
we have diminished
tenure’s value.

Bringing the Humanities to the Public

How the tenure process can reward writing for a bigger audience.

I T IS TIME TO CHANGE what work we value. When we do, our tenure process will have to change too. This is especially clear now that the call for “public humanities” has reached a crescendo. Universities and foundations have joined to prepare graduate students and faculty members in history, literature, anthropology, philosophy, and criticism to take their knowledge beyond the academy. This effort is

CAITLIN ZALOOM

necessary to ground fields losing their sense of relevance — but it is only a partial one. Now we need to fold public engagement back into our work as scholars. Public humanities must fundamentally transform our intellectual projects, our modes of inquiry, and our way of evaluating what counts as real scholarship.

Take *Public Books*. The magazine, which I founded with the comparative-literature profes-

Rethink Everything

How One University is Changing Mental Health Support



Since the start of the pandemic, Texas Christian University (TCU) in Fort Worth, Texas, has seen a 48 percent increase in demand for mental health services. Many institutions saw such surges, but the TCU therapists not only kept up — they saw an average of seven more students per week than in 2019.

Eric Wood, Ph.D., LPC, the Director of Counseling & Mental Health at TCU, is proud of this accomplishment, but he's not one to brag. In fact, he asserts that any institution can improve its effectiveness in addressing the growing nationwide campus mental health crisis by learning from TCU's Comprehensive Collaborative Care Model (CCCM). More than 70 schools have already participated in online presentations about aspects of the model and its benefits.

TCU's path to the CCCM began with focusing on three trends seen not just there, but on campuses across the U.S.:

1. Twenty percent of students seeking mental health treatment utilize about half of all campus counseling center appointments.
2. The majority of college counseling center clients have previously received services.
3. Responding to students in crisis contributes to burnout among already overburdened counselors.

"Even if you hire an army of therapists but the scope of care is just short-term counseling, what are you going to do about those 20 percent who are high-need?" Wood asks. The answer lies in collaboration with community partners, peer support communities and a dedicated crisis and triage team.

ON-CAMPUS AND OFF-CAMPUS PARTNERSHIPS

Student health centers don't perform major surgery. Similarly, Wood contends, no student counseling center should be expected to treat all

mental health disorders. But it shouldn't just refer them elsewhere either.

For the high-need students, TCU partners with off-campus facilities to provide on-campus services, like dialectical behavioral therapy (DBT). "The fact that we offer these services on campus removes a lot of barriers," Wood explains.

Those students and many others are also offered peer support communities, which are modeled on recovery groups. "No one expects a client with one month of sobriety to avoid relapse if all therapeutic interventions are stopped," Wood notes. "We should have the same mentality with other concerns like depression and anxiety."

The peer support communities really took off when Wood, true to his word about collaborating, agreed to a colleague's suggestion to launch a group based on Dungeons & Dragons, the tabletop fantasy role-playing game. "I didn't know much about D&D, just the stereotypes," he recalls. "But I was excited because traditionally, it's been really hard to get students who are gamers to come into counseling. So, I thought, let's see if students will be interested."

They were. The first D&D-based peer support community filled up in one day. There are now four, each with eight students meeting regularly to play, with a staff member serving as Dungeon Master (a guide and referee for the players, who work together on adventures). One student told Wood that while he loved the games themselves, he truly valued knowing that if he texted at 2 in the morning that he needed someone to talk to, everyone in the group would respond.

TCU now offers a wide range of peer support communities, for grief, eating and body image issues, depression and anxiety, and recovery, to name just a few. Many were suggested by students, and they are largely student-led. "What we've found," Woods explains, "is that many students elect to join a peer support community

instead of counseling. Even more surprisingly, many students report that these support communities meet their needs. That was a huge finding."

"Even though the treatment center is 10 minutes down the road and it's the exact same program, to have it on campus and just for students, it opens doors to make students a lot more willing to do it. We saw 24 students for DBT, and 22 are still enrolled. In the past, they probably all would have dropped out."

A CAMPUS-WIDE EFFORT

The collaboration has continued. The university's equestrian coach suggested equine therapy, and Wood's staff found a program on a ranch not far away. Students from various peer support communities launched Letters of Care, an online program that allows students who are struggling to share their stories, anonymously, and receive a supportive, personal response from another student.

While very different from each other, these programs are examples of Wood's conviction that varied, dedicated systems of care are better for students — and for staff. The traditional mental health center model asks therapists to juggle appointments and drop-ins, among other duties, contributing to burnout, a growing problem in higher education. TCU secured a grant from the Department of Health & Human Services to fund a crisis and triage team, staffed by therapists with no scheduled caseload.

TCU is one year into the Comprehensive Collaborative Care Model, and, so far, the results are overwhelmingly positive. While still gathering data, Wood is encouraged by the enthusiasm for the new programs and the anecdotal evidence, like the student who wrote suicide notes but then still showed up for a peer support community meeting that night and got help.

"I'm looking forward to getting more data," says Wood. "Our model hasn't cost the institution any additional money, it's expanded our scope of care, increased staff efficiency, and been well received by our campus."

"As colleges and universities resume in-person classes, campus counseling centers will face the psychological fallout of the pandemic. The old way of doing things wasn't working before, and it certainly won't work now."

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

sor Sharon Marcus, attracts tens of thousands of readers each week. On our website, academics across disciplines and cohorts join a spectrum of curious thinkers in debates informed by deep research and the careful, thorough argumentation that is the hallmark of academic work. Our editorial process, our published articles, and our events foster this passionate pursuit.

Building *Public Books* required conceptualizing inquiry as fundamentally inclusive. We see our readers, writers, and editors alike as “public scholars.” In its original meaning, scholars were eternal students, always evolving because they were committed to grappling with ideas and people who challenged them. Contemporary public scholars share a common passion to understand the world and develop new knowledge about it, no matter their location.

Convening this public is a demanding intellectual challenge, and one shared by many others outside the academy, such as film-festival creators, museum and exhibit curators, and policy-roundtable organizers. Each of those thinkers conceives of conversations, considers how to move debates forward, and gathers people to learn and fashion new ideas together. Such assembly work is an essential kind of scholarly production.

Public scholarship conceived in this way demands fundamental change in how humanists understand the nature and practice of inquiry. The art historian and American-studies scholar Nicole Fleetwood has given us an object lesson with her award-winning book *Marking Time: Art in the Age of Mass Incarceration*. Fleetwood treats incarcerated artists’ works as critical sources of knowledge and understanding, which she situates within the “practices of care

Participating in the struggle to define what is worthy of attention ... requires engaging with people and ideas that are regularly excluded from academic circles.

and collective survival among Black women.” Experience with these practices helped Fleetwood cultivate her own intellect, and she marries this approach to her scholarly mastery of visual culture. Fleetwood’s method offers a prime example of public scholarship, a model for the work that universities and colleges need to honor and value more.

Participating in the struggle to define what is worthy of attention and why it matters requires engaging with people and ideas that are regularly excluded from academic circles. That is why tenure evaluation must change. At present, junior faculty members are assessed along three dimensions: research, teaching, and service. Where should we

place public scholarship? One potential approach would be to fold it under the rubric of “service” — the most ambiguous and least recognized among the three. This would be better than nothing, but it would maintain a fundamental misunderstanding: that knowledge is something that humanistic scholars bestow upon others.

Instead, we should include this publicly engaged work in research, often seen as the most prestigious category of academic work. That would require assigning value to the process of gathering perspectives and incorporating them into intellectually significant projects, whether that be building a publication, organizing events, or orchestrating engagements that inspire research and writing. Without this recognition, public humanities will remain a solipsistic endeavor.

Caitlin Zaloom is editor in chief of Public Books and a professor of social and cultural analysis at New York University.

Counting the Cost of Tenure

How can we be accountable to the disasters of the present?

I F YOU’RE A FACULTY MEMBER at a public university in Iowa, you’re under no illusion that tenure is guaranteed because, on a regular basis, an Iowa state representative proposes abolishing it. This year that proposal made it out of committee and was debated by the legislature before being voted down.

As I read through the bill, it occurred to me that faculty members and anti-tenure legislators do have something in common. Both believe in accountability. Where we differ is in our answers to the question “Accountable to whom?” Supporters of the bill believe universities should be accountable to them and their values, which vary significantly from state to state. In theory, most faculty members believe that artists, scholars, researchers, and higher education as a collective are accountable to ideas and the pursuit of knowledge. In practice, tenured professors often feel most accountable to their particular intellectual passions and their disciplines. Tenure is seen as a necessary protection because accountability to ideas can put intellectuals on a collision course with popular beliefs, familiar practices, and legislators.

TERESA MANGUM

Today, we find ourselves caught in the *bardo* between “the before times” of Covid and whatever comes next. While I am deeply grateful for the work of the American Association of University Professors and other scholarly organizations that argue for the value of tenure, I also believe those of us with tenure need to think hard about whether academic freedom remains a sufficient claim.

The health and economic inequities exposed by the pandemic, juxtaposed with very public violence against Black Americans and Asian Americans, have provided daily evidence of racism’s deep roots on campuses and in our communities. We are confronted with a faltering democracy, environmental collapse, growing hunger and homelessness. Safely theoretical questions like “What is truth?” have turned deadly after being put into public practice.

How, now, are we to be accountable to ideas and knowledge? If we want to save our graduate programs, we need to use the semiprotection of tenure to connect advanced studies with many career paths rather than the professoriate. If we want diverse, in-

clusive colleges as well as communities, tenured professors must be accountable to lead the way in fundamental changes. We can start by creating syllabi that acknowledge the contributions of thinkers who are Black, Indigenous, and people of color. At moments of evaluation, we should factor in the currently undervalued labor scholars of color undertake: educating white colleagues about diversity and equity, and mentoring students of color.

We need to urge our administrators to take more risks in favor of an education that promotes citizenship, equity, and social and environmental justice.

I dream that every tenured faculty member will urge our institutions to name the ordeals we face. I dream of faculty members' finding a greater sense of purpose by brilliantly imagining the way the work each of us does — however distanced from practicalities — might shed

Those of us with tenure
need to think hard about
whether academic freedom
remains a sufficient claim.

light on our current crises and possible ways forward. That accountability starts with the hard conversations many departments are having this year about whom and what we have failed to value in the past. It extends to asking ourselves what tenure is for — in the disciplines, in the curriculum, in the classroom. What are we accountable to, if not to prepare our students for these perils by more actively taking on such challenges

ourselves, as the tithe we pay for the privilege of tenure?

Teresa Mangum is a professor of women's, gender, and sexuality studies at the University of Iowa.

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WAYS THAN R1.**



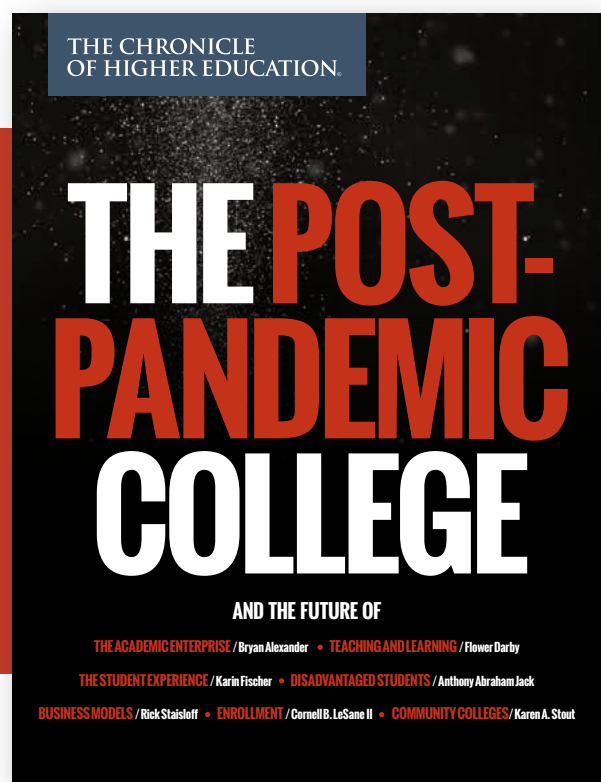
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“Higher education is no longer simply being asked to change. Change will be forced on it, and not just from the impact of Covid-19.”

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THE CHRONICLE
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A Permanent Institution Needs a Permanent Conscience

If the tenured won't step up and lead, academic freedom is in trouble.

HOLDEN THORP

MOST UNIVERSITY STAKEHOLDERS are temporary. Students stay for a few years; trustees have limited terms. Administrators stick around for shorter and shorter periods as colleges and universities get harder and harder to run. Yet they last longer than almost any institutions in society. Whenever a crisis like Covid-19 comes along, catastrophic predictions about mass closures are never fully realized.

This institutional longevity is why tenure is so important. A permanent institution needs a permanent conscience. The tenured faculty provides that. Trustees want to leave their mark during their limited terms, and administrators are trying to survive or get to their next job. Only tenured faculty members have the ability to take the long view.

Of course, devoted nontenured staff and fixed-term faculty members are essential. Many of these important folks stay around for their whole careers and make enormous contributions. But they mostly stay out of harm's way when anything dicey happens.

Thankfully, admissions to Ph.D. programs, appointments to tenure-track positions, and appointments to tenure are all decisions still largely in the hands of the tenured faculty.

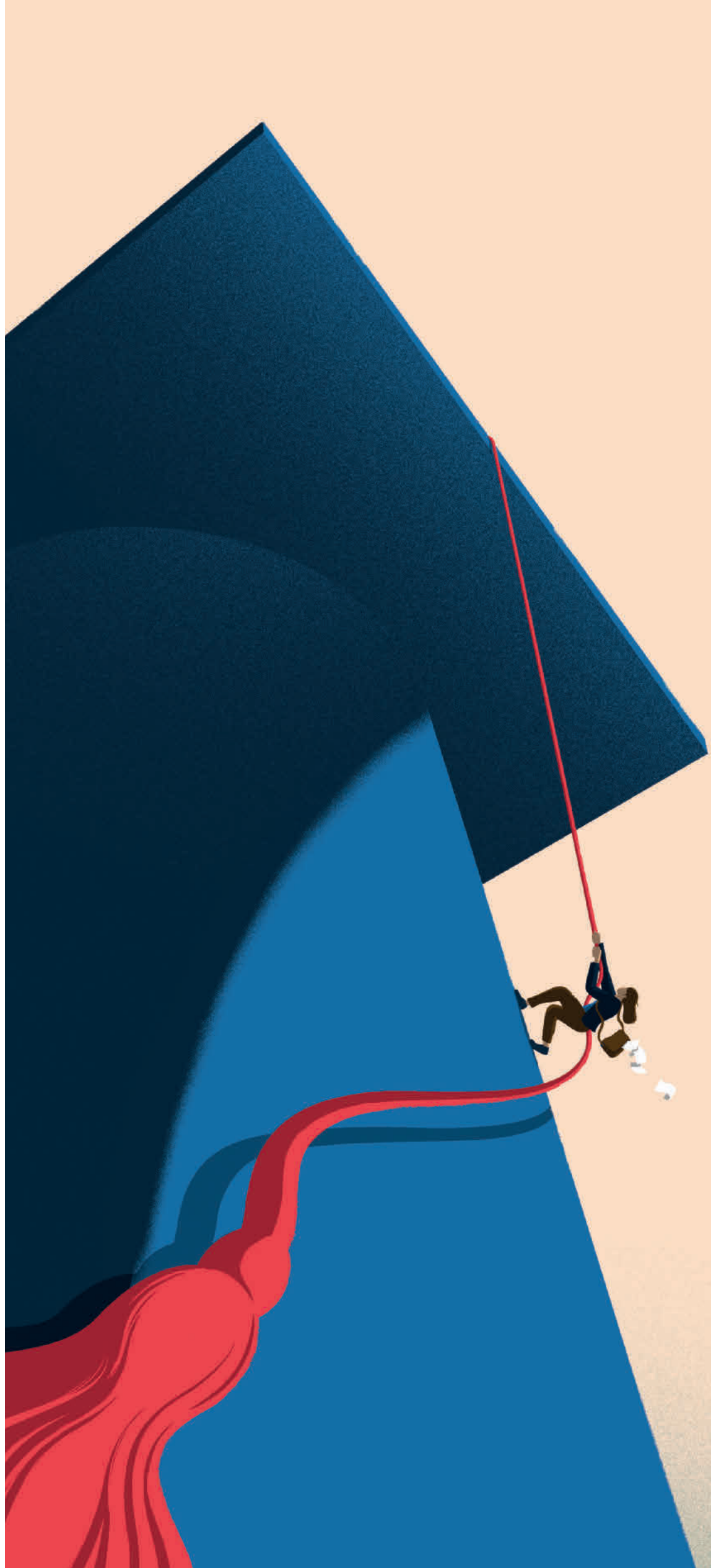
Especially important, tenured faculty members are usually responsible for advising the administration on the application of the tenure and faculty codes. While most of these recommendations are advisory, wise administrators know that they should be resisted only in the rarest of circumstances. While there might be short-term political gains from ignoring the recommendations of the faculty, it will hamper the ability of administrators to get things done on all other fronts.

Most opponents of tenure are outside stakeholders, generally from business and politics. They lament the job security that they feel is exploited or not earned. They're wrong. Ask them if they can think of any other jobs that pay what an entry-level assistant professorship in the humanities pays, with 10 years of postbaccalaureate training and hundreds of applicants for every slot? And the so-called exploitation? For every senior faculty member phoning it in, 10 are serving on every committee, teaching extra courses, and *still* doing research. It's a bargain.

Tenure does have a couple of drawbacks, though, and they have to be managed. The first is that the long timeline, while desirable in its own right, risks baking in even more firmly the inequities afflicting academe. So it's especially important to get folks who have been excluded and marginalized into the permanent, decision-making cadre.

The second drawback is that it is getting harder and harder to get tenured faculty members to answer the call of leadership. Increasingly, administrative searches produce a very small pool of candidates. If you go to a faculty gathering and ask who wants to be the department chair, most folks will crawl under the table. That's because as universities and colleges get harder and harder to run, moving from a faculty position to a leadership role becomes less and less appealing. ■

Holden Thorp is the editor in chief of Science and a professor of chemistry and medicine at Washington University in St. Louis. He previously served as provost of Washington University and chancellor of the University of North Carolina at Chapel Hill.



GOLDEN COSMOS FOR THE CHRONICLE



Tenure's Broken Promise

It's scarce, unevenly distributed,
and limiting scholars' careers.

BY SCOTT CARLSON

NINE YEARS AGO, Katrina Hoop earned tenure at Saint Joseph's College of Maine, a small private institution. It had been a long road to get there: Six years in graduate school, then another six on the tenure track. She committed herself to Saint Joseph's, becoming chair of the sociology department, expanding its reach to students in crucial majors like nursing, and serving on numerous committees for the day-to-day work of the college.

With the distinction of tenure, she thought she'd earned a permanent place at the college.

But the end came quickly: Last March, as the pandemic shuttered colleges across the country, administrators at Saint Joseph's decided to close the sociology program and others. In a letter that struck Hoop as devoid of the empathy she expected from the Sisters of Mercy institution, she was laid off, along with seven others across the campus, including a Catholic sister.

Leading up to that moment, she was among those steering fateful decisions about the professional careers of her colleagues. "Ironically," Hoop says, her voice wavering with emotion, "I was chair of the rank-and-tenure committee."

To lose a job at midlife is tough in any profession. To lose a tenured position — the brass ring that so many academics strive for — is especially heartbreaking. "You throw yourself into the institution — I believed in it," she says. "I've done so much for the college."

Hoop's experience was once almost unthinkable. But as Covid-19 worsens the financial picture for many already vulnerable institutions and as public sentiment against tenure grows, the possibility of losing it unceremoniously is looming larger and more frequently. Hoop and other professors — who have tenure, lost it, or never had it — are looking with growing skepticism at this peculiar arrangement between the faculty and institutions, asking what it really means if it can't offer security, if it is worth the cost, and if it's still serving the larger good.

Families send their children to college hoping they'll be guided into the professional world. Policy makers and business leaders call for college graduates who can think across disciplines and for an education system that engages the public. But the structure and norms of the traditional tenure track encourage hyperspecialization, exclusivity, and esotericism.

Prior to the pandemic, for every open position in academe, there were already dozens — sometimes hundreds — of people hoping to get a shot at it, no matter where it was. The net effect is a job market that limits employment options and — more than most other industries and professions — puts a disproportionate amount of power in the hands of employers and their gatekeepers: graduate programs, troubled academic presses, search committees, and department bullies.

Hoop has come to see the world of the tenured academic as “bizarre.” Now that her career may be over, she feels betrayed by academe's false promise. But she can't quite fully dismiss tenure, either.

“I defend a system,” she says, “I don't agree with.”

THAT SYSTEM was founded on scholarly ideals and institutional wealth. It was set up with the goal of protecting scholars who spoke out (and the reputations of the institutions that employed them), and it was boosted by the rapid expansion of higher education following World War II.

In the late 1800s and early 1900s, much like today, individual scholars came under attack by trustees and university donors for their support of unpopular ideas. A particularly famous case is that of Edward Ross, an economist and sociologist at Stanford University who supported the socialist Eugene Debs, criticized the railroad industry, and opposed Asian immigration — ideas that perturbed the university's patron, Jane Stanford, whose wealth was built on Gilded Age

capitalism and Chinese labor on the railroads. Ross was forced out of the university, but the move damaged Stanford's reputation and led other faculty members to leave.

Based on that episode and others, in the early 20th century elite universities — like Harvard and Princeton Universities, and the University of Chicago — supported tenure for academics; by 1940, the American Associ-

2004), John R. Thelin, a leading historian of the sector and a professor at the University of Kentucky, shows that the institution of tenure was cemented in higher ed's golden era in the United States.

“For a generation of new faculty members who enjoyed being hired under such circumstances, it was not difficult to imagine that such conditions were the norm — and might

political unrest, stiffer competition for students, uneven state and federal funding, skepticism about the value of a degree, and a growing number of ideological foes. Those elements would contribute to the sector's financial challenges and chip away at the compact between institutions and scholars.

Now, in the 2020s, the economic realities have changed, but soci-

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PERSEVERING
ARTS

ation of University Professors had set up the framework for its adoption at other institutions, and by the 1950s it was a common arrangement.

In the decades that followed, enrollments continued to surge at existing college campuses, and new institutions opened to hire faculty members and take in students. In *A History of American Higher Education* (Johns Hopkins University Press,

even improve over time, given the American public's support for higher education,” Thelin writes. “Economic abundance, however, provided little insight as to the political and legal protections professors would face in the future.”

Higher education's burgeoning enrollments and prominent public position would see a range of challenges from the late 1960s and on: campus

ety still needs highly educated people who can lay out for students today the fumbles of the past, the nuances of the present, and the challenges of the future. A politically divided nation, awash in fake news, needs intellectuals who are not only empowered to speak truth but also motivated to engage the public — not just their own tribe.

If the principles of tenure are as im-

portant as ever, they can't apply merely to an anointed class.

But under the current environment, the policy of tenure — who gets the offer, and whether it's earned — is “much more a tool of administrative control,” says John Warner, author of *Why They Can't Write* (Hopkins, 2020) and a long-time adjunct instructor who has been critical of the tenure system in his column for *Inside Higher Ed*.

mittee's recommendation to grant him tenure was initially turned down by the university, highlight the way that tenure can be as much a cudgel as a reward.

That is not to say that adding to the ranks of lowly paid, disrespected adjuncts and unaffiliated scholars in academe is the solution, says Warner.

“I'm an institutionalist,” he says. Organizations benefit when they en-

of ways, I think that's a trap. The reality is we're all laborers.”

EVEN for those academics who view themselves as knowledge workers, it's not clear that tenure is always the most effective way to produce that knowledge — or to apply it where it will do the most good.

To be sure, tenure has been a key

newcomers. The long tenure clock ensures that candidates are competent and committed to research, while also giving those candidates incentives to work on long-term projects and to dedicate themselves to their institutions. And tenure supports the continuity of academic programs, around which institutions can build marketable identities and valuable reputations.

Today, however, both reformists and polemicists commonly argue that the scarcity of opportunities in academe and the long tenure clock require so much deference to established scholars and orthodoxy, it cultivates conformity in academics, not bold and innovative thinking. And it encourages those academics to spend their lives insulated from the activities, vocations, and incentives that most of their students are subject to.

Warner, for example, has never had tenure, nor the salary or job security that goes with it, which has forced him to engage the world of work outside of higher education, as a writer and editor for newspapers and market-research firms.

That has made him a better instructor, he thinks, and influenced ideas in his books, including *Why They Can't Write*. “If I had not seen the downstream consequences of how we teach writing in school in private industry, I would not have been nearly so exercised about having to do something about it.” But that work in private industry wasn't rewarded within academe.

Jack Schneider, an assistant professor of education at the University of Massachusetts at Lowell, who was recently recommended for tenure, has tweeted about the hurdles facing a publicly engaged scholar on the tenure track. He has had success placing his work in prominent newspapers and on the desks of policy makers, but he has had to generate this attention through his own drive and legwork, not through encouragement from the profession.

As someone focusing on an area as contentious as public education, Schneider believes that tenure is an essential protection — but that “many of us have forgotten what the original purpose of it is,” he says.

“The incentives point toward publication in peer-reviewed journals with microscopic circulations, the vast majority of which are behind paywalls,” he says. Scholars who do engage the public have to fall back on two personal incentives: ego or, in Schneider's case, a sense of obligation. “There needs to be some concrete way of

As many yearned to connect with others while staying at home, UToledo embraced innovative ways of artistic expression to sustain the arts during the COVID-19 pandemic when people needed creative outlets and solace.



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FUELING TOMORROWS

“You have to jump through a very specific set of hoops for it,” he says, “and it is solely at the discretion of the upper administration as to whether these positions even exist.” The recent tenure denial of Garrett Felber, a promising young historian at the University of Mississippi, and the confounding case of Cornel West, who announced that he would leave Harvard after a faculty com-

gage their employees, offer them a fair wage, provide them with feedback and professional support, and hold them accountable. “All laborers do better if they're working from a place of some measure of certainty and security.” Those things don't happen enough for adjuncts and other nontenured professors, he says.

“We like to think of ourselves as knowledge workers,” he says. “In a lot

ingredient in forming the world-renowned research enterprise of the United States. A recent working paper published by the National Bureau of Economic Research explains how: Scholars who have already been awarded permanent positions evaluate the colleagues who want to join them; in theory, they will make those evaluations dispassionately, because their jobs are not threatened by the



HEATHER PERRY FOR THE CHRONICLE

Katrina Hoop lost her tenured position at Saint Joseph's College of Maine after the college shuttered the sociology program.

valuing engagement with the public and with policy, which is a big part of why we fund higher education in the public sector.”

Douglas Webber, an associate professor of economics at Temple University, has noted how the incentive system of tenure — and the larger framework of institutional prestige in which it resides — can drive scholars to focus on research instead of where their services

search and teaching expectations tied to tenure, the chair said, “Don’t spend any time on teaching. We don’t care about your teaching.”

Imagine if parents and students in the community heard that, Webber says. “I was disgusted,” he says. “But if they had hired me and wanted me to maximize my probability of getting tenure, that is the correct advice.”

That institution, like so many others, saw itself as upwardly mobile — “an R1 on an R2 budget,” says Webber. Elite institutions drive a standard in hiring that institutions further down the chain try to mimic. They have the resources to make decades-long commitments to promising scholars pursuing high-risk, high-return research programs — but even that elite system rests on a bedrock of grad students and postdocs hoping to be smarter, more relevant, or luckier than their peers to one day occupy one of those positions. Some will, but many more will land at second-tier universities, small colleges, and community colleges.

THE TENURE LOTTERY — who wins it, who loses it — has a human cost, too.

Hoop has struggled with feelings of bitterness, guilt, and grief at the loss of a career that required so much work and sacrifice at the beginning, with the promise of job security and a steady, if humble, life as a scholar and teacher until retirement.

“A lot of people don’t understand the depth of what people experience in my situation,” Hoop says. So much of her self-worth as an intellectual was connected to the job. Those feelings were only intensified by the crucible of graduate school (Hoop describes her experience as a “bloodbath”) and the good fortune of having landed a tenured position. Over the years, she heard from friends

The structure and norms of the traditional tenure track encourage hyperspecialization, exclusivity, and esotericism.

might be more valuable. “There’s a lot of research where, honestly, it would be better from a social-welfare perspective if you spent more time on teaching,” says Webber. But that activity — central to the mission of most institutions — is also undermined by the route to tenure. “By its very nature, tenure is about research. It’s difficult to make it about teaching.”

Webber recalls a job interview at a Midwestern public college early in his career. When he asked the department chair about the re-

about how privileged academics are, about how untouchable they can be.

It's a widespread impression. Outside of higher education, tenure has been a favorite target of academe's critics, particularly among evangelists for creative destruction and the free market. Members of the business community bristle at the notion that you can't easily let go of unproductive people on the payroll or shift the business model, the way that companies can hack off whole divisions and lay off scores of employees in the process.

Higher education, by its nature, is preservationist, and it seeks to insulate itself from the fads and vagaries of the market — surely one of the reasons why the tenure clock is so long. A scholar will go through years of schooling, slog through a dissertation, do postdoc work and perhaps a series of visiting professorships. That scholar — if she lands a tenure-track position — might be in her 30s before starting it, and once again will spend the next six years or so proving herself as a scholar and researcher, while also participating in the activities of the college, and, of course, teaching a slate of cours-

es (taking teaching duties off the shoulders of more senior, tenured faculty).

That scholar will go where the job is — if she's lucky, that's in an affordable community with amenities (and ample employment opportunities for a partner), but it could be in a depressed Midwestern state or a pricey big city. And once tenure is granted, that scholar may never leave that institution — never take the chance to experience a different college, or a different kind of career, or a different community, except in sabbatical stints. After all the sacrifice, who would take that chance?

Hoop has tried to make a similar point to her students who dream of being professors, much like her.

"I'm thinking, You have no idea what you're talking about — it's selling your soul to the devil to get to this place," Hoop says. "I ask them: Are you willing to live anywhere in the U.S. — and that includes Horse's Ass, Wherever?"

An increasing number of academics themselves have been more vocal about the problems with the tenure system in how it creates a

un·con·ven·tion·al

/ˌʌnkənˈven(t)SH(ə)n(ə)l/

adjective: not based on or conforming to what is generally done or believed.



Unprecedented challenges require unconventional wisdom.

In preparation of welcoming students safely back to campus in the fall 2020 semester, Rice University invested in a social distancing strategy, which included massive circus tents that served as temporary classrooms and public art installations. The temporary structures accommodate up to 50 students and an instructor while maintaining social distance guidelines.





TED SCHURTER FOR THE CHRONICLE

Joana Ramsey was hired for tenured positions at two different colleges only to lose both jobs after each institution closed.

stark divide between the haves and have-nots — or, more corrosively, how it affects their self-esteem as academics, their identities as “winners” or “losers.” That game of status extends to the departments, colleges, and universities that employ scholars and set up the conditions of their employment.

“For a generation of new faculty members who enjoyed being hired under such circumstances, it was not difficult to imagine that such conditions were the norm.”

“Prestige has always played an outsized role in academia,” says Joy Connolly, president of the American Council of Learned Societies.

“Wealthy institutions exert so much influence over the mind-sets of faculty and the design of institutions that have nothing like the power or the wealth that the top tier have,” she says. “The norms and rewards proper to the wealthy institutions outweigh not just the concerns and goals but also the real interests and ability to survive of the institutions that have less.”

That prestige factor also warps relationships within communities

of scholars, a dynamic that Connolly and others would like to change at scholarly society meetings. “You know, that glance at the name tag, where you see ‘independent scholar’ or ‘scholar of practice,’ you don’t just say, ‘Oh, excuse me, I’ve got another panel to go to,’” Connolly says. “I’ve heard these stories in my own field, you know, over the years, of people being treated horribly.”

So what structure would more broadly provide a measure of protection and security for scholars, while also normalizing movement among institutions and roles (including those roles outside of higher ed)? Some colleges, for example, offer long-term contracts as an alternative to the traditional tenure system. Some professors have formed unions. Perhaps it’s still tenure, but with different timelines and incentives. Any system of providing protections for scholars is going to have its advantages and drawbacks for both sides.

MANY institutions are loaded up on debt, facing higher competition from a demographic slide and infrastructural needs from years of austerity. Under those pressures, the pandemic could break some sectors of higher education — in particular, regional state universities and small private colleges. Institutions like these have already begun a process of cutting back academic programs and axing whole departments, even without declaring financial exigency. In the months and years ahead, institutions will consolidate, and the weakest institutions could close altogether.

Joana Ramsey has experienced this. Twice.

The first time was in 2015. Ramsey was a professor of sports management and chair of the business department at Benedictine University at Springfield, in Illinois, where she had earned tenure in 2012. With aspirations for growth, Benedictine acquired Springfield

College in 2009, but could not sustain the campus and closed it six years later.

“Heartbreaking and hard to believe — crushing,” is how Ramsey describes the day when news stations started showing up on campus. Administrators made the announcement, and professors, staff members, and students huddled together for support. “It was just disbelief that your college, which you thought was operating well, is not going to be there for you anymore.”

Ramsey lived on steadily dwindling savings for nine months before she got lucky: MacMurray College, in nearby Jacksonville, Ill., offered her a job with tenure, based on adjunct-teaching gigs she had taken on while at Springfield. But MacMurray was just another stressed college, and it announced its closure in March 2020. No gathering in an auditorium to cry and hug this time. Ramsey, along with the rest of MacMurray’s employees, were terminated over Zoom, forced to go through the grieving alone.

Now, she is coaching her friends and former colleagues on what to look for as mid-career academics in unsteady times: Watch out for colleges with a lot of debt. Know the difference between a restricted and unrestricted endowment. Most of all, she counsels friends, take on work at various local colleges — help with a curriculum review, or teach an extra course — even if you have a job for now.

Faculty members who have a comfortable tenured position may feel that work is a pain, but “those are the things in this time in higher ed that we should and must do,” Ramsey says.

She got lucky again, through connections at Illinois College, her alma mater, which was opening a sports-management program. She

is now an associate professor of business and sports management there, but the title does not signify that she has tenure. It won’t ever be offered in this position. “They’ve made that pretty clear,” she says.

Hoop, the sociologist in Maine, hasn’t been as lucky. She would like to continue to teach, but she thinks she will only be able to pick up adjunct positions. Instead, she may need to find a full-time job doing something outside of academe. But what? A grant writer? An expert on impoverished communities for a local foundation? Having spent more than a decade in academe, she feels distant from the rituals of the job market — or from even knowing what kinds of doors a doctorate in sociology can open outside of higher education. Her academic qualifications might knock her out of the running for entry-level work in collecting data for state agencies, for example, but she doesn’t have the background to work as a statistician or analyst.

Hoop describes a plight common among laid-off faculty: “We’re weirdly overqualified for some jobs and underqualified for others,” she says. “I have to rely on informal networking, which I’ve never been really taught how to do.”

She thought that working in academe would be a more humane profession, one in which the institution would look out for her well-being.

“After this all went down, I thought, well, maybe I’ll just go to work for Bank of America,” she says, “because I know exactly what I’m dealing with.” ■

Scott Carlson is a senior writer who explores where higher education is headed.

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Why Are There So Few Female Full Professors?

The obstacle to parity is a lack of institutional will.

BY KIMBERLY A. HAMLIN



ALVARO DOMINGUEZ FOR THE CHRONICLE

ON FEBRUARY 26, I was promoted to full professor. This was, of course, welcome news, especially after a year of many personal disappointments and global tragedies. But how to mark a promotion that says more about the gender and racial disparities of the academy than it does about any one person's accomplishments? As a historian of women and gender, I felt compelled to try to understand my own experiences in a broader context.

Women compose a majority of college students, graduate students, and assistant professors, but just 36 percent of full professors in the United States are women. For women of color and for mothers, the odds of becoming a full professor are significantly lower, and in many STEM fields, including medical schools, women make up less than 30 percent of full professors. In addition to the disparity in numbers, research by Alisa Hicklin Fryar at the University of Oklahoma shows a substantial pay gap: Male full professors at research-intensive colleges earn, on average, \$10,000 more a year than do their female peers.

To help me think through what it means for women to be full professors, I posted a query on Twitter that asked for other women's experiences with the promotion process. I was overwhelmed with replies. The most common response was from women reporting that they are the first, or even the only, female full professors in their departments. Women have been earning Ph.D.s since the 1870s; how is it possible for so many women to still be the "first" or the "only" in their departments?

In response to my Twitter query, women reported a host of challenges — from the incursion of caregiving duties that disproportionately affect women to the compounding oppressions of racism and sexism to the adjunctification of teaching. Their replies fleshed out the countless studies documenting gender bias embedded in the academy. And they offered glimpses of the scholarship lost because of our failure to promote and support research by women, a research gap further exacerbated by the pandemic.

Even in the Before Times, when working mothers did not also have to oversee their own children's education at home, parenthood significantly had an impact on a woman's chances of advancing to full professor. A recent study shows that just 27 percent of academics who are mothers, compared with 48 percent of fathers, achieve tenure — to say nothing of promotion to full professor. In fact, according to the American Association of University Women, while 70 percent of tenured male professors have children, only 44 percent of tenured women do. Worse still, policies intended to benefit mothers, such as maternity leave, tend instead to benefit new fathers, who use the break from teaching to advance their research. Many mothers replied to my Twitter post that they had given up on becoming full professors, understanding that the goal remains out of reach for most mothers.

THE LACK OF GENDER PARITY among full professors is not primarily a pipeline problem (women are 45 percent of associate professors); it's a timing problem. While women earn tenure at nearly the same rate as men do, there is a significant divide in research productivity after tenure. It is one thing to hold on to one's ambitious research agenda for six years in one's 30s. It is quite another to sustain an ambitious research agenda into one's 40s when care for growing children often collides with care for elders. Within the academy — perhaps more so than in other

fields requiring an advanced degree, such as law, medicine, or business — the burden of caregiving falls on women who generally do not have the financial means to hire additional help.

Meanwhile, at work, too many men, consciously or otherwise, expect their female colleagues to perform more than our fair share of college service. Whose job is it to take the minutes at faculty meetings? Who serves on the Committee on Committees? The same people who do the preponderance of thankless tasks at home: women. In the great irony of diversity work, women and people of color tend to be the ones called to serve on the time-consuming committees to fix the structural problems that we encounter. Several women told me of having to be put on "every committee under the sun" so that each could have a senior woman or person of color.

Several "stalled associates" (a regrettable term perhaps better renamed "overburdened and underappreciated associates") thought that they would return to their research once their caregiving responsibilities had lessened, only to find no clear path back. In large part this is due to the differential workload policies many colleges and universities have adopted in recent years. Such policies tie faculty members' teaching load to their research output, but, once you are teaching a 3-3 or a 4-4, it is nearly impossible to publish enough

to earn a course reduction.

Gender bias also underscores key components of the promotion to full professor. "National reputation," a common requirement for promotion to full professor, is a rather nebulous category that can obscure gender (and racial) bias. In history, for exam-

ple, men who write about other men tend to sell more books and receive more speaking invitations, enhancing their national reputations and thus their opportunities to write more books and give more talks. Furthermore, the ability to travel about the country, giving talks (and going to conferences), is predicated on having either no caregiving responsibilities or plenty of help. Studies also document widespread bias in citing research done by women and in student evaluations of female professors, especially women of color.

The lack of diversity among full professors compounds other systemic problems facing colleges and universities. Full professors populate the applicant pool for high-paying, decision-making positions. Full professors also have the institutional clout to speak out on campus issues without fear of reprisal and to serve as role models for junior colleagues and students.

The obstacle to parity is not a lack of solutions; it is a lack of institutional will. What if instead of saddling female associate professors with a disproportionate amount of committee service, those women were given more flexibility in the timing of their research? What if colleges and universities rewarded administrators and departments for not only hiring diverse faculty members but also retaining and promoting them?

Is lack of diversity among full professors the biggest problem facing the academy? Surely not. But diversifying full professors is a relatively low-cost fix with high-impact reverberations across all other aspects of college life, including overall diversity and more robust, representative research.

*Kimberly A. Hamlin is a professor of history at Miami University, in Ohio, and the author of *Free Thinker: Sex, Suffrage, and the Extraordinary Life of Helen Hamilton Gardener* (W.W. Norton & Company, 2020).*

THE REVIEW

The Relief of Consistent Leadership

Having good leaders stick around makes a big difference.

SO MUCH about 2020-21 has been so difficult, yet from my perspective as a professor, our campus seems more effective and functional than ever.

How can that be? The pandemic has stretched us thin, remote teaching and learning have innumerable drawbacks and challenges, and, like many institutions across higher education, we are looking at enrollment declines that might spell budgetary disaster. Those circumstances don't exactly convey that we're in our salad days.

Nevertheless, there's one big reason I am upbeat: My university is finally experiencing a stretch of consistent leadership. After a decade of constant administrative turnover, we've had the same dean for five years and the same provost for four. They are both student centered and good at their jobs. It's an odd feeling — we're just not used to having good leaders stick around.

Like so many other regional public universities, my institution has been chronically plagued by administrators who have treated the place — and its students, staff, and faculty members — as a personal step ladder for their own careers. Either they were looking to break things as soon as possible so they could proclaim victory and quickly move on, or they only planned to stay around long enough to get a bigger retirement check.

Three years ago, when I wrote about this problem in *The Chronicle* — “Why Relentless Administrative Turnover Makes It Hard for Us to Do Our Jobs” — I felt exhausted by our revolving leadership door. At that point, we had seen eight provosts over the course of 10 years (including the interim ones, some of whom lasted longer than the actual hires) and four “permanent” deans in my college.

It's hard to assess whether any of the short-timers actually could have been good at the job, because they weren't focused on the long term. Every fall convocation would bring a new set of initiatives. The experienced



ISTOCK

folks knew to wait for those plans to wilt and be replaced when yet another new administration took office. Even when the plans were good, we knew they wouldn't be around long enough to become institutionalized.

Our current administration, however, started out on a different tack. The new provost and dean — recognizing that it takes a few years for strategic plans to yield genuine dividends — opted to keep the most effective ideas of their predecessors and then steadily build on those successes.

There is a reason why colleges and

universities develop strategic plans for five-year periods, or longer. Academe is structurally resistant to change.

When a new administrator arrives on campus and attempts to fix things overnight, that usually just results in damage. Effective leaders take the time to learn the lay of the land and build relationships, pursuing change with a sincere appreciation for the strengths of shared governance.

So for the first time in 15 years, we have a provost who — upon being hired from outside of the university — took the time to learn who we are and

develop plans in consultation with the relevant parties. Then he remained in the job to actually implement the plans and make course corrections.

Thank goodness we didn't have a new set of green administrators when the pandemic hit. It's been hard, but we've had steady leaders who have listened to faculty and student concerns and (at least in my opinion; I don't speak for every professor) responded appropriately.

Administrative stability has played a major role in our capacity to serve students. For example:

■ Students are experiencing more consistency in course scheduling and availability. Classes are often still hard

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to get when sections fill up, but at least schedule changes make more sense than the year-to-year fluctuations we used to experience.

■ When our dean commits to replacing an aging or dying piece of equipment, or to support the development of a new program, we now can rely on that commitment to last more than a year.

■ Long-range curricular planning is no longer an exercise in futility.

■ Under ephemeral leaders, we had to scramble for resources because that was the only way to get anything. Now with consistent leadership, we can settle in and focus on building plans that use resources more efficiently and are designed to be more durable.

Consistent leadership has also been critical for faculty interests — such as recruiting and retaining tenure-track professors.

Administrators with a long-term view on institutional success are positioned to allocate resources and political capital to increase the hiring of tenure-track faculty members. Like nearly every other large university, our campus has grown to rely heavily on non-tenure-track lecturers to balance the books. We all know that the under-compensation and marginalization of contingent instructors harms students, because faculty working conditions are student learning conditions. Short-term administrators are usually loath to tackle this issue, because hiring tenure-track professors is expensive, and it takes a few years to see new hires settle in and make their contributions.

Leaders who stick around for the long haul are more likely to see the benefits of enfranchising contingent instructors. Such leaders also are better positioned to take the long-term steps required — such as providing non-tenure-track faculty members with professional-development programs, offering avenues for career advancement, compensating them for service work, and changing policies to include them in institutional governance.

Faculty equity across ranks seems like a distant dream, and we have a long way to go. But over the past few

years, I've seen our administration make advances in supporting my non-tenure-track peers — because it enhances student learning and because it's fair. Those changes are not easy to make and can't happen overnight.

But I don't think they would be happening at all if we still were experiencing rampant administrative turnover.

I don't want to leave a false impression about my institution. Is everything roses here? Heck no! Do I have concerns and complaints about how my university is run? Absolutely. After all, I'm a full professor, so of course I've got a list of grievances (and some of them are quite serious) longer than a CVS receipt.

Regardless, I recognize how valuable it is to work with administrators who are far more functional than dysfunctional, who share with the faculty the goal of genuinely improving effectiveness rather than trying to squeeze out short-term gains.

I don't know how to hire administrators who are committed to the long-term improvement of the institution. After all, at the interview

Leaders with a long-term view are more likely to see the benefits of enfranchising contingent instructors.

stage, what candidate would ever say, "I'm planning to stick around only as long as it takes for me to get a more desirable position elsewhere." I'm sure our current leaders must have turned down opportunities to cut bait, and I imagine at some point they'll move on to larger pastures.

When that day comes, I hope they will have established a precedent so that their successors also will invest in — and stay long enough to carry out — long-term plans. Our students always deserve leaders who truly understand the institution before attempting to make their mark on it. ■



Terry McGlynn

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Let's Be Reasonable

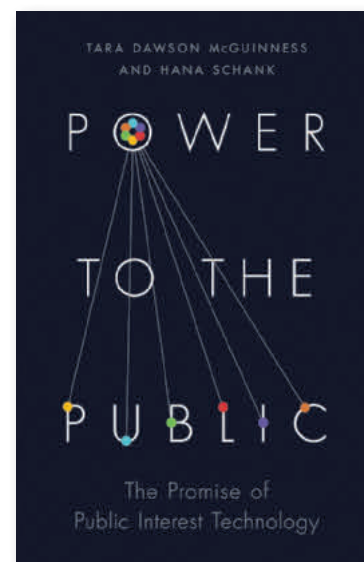
A Conservative Case for Liberal Education

Jonathan Marks

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The Humanities Have a Marketing Problem

The curriculum is stale. The majors are stale. Here's a plan for reinvention.

THE NUMBER of undergraduate majors in the humanities across the United States has been in steep decline since the 2007-8 financial crisis. The losses — drops of 50 percent or more in many departments, average drops of 25 percent to 30 percent from a peak across all disciplines — dwarf the broader but less steep declines in enrollment across higher education.

The causes of the precipitous humanities declines? First, a political assault on the welfare state that began by defunding education and increasing student debt. Second, an inaccurate student belief that majoring in the humanities leads to lower salaries and higher unemployment. And third, a 50-year culture war against the academy in general and the humanities in particular.

Not a cause of these changes, despite what Tucker Carlson tells you: anything that takes place in the humanities classroom. Those of us who teach know very well that the transformative potential of our material is alive and well. Students are still having their lives changed in our classes. But too often they just think they don't want to — or think they can't afford to — take those classes in the first place.

In short, the humanities have a marketing problem. The forms in which we communicate our value to students — the course titles, the names of majors — are, with the significant exception of programs in ethnic and gender studies, no longer as meaningful to the people whose attention they are supposed to attract.

Solving our marketing problem will do little to shift the economic and political forces that aim to turn colleges into job-training programs or to fully capitalize the labor of teaching. To battle those forces we need to act at institutional levels appropriate to the scale of the forces that oppose us. (Up with faculty unions! Up with progressive party organization!) The single most transformative thing that could happen to colleges in the United States would be for attending a public college to no longer be a debt-creating experience.

While we wait for that blessed future to arrive, however, faculty mem-



ERIC PETERSEN FOR THE CHRONICLE

bers can act. Because, to be frank, the curriculum is stale. The majors are stale. Neither of them represents the best of what the humanities can be, or foregrounds the power of humanist reason and humanist work.

Here's the problem: The organization of the undergraduate curriculum around departments and majors suggests, unfortunately, that the main reason to get an education in the humanities is to master a disciplinary field. You major in "history" because you want to know how to "do" history; you major in "English" because you want to learn how to think about literature, or rhetoric, or creative writing. But the vast majority of undergraduates do not want to become professors. They do not need a curriculum that prepares them for subject GRE tests. They do not need (and want less and less) a curriculum that organizes itself around the needs and demands of institutionalized disciplines, as though the only reason to study the humanities were to become a professional humanist.

Faculty members already know this. Think about what you really want your students to get out of their class-

es. It's rarely something as banal as "a correct understanding of the events and causes of the French Revolution" or "an increased capacity to write about literature," the kinds of things you're obliged to claim on your course assessment paperwork. I'm trying to teach my students, in no matter what class I teach, how to understand a problem, a process, or an event — a

document, a social form, an inflection point — and to use that understanding to increase their more general capacity to

reason humanistically. I hope that doing this kind of thinking increases their capacity to relate to, appreciate, understand, and engage themselves in their own lives and in the lives of others.

The time horizon for that teaching is not the single semester or the course. It's the student's lifetime. And so I don't care too much whether students remember anything specific about most of the books they read with me, or about what they can do by the end of the semester. I care that, in 20 or 30 years, those students will have had a richer and more responsible life than they would have had otherwise. And I hope that the kind of thinking about

the world that I helped them learn will have empowered them to do so.

I hope that they will have, for instance, gone to one more exhibition or art show than they might have if they had not taken my class, or read one more article on something interesting, or talked to one more stranger, or used their understanding of care and social force to relate to some particular political issue. I hope that they will find their professional and personal lives extended and expanded by the kinds of thinking and knowing they learned in my class. The course content is, to some extent, incidental.

WHAT IF, then, we reorganized the undergraduate curriculum around a set of concepts that instead of foregrounding training in the graduate disciplines, foregrounded topics, skills, and ideas central to humanistic work and central to the interests of students? What if the humanities were marketed within the academy by the names of their best and most important ideas, and not by the names of their calcifying disciplinary formations?

One way to put such a change in place would be to reorganize the existing curriculum into sets of four-course modules. Such modules could come in

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two types. Skill modules would focus on practices: language learning, writing and speaking, historical, cultural, and social analysis. Theme modules would focus on topics: social justice, migration studies, the problem of God, translation, journalism, wealth and inequality, conflict, ideas of beauty, television, society and technology, and the like. (I should say the module concept developed in conversation with Sandra Berman, Lutz Koepnik, Françoise Lionnet, Thomas Seifrid, and Helmut Müller-Sievers, and draws on language we wrote together for a departmental review in January 2020.)

Each of these modules could include material from the graduate disciplines of history, literature, linguistics, psychology, economic theory, sociology, philosophy, and so on; each of them would open onto a set of questions and problems that would not be restricted to a single discipline or a single type of evidence, or, in most cases, a single set of places and times. Faculty members would have to do extra work in the introductory courses to orient students to a disciplinary context, and to give them a sense of the broad geographical and historical outlines of their questions. They would also need to convey to students that just because modules on issues like sex and sexuality or Latinx studies or Chinese history exist does not mean that they wouldn't overlap with, say, material in your discussion of human environments or social justice. (You don't want a curriculum to imply that the study of sexuality or African Americans happens over here, while the study of history "in general" happens over there.)

In such a system, students could combine modules to create majors, including currently existing majors. A student could do modules on historical analysis, the history of North America, and social history, thereby producing a facsimile of the existing history major; or modules on introductory German, German literature and culture, and German for journalism and the professions for a German major. But students could also combine one or more modules with a major from outside the humanities. For example, engineering majors could add modules on urban design, poverty, or Spanish. Or they could create a bespoke humanities major by combining modules on human environments, social justice, and writing.

The advantages of moving to such a program? They include:

- Appealing immediately to students' actual interests, or, in other words, meeting students where they are, in current historical conditions, rather than lamenting their lack of interest in traditional humanities majors. We cannot blame students for not liking any more what students two decades ago liked; our job is to teach them, by hook or by crook, not to lament their resistance to being taught.

- Finding a way to connect to students that does not rely on somewhat uncomfortable models of popularizing (vampire movies) or dumbing down that are often used rhetorically to describe (or justify) changes in the humanities curriculum.

- Allowing students to build an entire educational experience that makes sense to them intellectually and professionally, as well as to explore far more topics than they do when they now double-major.

- Not forcing students into majors because they need a credential — the modules serve as the credential and communicate far more clearly than major titles a set of interests, skills, and expertise (to employers and parents as well).

- Retaining the possibilities of majoring in the humanities via established sequences of three modules (historical analysis, labor history, and African American history, for instance) or of individually developed majors combining three modules chosen by students themselves.

- Encouraging comparison in geographic, linguistic, and historical modes, since modules would be necessarily epistemologically comparative. You couldn't teach someone about poverty or justice or technology without using examples that cross space, language, and time. This has the advantage of moving geographic and linguistic breadth away from being an "angle" that one takes on a topic and toward being a necessary precondition of humanist knowledge.

- Connecting faculty members across disciplines as they seek to respond to historical factors and changing situations. Since modules would rely to some extent on configurations of existing courses you could (A) get rid of outdated modules after 10 to 15 years and (B) create new modules in response to historical situations or the emergence of new fields of study,

while waiting to see if they develop and grow (in which case you could create a second or third module) or in fact turn out to be not so interesting after all (in which case you could let them go).

Such an approach would liberate departments from the increasingly difficult task of trying to attract students to a curriculum they view as irrelevant. It would make the functionality of the humanities more visible upfront, instead of leaving career applicability to later efforts by advisers, word-of-mouth communiqués, and the desperation that currently comes with completing one's degree. In short, it would advance the appeal of the humanities by foregrounding their best topics and ideas.

OF COURSE, putting together a system like this one would involve some complex challenges, not least accreditation issues.

We do not have a model, in the modern academy, and especially in the humanities, for radical institutional revision that is not the product of a financial crisis, or part of an attempt to force the work of teaching and learning into a more capitalized model (which means precarious employment for faculty members and increased debt for students). Accordingly, the only thing that would make renewed and forward-looking change possible would be for an institutional leader — a dean, a provost — to create the conditions under which the humanities faculty felt free to experiment with curriculum outside the shadow of cuts and adjunctification.

Administrator-faculty trust would be paramount. A leader would need to say:

"I understand that people who feel vulnerable have a hard time taking risks, and I want to take risks together. With that in mind, here is the average number of tenure-line faculty in the humanities we have had each year over the last 20 years. In order to keep you from wondering whether this is all just an excuse to shut you down, I promise you that a decade from now, we will have about the same number of tenure-line faculty working in these new majors and fields. This is not a trick."

Only under these conditions would it be possible for a faculty — which has learned through extensive experience that "change" on campus can only



Eric Hayot

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mean cuts, restrictions, and the staving off of disaster — to put in the kind of work that this reinvention would require.

If we want to teach students that human life is not organized into disciplines, then we should not organize our curricula into disciplines. If we want to teach students to see historical connections across differing conditions of global power, we should not organize our literature departments exclusively around modern languages, whose effect is to reproduce over and over again the knowledge and aesthetic work produced in a period of European dominance. If we want students to take a humanistic approach to problems outside the traditional humanities, we should not feel the need to "fit" topics of political or social justice into our courses on the history of the Ming dynasty, but rather be open about the fact that humanist reason can teach us a great deal about social justice or histories of violence, and teach courses that have those things right in the name.

If we want students to understand the relationship between what we teach and questions of immense contemporary concern, we should put those matters of concern into our curricular structures. (Gender and ethnic studies already do that, which may explain, incidentally, why the number of their majors has not dropped during the last decade.) And if we want students and their parents to see how humanistic skills — thinking, writing, speaking, argument, social, cultural, and historical analysis — matter to both their professional and personal futures, we should showcase those skills in the curriculum. We should show them, from the get-go, what's best and most exciting about what we do. ■

The NCAA's Farcical Anti-Athlete Argument

The real 'March Madness' is the effort to deprive players of more educational benefits.

LATE LAST MONTH, the day after the Final Four teams in both the NCAA men's and women's basketball tournaments were set, the U.S. Supreme Court heard oral arguments in *NCAA v. Alston*. Amateurism went on trial before the high court of the United States. Justices are being asked to decide whether the current compensation for athletes — grants in aid up to the full cost of attendance — represents an artificial restraint and violation of the Sherman Antitrust Act.

Former football and basketball college athletes led by the former West Virginia running back Shawne Alston are the plaintiffs. The NCAA petitioned the Supreme Court to review the lower courts' (narrower) ruling that athletes in these sports should be permitted to receive additional compensation from colleges, but only if the benefits are tied to education.

What this means is the National Collegiate Athletic Association, a membership organization representing hundreds of institutions of higher education and committed to an educational model of sport, is arguing *against* permitting colleges to increase spending on education for athletes in football and men's and women's basketball. The NCAA's rebuttal brief to the Supreme Court argues that "these new allowances [up to \$6,000 in academic or graduation awards or incentives] are indistinguishable from professional salaries ... [this] is pay-for-play, pure and simple."

The athletes in question make up the core of higher ed's entertainment enterprise. Their performances, broadcast nationally on TV, also sell the idea of college to prospective students and their families. The demands and expectations placed on them mirror those of NFL, NBA, and WNBA players. But to the NCAA, admitting that these athletes face more challenges in balancing their academic and athletic roles and responsibilities might cause the whole amateurism house of cards to collapse.

To make matters even more iron-



MICHAEL MORGENSTERN FOR THE CHRONICLE

ic, the NCAA is using funds generated by March Madness to fight this case all the way to the nation's highest court. The upshot of all this? Collegiate basketball players are laboring to fund the legal argument that they should not be entitled to more educational benefits.

Those of us who work in higher ed must not ignore this farcical state of affairs. If you work at an institution that competes in the NCAA, as I do, the NCAA is making this argument on behalf of our colleges. Compounding the absurdity and injustice of the situation, about half of the athletes in those Division I sports are Black. These athletes' performances are the main generators of the billions of dollars that flow through

American college sports each year.

They are not, however, graduating at the same rates as are their mostly white peers in non-revenue-generating sports. Take the nation's top 65 colleges that make up the Power Five conferences — the ACC, Big Ten, Big 12, Pac-12, and SEC. According to 2018 research by Shaun Harper, director of the University of Southern California's Race and Equity Center, Black men made up 2.4 percent of the undergraduate population at these colleges but 55 percent of their football teams and 56 percent of their men's basketball teams. Such athletes have only a 55-percent graduation rate, compared with 69 percent for all athletes and 76 percent for all students. These are significant, inexcusable graduation gaps.

And so *Alston* should be a great corrective — a step to remedy a situation

in which our colleges are currently failing. By fighting Alston, the NCAA and its member institutions — our colleges — are committing to continue to undervalue Black students.

Unlike colleges' increased spending on athletes' academic-performance centers and tutors, giving athletes money they could directly spend on education would empower them and open doors. In addition to improving educational outcomes, increasing such benefits would enhance the comparatively inferior academic experiences of revenue-sport athletes. A football player who had not previously considered a semester or spring-break study-abroad trip because of cost concerns or a culture that discourages missing practice might now feel empowered to sign up. A basketball player who aspires to become a doctor could spend

THE REVIEW

the funds on the relevant additional coursework, test prep, and medical-school applications.

When students enjoy the power and resources to make their own educational choices, they get excited about learning. And considering that coaches and administrators earn bonuses for teams' academic performances, exactly why shouldn't the athletes who are doing that performing also benefit?

All of this — the racially disparate educational experiences and the refusal to consider spending more on the athletes' educations in a way that gives the money directly to them — carries a damning message. It suggests colleges do not care about the academic outcomes of their Black star athletes, regardless of what they say on brochures or recruiting trips. The NCAA's fight in the *Alston* case only brings this revenue-first, mission-second thinking into sharper focus.

THAT MARCH MADNESS happened, as planned, in March, in the midst of a deadly pandemic, when everyone participating in a May or June tournament could have theoretically been fully vaccinated, showcases the NCAA's callousness. Sure, the lucrative branding benefits from the typical March timing (notably, the NCAA withheld that branding from its women's tournament), but this prioritizing of fan and media-market interest over athlete health fits a familiar refrain.

This is an entertainment industry, and the NCAA and its member colleges have long enjoyed having it both ways: They celebrate the educational benefits of participation in college sports (you know those ads, "Just about all of us go pro in something other than sports!"), and then administer college sports in a ruthlessly professional manner. Moreover, the advertising elides the professional reality of big-time college sports: NCAA data suggest that more than half of draft-eligible Division I men's basketball players do in fact turn professional (the vast majority of them internationally or in the NBA's G-League), as do 21 percent of Division I women's basketball players.

A central line of the NCAA's argument in *Alston* is that if college sports are indistinguishable from profes-

sional sports, fans will no longer care to watch. If you tuned in to the tournaments this spring, you most certainly saw a wide array of corporate sponsors and advertisements. CBS and Turner Sports pay about \$800 million annually for the broadcast rights to the men's tournament. Michigan State University recently sold the presenting rights to its men's basketball team, and announced that it would now be called the "Michigan State Spartans presented by Rocket Mortgage." That corporate sponsors like Rocket Mortgage are increasingly appearing as team sponsors — and in increasingly absurd ways — doesn't seem to bother the association.

Over just the last 20 years, college-sports revenue has gone from roughly \$4 billion a year to \$14 billion a year. The result has been coaching-salary escalations, athletics-department administrative bloating, and the newest wave of the competitive facilities arms race. If the status quo prevails, and the industry remains predicated on "amateurism," we may run out of places for all that money to go. We've already seen athletics departments build lazy rivers, indoor slides, airline-designed sleep pods in locker rooms, and flight simulators. What on earth could be next?

How do the NCAA and its colleges justify this line of argument? NCAA lawyers have long pointed to a passage in Justice John Paul Stevens's *Board of Regents* decision, in 1984, that busted the NCAA's TV monopoly,

allowing colleges and conferences to negotiate (and enjoy the revenues of) their own TV contracts. In the passage (one that many legal scholars and the plaintiffs consider to be dicta), Stevens wrote that NCAA colleges should be able to uphold the "revered tradition of amateurism in college sports" that makes it distinctive from professional sports. Stevens continued: "In order to preserve the character and quality of the 'product,' athletes must not be paid,



Victoria Jackson

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must be required to attend class, and the like."

Stevens, writing in 1984, could not have anticipated that by 2021 we would have colleges with annual sports revenues over \$200 million and coaches making \$10 million a year. But the NCAA's legal team has ignored that shift and pivoted to an implausible argument against increased athlete compensation based on fans' interest, which supposedly would fade if athletes were paid.

American higher ed has been working unbelievably hard to not do the right thing. As the *Alston* argument's coincidence with March Madness highlights, we use disproportionately Black football and basketball teams to sell our universities to mostly white prospective students, and then fight any increase in benefits to those very same athletes, whose equal edu-

American higher ed has been working unbelievably hard to not do the right thing.

cational opportunities we work to deny. It's time to end this unfair system; and while admirably brave athletes called it out in Indianapolis and San Antonio with the #NotNCAAProperty tag, it shouldn't be left to athletes to demand a better deal. Educators must step up and call out a system that clearly could better serve athletes. With our varied academic expertise, we are also the thinkers who could be working to build a better model. ■

How to Read a Job Candidate's CV

Doing it right improves the prospects of fairness and success in hiring.



ALAMY

THE CURRICULUM VITAE is the nearest thing to a gold standard we have in academe. Which is why job candidates — whatever else they submit in an application to a four-year college or research university — are always asked for their CV. But just because that document is ubiquitous in faculty hiring doesn't mean administrators and search committees always know what they're looking for on a CV, and how to find it.

ADVICE

The pandemic has certainly disrupted the traditional faculty-hiring process in 2020-21 (and very likely beyond), with virtual recruiting taking the place of in-person interviews and campus visits, and some fields not recruiting much at all.

Yet for those departments that are hiring, the endgame remains the same: Administrators and search-committee members are seeking “the one” — the ideal future colleague who fulfills the required qualifications and a good number of the preferred ones. Meanwhile, candidates want to feel secure that they are joining the right people, at the right time, with the right support to fulfill at least part of their early career goals.

In the Admin 101 series on higher-education leadership, I've been doing a deep dive lately on faculty recruiting. Every component of a faculty search is a crucial part of an interlocking system. For hiring administrators, the CV provides a universal early indicator that a candidate is right for an opening — if you understand how to “read” that document.

Here are all the ways that CVs can show you what you need to know.

Use the CV to rank how the candidate meets the required and preferred qualifications. You typically have a matrix to rate candidates on required (must-haves to even be considered) and preferred (“it would also be nice if you had these”) qualifications for every faculty position. This is fair to both the hiring program and the candidate because it encourages a systematic review of the document. Candidates can assist in this process by making clear — organizational-

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ly and even typographically — which parts of the CV deal with which qualifications.

Without question, the faculty-search process is more complex, labor-intensive, and time-consuming — from the point of view of both the department and the candidates — than it used to be, even in the recent past. I defend some of this expansion of bureaucracy because, in most cases, the intentions have been to instill fairness and some degree of objectivity in what used to be a purely personal, subjective, and, yes, favoritism-fraught process. Formal scoring matrices are a good example of that shift.

While a CV is not the only indicator of whether a candidate has the right mix of qualifications, it is the one that enumerates them most comprehensively. Has the candidate, for instance, taught a course that you expect the new hire to teach for you? How many of the applicant's grant proposals are still under review, and at which agencies or foundations? What types of laboratories and equipment are they experienced in working in and with? Who is on their dissertation committee? The CV is where you can, at least preliminarily, find out.

Ranking CV items on the required/preferred matrix can give you an early portrait of a candidate's comparative strengths. For example, a regional state university sought an assistant professor of Romance languages to cover quite a few teaching areas in the curriculum. Through their CVs, the languages department was able to score applicants' claims about which languages they had fluency and proficiency in, as well as whether they'd taught particular courses and spent time abroad in certain countries. The greater the number of rich instances of relevant experience and work, the higher the score in the appropriate matrix box.

The vita can reveal a candidate's priorities. CVs are windows, not just into what educators and scholars are doing and how, but also into what is of greatest importance to them within the full scope of their work.

I spoke with a department chair at an urban public university that was hiring a new assistant professor. The department was looking for candidates who would be truly interested in the department's mission to broaden its community outreach. While the job ad cited "engaging constituencies outside the university," the chair found it revealing to look at the volunteerism section of the candidates' CVs. Did applicants seem genuinely committed to translating their research and teaching to reach out beyond the campus?

Quantitatively, you can use CVs to get a sense of how candidates are spending their time in relation to the focus of your open position. In my own field of communications, there is sort of a shorthand that "the dissertation title should include the job position title." So, for example, if we are hiring a faculty member in "health and science communication," we certainly hope that candidates' dissertation titles in-

clude those words or topics, cases, or themes related to those keywords.

A great fear of hiring committees and administrators is that we might hire someone who is not fully committed to the area in which we are hiring. The CV can reveal what matters to academics at this stage of their career — whether you are hiring an assistant professor or an endowed chair.

The CV gives you a sense of the candidate's progress. Is this person moving forward? That question might arise in particular for applicants who are A.B.D., but it can apply to any level of hire.

Typically in my field, for example, we expect new assistant professors on the tenure track to have a completed dissertation — that is, registered with a graduate school as finished — by the time they officially report for duty in the fall. As a hiring administrator you can look to the CV for evidence that the candidate's Ph.D. will be in hand, and adept applicants will make sure their CV lists the completion date right underneath their dissertation title. (Their cover letters and references may shed more light on the viability of the claim.)

In some disciplines, another way to get a sense that a candidate's career has momentum (in line with your job opening) is a simple indicator: the number of conference presentations listed versus



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the number of actual manuscripts under submission, under review, or even published. Among the signs that applicants are not completion-oriented: They have a lot of conference papers, but don't seem to be wrapping them up to submit for publication, or they have a lot of conference presentations that are obviously reworkings of the same title, and possibly the same paper.

It can identify synergies with your program. As you read a candidate's CV, try to connect the dots between the person — whom you may have yet to meet and don't know anything about — and the ambitions you have for this position. Look for keywords, phrases, areas, and concepts that resonate.

A chair of a chemistry department related how, of the 100 people who applied for a faculty position, only about a dozen stood out as a match for the program's research, budget, and lab space. The ones who did were doing work in similar types of labs that already existed on the campus, at a time when funding did not allow for ambitious new lab construction. Obviously, it would be a mistake for a science department to hire Ph.D.s who could not get their work done in a particular location or within a current budget situation. It would be an unhappy landing for the candidate as well.

You might also discover links on someone's CV to topics of interest or relevance to your city or region. A faculty member serving on a search committee at a geographically isolated university cited an instance of a candidate's CV "striking locally." The candidate's dissertation research was on a group of people — al-

though their location was 1,000 miles away — who fell into the same demographics as a population near the hiring university. It was a match that boded well for the hire's future work and for the department's ability to keep this person engaged and productive after hiring.

Detect examples of flexibility and agility in thought and practice. I recently worked with other deans to lead a workshop for doctoral students in my field. One of the students asked an insightful question: "What advice would you give to people on the job market right now that you would have not given probably a year ago or would have given differently?"

My answer: Every industry and area of practice today, whether a nonprofit, corporation, government agency, or academic department, appreciates more than ever that flexibility and resilience are incredibly important to survival and success — for the organization and the individual. Obviously, we want to hire people who have demonstrated their agility in these dark days.

As an example, I noted how I was particularly impressed by many of our program's doctoral students who — whether as instructors of record, TAs, RAs, or lab managers — greatly assisted faculty and staff members in the emergency shift to virtual classrooms in spring 2020, and again in the gradual shift to hybrid and more face-to-face instruction going on now. I encouraged graduate students to put such "crisis" experience on their CVs somewhere, bring it up in their cover letters, and make sure that their

references talked about it in their recommendation letters. Deans, chairs, and faculty members reading CVs will (and should) take note of such skills and agility in the years ahead.

Read the CV to generate follow-up questions. In faculty hiring, you are gauging candidates' knowledge, skills, and training, but you're also seeking an intellectual capacity and a set of ideas that will help (and yes, challenge) you.

A community-college dean gave me a good example: In a recent faculty search, he read a list of courses taught on a candidate's CV and spotted several that — while not specifically connected to the requirements of the job opening — had some innovative aspects in their titles. That generated intriguing questions about new ideas that this potential colleague might bring to the curriculum. As the dean described, "Those CV items led to a really thoughtful conversation about directions we had not considered before."

In short, while a CV is full of factual (trust but verify) information, it can also elicit deeper engagement with candidates.

In my now 30-year career in higher education I have participated as a candidate in dozens of searches, and I have overseen or been the final hiring authority in hundreds of others. I can speak from both sides of the process in urging all parties to make fairness, humanity, decency, efficiency, and integrity the meta-goals of the hiring process. A CV should not be the end-all, be-all of anyone's candidacy. Learn from the document; don't be hypnotized by it. ■

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ANNOUNCEMENT OF POSITIONS

(Positions begin August 16, 2021)

NON-TENURE-TRACK POSITIONS

Dean's Office, College of Education
Clinical Assistant/Associate/Professor, Director of Accreditation and Assessment

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

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

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

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

JOB SEARCH
TIPS

Shared governance works in executive hiring — if we let it.

Professors are accustomed to hiring someone who does what they do — i.e., scholarship and teaching — in a buyers' market. Trustees are generally well accustomed to hiring executive leadership, but they almost never have a frame of reference on building consensus around a hire. When search-committee members trust one another and listen to alternate views, better hiring decisions are made.

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Dennis M. Barden is a senior partner with the executive search firm Witt/Kieffer. He works extensively with boards, senior institutional leaders, and search committees at both public and private institutions.



CHANCELLOR

Thomas Jefferson University–East Falls invites nominations and applications for the position of Chancellor-East Falls Campus.

Thomas Jefferson University (Jefferson) seeks an energetic, creative, and driven leader to serve as Chancellor of its East Falls campus. The incoming campus chancellor will be an engaging visionary, bringing innovative ideas and novel perspectives to help shape a campus experience at East Falls that transcends the ordinary and reflects Jefferson's 21st century, hands-on and experiential approach to education.

Jefferson was established on July 1, 2017, as a result of the merger of two renowned universities, Thomas Jefferson University and Philadelphia University. This unification expanded Jefferson's academic offerings and campus footprint, and the institution received the Carnegie Classification R2 designation as a doctoral university in the "high research activity" category. Today, Jefferson is a professional university that defies convention and dedicates itself to collaborative, transdisciplinary, and interprofessional approaches to learning that offers a vibrant and expandable platform for education – setting tomorrow's standards by breaking today's.

Ranked among the top national doctoral universities by *U.S. News & World Report*, the University currently enrolls more than 8,200 students in over 160 undergraduate and graduate programs across ten colleges, three schools, and a rich set of institutes and centers. With two main campuses in Philadelphia (Center City and East Falls) and additional campuses, buildings, research sites, and international partner locations, Jefferson has established (and continues to grow) a global ecosystem of transformational education, discovery, and impact. Along with its academic medical center, Jefferson Health, Jefferson is the second-largest employer in Philadelphia, with over 34,500 employees across the enterprise.

As a member of Thomas Jefferson University's leadership team, the Chancellor at East Falls will devise and direct initiatives that support a vibrant student experience; foster a connected and inclusive campus community; engage Jefferson's broad network of alumni and partners; and ensure continued growth in areas of enrollment, financial support, and cross-campus collaboration. The incoming Chancellor at East Falls must truly enjoy being deeply immersed in the life of a thriving campus and will demonstrate a deep commitment to student welfare, support, and success. In short, the incoming Chancellor at East Falls must be dedicated to crafting a Jefferson student experience second to none and collaborating with the advancement of the University's core educational mission and strategic framework.

The Chancellor at East Falls reports to the Provost and Executive Vice President for Academic Affairs. The Chancellor will also coordinate closely with the University President regarding external affairs (inclusive of philanthropy and government relationships) and represent the University at athletic conferences. As a student-focused campus leader at East Falls, the campus chancellor will serve as a member of the Provost's Cabinet and the Provost's Council and works closely with the University Chief Operating Officer, the University Chief Administrative Officer, the Senior Vice Provost for Academic Affairs, and other academic and enterprise corporate services leaders.

The Chancellor at East Falls must, first and foremost, be a passionate advocate for students and have a record of successful immersion in and cultivation of engaging campus life for a diverse student population. The incoming campus chancellor must also be self-motivated, dynamic, creative, and proactive while working collaboratively with Jefferson's central academic administration and the broader community to provide a seamless student experience that affords students the ability to achieve their academic, personal, and professional goals.

The ideal candidate will have a demonstrated appreciation for the Jefferson mission and the ability to uphold its institutional values, a record of working collaboratively within a complex, multifunctional environment, and experience coordinating effectively with multiple teams. The Chancellor at East Falls will bring demonstrated success in: fundraising, building the financial strength of an institution, and securing financial support for specific projects and initiatives, coupled with substantive budget management experience and the ability to allocate resources effectively according to the mission and goals of an institution. This individual will bring a record of collaborating with local and regional community leaders on behalf of an educational institution, cultural competency and experience advancing values of equity, inclusion, and social justice in demonstrable ways, and a demonstrated record of supporting students from many different backgrounds, including first-generation students and students from underrepresented groups.

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

Shelly Weiss Storbeck, Managing Partner
Carly Rose DiGiovanni, Senior Associate
Lisa Solinsky, Senior Associate
TJUChancellor@storbecksearch.com

For more information, please visit Thomas Jefferson's home page at www.jefferson.edu/.

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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

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JOB SEARCH TIPS

Your cover letter should persuade hiring committees on four different aspects of your record.

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



Term Faculty (non-tenure track) Criminology (21-22)

The Criminology Program invites applications for a one-year appointment beginning in September 2021 with potential for renewal. Teaching responsibilities include Race, Class, Gender and the Criminal Legal System, Corrections, and other courses required by the Criminology major.

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We welcome candidates with excellent academic credentials, including a J.D. from an ABA-accredited law school, and strongly prefer those with a successful teaching record, including demonstrated experience teaching first-year law students.

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

We welcome candidates with excellent academic credentials, including a J.D. from an ABA-accredited law school, and strongly prefer those with a successful teaching record, including demonstrated experience teaching first-year law students.

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TENURE TRACK PROFESSOR POSITIONS IN VARIOUS DISCIPLINES



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Screening begins immediately and continues until position is filled. Upload C.V., letter of interest, names, phone numbers and e-mail addresses of three references.

All faculty candidates must demonstrate a well-defined research or artistic agenda and evidence of scholarly activities appropriate for the faculty rank. Experience in grant seeking/writing to support research leading to publications in high-quality peer-reviewed journals or participation in service activities may be required in some disciplines.

We are seeking candidates who demonstrate the ability to work collaboratively in and with socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic and inclusive practice, and critical thinking; and are interested in inclusive education in research, teaching, service, and the success and engagement of our students.

Complete descriptions and qualifications for each position are posted on our website at: <https://www.montclair.edu/human-resources/job-seekers/>

COLLEGE OF EDUCATION AND HUMAN SERVICES – 2 positions

Department of Educational Leadership

Assistant Professor – Urban Education Leadership (R1001590)

Appointment includes teaching a range of graduate courses for prospective school leaders and supervisors with an emphasis on instructional leadership and using data in decision-making to create more equitable and culturally responsive schools.

Department of Public Health

Assistant/Associate Professor – Public Health (R1001597)

Appointment includes research, curriculum development, and teaching undergraduate and graduate public health courses in the concentration in Health Systems Administration and Policy.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES – 1 position

Department of Justice Studies

Assistant Professor – Justice Studies and Medical Humanities (R1001607)

Teach and conduct research at the intersections of Justice Studies and the Medical/Health Humanities, including health care and human rights, medicine and law, medical issues in justice system populations, and health and social justice. Specialists in racial justice and/or health inequities will be given priority.

COLLEGE OF SCIENCE AND MATHEMATICS – 2 positions

Department of Computer Science

Assistant Professor – Cybersecurity (R1001598)

Responsibilities include teaching, curriculum development, grant writing, research, recruitment and retention activities, student advising, service to the Department, College and University. Preference will be given to candidates with cybersecurity research extending into additional areas of computer science

Department of Computer Science

Assistant Professor – Human Computer Interaction (R1001599)

Responsibilities include teaching, curriculum development, grant writing, research, recruitment and retention activities, student advising, service to the Department, College and University. Preference will be given to candidates with additional expertise in one or more of the following related areas: Augmented Reality, Game Development and Mobile Computing.

SCHOOL OF BUSINESS – 2 positions

Department of Accounting and Finance

Assistant/Associate Professor – Accounting/Accounting Analytics (R1001594)

Responsibilities will include teaching introductory and core financial accounting and auditing courses at the undergraduate and graduate levels. Experience integrating accounting analytics and technology into teaching and research is preferred.

Department of Economics

Assistant/Associate Professor – International Economics (R1001596)

Specialization in International Economics. Research and teaching specialties of particular interest are topics related to applied international trade, foreign direct investment, foreign exchange market and international macroeconomic policies.

SCHOOL OF NURSING – 1 position

Assistant Professor – Nursing Generalist (R1001606)

Registered Nurse with expertise in nursing education and provision of care for persons who require treatment of acute and chronic conditions across the health illness continuum in the context of family and community. The successful candidate will have experience in public health, and population and global health. Faculty are expected to teach in both the undergraduate and graduate programs. Earned doctorate in nursing or related field; if doctorate not earned in nursing then master's degree in nursing is required. Candidates must be a Registered Nurse who is licensed in New Jersey or eligible for licensure in New Jersey. Demonstrated aptitude for or evidence of excellence in teaching.

SPRAGUE LIBRARY – 1 position

Librarian III – Research and Reference Librarian (R1001633)

Provide research and reference services to students, faculty, and the community weekdays and on a rotating night and weekend basis; teach library instruction and information literacy classes on all disciplines at all levels; conduct workshops for students and faculty; and serve as liaison to one or more academic departments. This is a 12-month position. Holds concurrent academic rank of Instructor.

EEO/AA Statement:

Montclair State University is an Equal Opportunity/Affirmative Action institution with a strong commitment to diversity. Additional information can be found on the website at www.montclair.edu

ACADEMIC AFFAIRS

Associate Director for Academic Affairs
University of Illinois at Urbana-Champaign
The School of Architecture at the University of Illinois at Urbana-Champaign invites applications for a full-time, benefits-eligible position as Associate Director for Academic Affairs. Please visit here for full details on the position: <https://arch.illinois.edu/about/jobs-at-the-school-of-architecture/>

ACCOUNTING

Assistant Professor, Accounting
Wayne State University
Assistant Professor Department of Accounting Tenure/Tenure Track The Mike Ilitch School of Business at Wayne State University invites applications for a tenure-track faculty position at the rank of Assistant Professor, starting fall 2021. Candidates must have a doctorate in the field of accounting (or allied discipline) as well as a commitment to research, teaching, and engagement with students, faculty, the profession, and community. We prefer a strong research interest with demonstrated capacity to publish in high-quality journals in the relevant disciplines and a broader portfolio of teaching interests and capabilities. Candidates with a background in managerial accounting, auditing, data analytics/information systems will be given priority. Relevant professional experience and certification (e.g., CPA, CMA, CIA) will be favorably considered. About Wayne State University, Mike Ilitch School of Business, and the Department of Accounting Wayne State University is a premier, public, urban research university located in the heart of Detroit where students from all backgrounds are offered a rich, high quality education. It offers nearly 350 academic programs through 13 schools and colleges to nearly 27,000 students. Its deep rooted commitment to excellence, collaboration, integrity, diversity and inclusion creates exceptional educational opportunities preparing students for success in a diverse, global society. WSU encourages applications from women, people of color, and other underrepresented people. Wayne State is an affirmative action/equal opportunity employer. The Wayne State University Mike Ilitch School of Business prepares students for challenging and rewarding careers, advances the boundaries of scholarly and practitioner knowledge, and enhances the economic vitality of the city of Detroit, the state of Michigan and beyond through its programs, research and community engagement. Wayne State University accounting graduates are employed as interns, executives, and everything in between at national corporations, the big four accounting firms and regional public accounting firms. The Mike Ilitch School of Business accounting programs meet Michigan's requirements to sit for the Certified Public Accountant exam and the educational requirements of the Institute of Management Accountants and the Institute of Internal Auditors. Essential Functions: Candidates will be expected to conduct research suitable for publication in top tier journals, teach courses at the undergraduate and graduate level, participate in department and school governance activities, and perform related duties as assigned. We expect the candidate to be a fully engaged participant in the life of the Mike Ilitch School of Business. A typical teaching load is 2+2 (fall and winter). Minimum Qualifications: Ph.D. in Accounting or a Ph.D. in a related field from an AACSB accredited program; Evidence of potential to publish in leading journals; Strong teaching skills; Commitment to engagement with students, faculty, profession, and community; Background in managerial accounting, auditing, and data analytics/information systems is preferred; Relevant professional experience

and certification (e.g. CPA, CMA, CIA) will be considered favorably. Application Procedures: Final applications will be submitted online and will require a CV, cover letter, teaching evaluations, research statement, teaching statement, and three letters of recommendations. Interested candidates should apply online at <http://jobs.wayne.edu> (Refer to posting 045471). Inquiries about the position should be directed to: Professor Santanu Mitra at smitra@wayne.edu, Chair, Accounting Position Search Committee, Wayne State University

ANESTHESIOLOGY

Assistant Professor of Clinical Anesthesia
Indiana University School of Medicine
The Indiana University School of Medicine is seeking candidates for an assistant professor position in pediatric anesthesiology. Duties include providing pediatric anesthesiology services at various affiliated hospitals; teaching medical students, anesthesiology residents, and pediatric anesthesia fellows; and attending national and regional association meetings and participating in section and departmental conferences. Position requires an M.D. or D.O. with 36 months of anesthesiology residency training and 12 months of ACGME-accredited pediatric anesthesia fellowship training. Position also requires an Indiana medical license prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: chekay@iu.edu. Questions regarding the position or application process can also be directed to chekay@iu.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.

ARCHITECTURE

Assistant Professor
Louisiana Tech University
Assistant Professor. Teach architecture and related courses, advise students, maintain an active research agenda, and perform faculty service. Master's Architecture or higher degree. Interested persons should send a cover letter and CV to: Karl Puljak, School of Design, Louisiana Tech University, Ruston, LA 71272.

Assistant Professor
Tulane University
Assistant Professor. Teach architecture and related courses, advise students, maintain an active research agenda, and perform faculty service. Master's Architecture or higher degree. Interested persons should mail a cover letter and CV to: Genean Mathieu, Office of the General Counsel, Tulane University, 6823 St. Charles Ave, 300 Gibson Hall, New Orleans, LA 70118.

Clinical Assistant Professor - School of Architecture
University of Illinois at Chicago
Description: The School of Architecture, in the College of Architecture, Design, and the Arts, at the University of Illinois at Chicago (UIC), invites applications for the position as Clinical Associate Professor. Appointments will begin in August 2021 or later. Job ID #143645. Duties: Primary responsibilities will include teaching core and elective coursework at the undergraduate and graduate level, and providing service to the school and university in the form of committee assignments and support of program initiatives. The School of Architecture offers five degree programs: a Bachelor of Science in Architecture and a Bachelor of Arts in Architectural Studies; a professional, NAAB-accredited Master of Architecture;

a post-professional Master of Science in Architecture; and a Master of Arts in Design Criticism. Qualifications: The successful candidate must possess a minimum three years of professional design experience and experience with architectural exhibition design. In addition to experience in architectural design to be applied in design studio instruction, the candidate must identify experience in a second teaching area of either design technology or history/theory. A graduate professional degree (M.Arch or equivalent) or its foreign equivalent and professional architectural registration in United States or abroad are required. Applicants are required to electronically submit a letter of interest including a statement of design pedagogy and research goals; curriculum vita; three professional references with complete contact information; and a maximum of 15 pages documenting selected design work and/or research via jobs.uic.edu. Complete application due by April 30, 2021. UIC is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

BUSINESS/SOCIOLOGY

Instructor
Maharishi University of Management
Instructor - - teach the following undergraduate courses: MGT Mediation and Negotiation, and MVS 501 Science of Creative Intelligence; as well as other courses assigned by the department chair. Must have a Master's degree in Business, Sociology, or a related degree, and be willing to work in an active department. Contact Rachel Lansky, Office of the Dean of Faculty, Maharishi International University, 1000 North Fourth Street, Fairfield, IA 52557. 641 472-1161.

CHEMISTRY

Assistant Professor
Oregon State University
Oregon State University is seeking an Assistant Professor to: Teach graduate and undergraduate courses in Chemistry; and develop and pursue a program of research and scholarship. To be eligible, applicants must have: Ph.D. in Chemistry or an allied discipline. To apply, submit a letter of interest, C.V. to Paula.Christie@oregonstate.edu.

CHEMISTRY/ BIOCHEMISTRY

Assistant Professor of Chemistry and Biochemistry
California State University-Dominguez Hills
California State University Dominguez Hills Tenure track position Assistant Professor of Chemistry & Biochemistry starting Fall 2021. Ph.D. in Chemistry, Biochemistry, or related field, and at least one year of postdoctoral experience required. Applicants must demonstrate a record of effective teaching in Chemistry and related fields to students of diverse backgrounds. Duties include teaching, research, supervising undergraduate research, advising, and service. For full consideration apply by April 30, 2021: <https://www.csudh.edu/hr/career-opportunities/>

CHINESE

Lecturer of East Asian Studies (Chinese Language)
Brown University
Lecturer of East Asian Studies (Chinese Language) - Brown University (Providence, RI): Will teach graduate and undergraduate courses at for all levels (beginning through advanced); engage in daily or near daily class work to practice and correct students' pronunciation and improve their fluency. Candidates are strongly encouraged to maintain an active research profile. Brown Uni-

versity is an EEOE. Minimum Requirements: M.A. degree in Chinese literature, culture, linguistics, or pedagogy. Must have 1 year experience teaching Chinese to English-speaking students at the college level. Pre or post grad experience accepted. Special Requirements: Must have proficiency in Chinese (Mandarin). To apply, please submit a curriculum vitae, writing sample (essay or dissertation/manuscript chapter) and three letters of reference to beverly_bosser@brown.edu with reference to code LS21.

CIVIL ENGINEERING

Research Scientist
University of Mississippi
Research Scientist. Perform acoustical engineering research and teach one or more courses in this area. Ph.D Civil Engineering. Interested persons should mail a cover letter and CV to: Dr. Craig Hickey, National Center for Physical Acoustics, University of Mississippi, University, MS 38677.

COMPUTER SCIENCE

Lecturers in Computer Science
Indiana University - Bloomington
Indiana University Luddy School of Informatics, Computing, and Engineering Lecturers in Computer Science The Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington (IUB) invites applications for multiple non-tenure track Lecturer positions in the Computer Science Department to begin August 1, 2021. Teaching experience in one or more of the following areas is required: introductory and advanced programming, database concepts, data mining, introductory security, algorithm and data structure, mathematical and logical foundations of CS, software engineering, computer systems/network, mobile app development, and game development. Lecturers teach six courses per academic year with a focus on undergraduate level courses. Responsibilities include supervising associate instructors assigned to their classes, development of laboratory material, grading, and other duties as assigned. After successfully completing a probationary period, lecturers will be eligible for long-term contracts and promotion to Senior Lecturer. Lecturers are expected to support the teaching mission of the school through excellence in pedagogical practice, service to the school and academic programs, and inquiry into the advancement of pedagogy in computing. We seek candidates prepared to contribute to our commitment to diversity and inclusion in higher education. The strongest candidates can demonstrate their experience in teaching or working with diverse student populations. A Master's of Science (MS) or higher degree in Computer Science or a related discipline, or equivalent tested experience such as experience and mastery in industry is required. Candidates should be able to demonstrate a record of teaching excellence and enthusiasm. Candidates should review application requirements and apply online at: <https://indiana.peopleadmin.com/postings/10685> For full consideration, submit online application by May 16, 2021. Applications review will begin immediately and continue until the positions are filled. Questions may be sent to: samth@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.

Lecturers in Human Computer Interaction and Informatics
Indiana University - Bloomington
Indiana University Luddy School

of Informatics, Computing, and Engineering Lecturers in Human Computer Interaction and Informatics The Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington (IUB) invites applications for multiple non-tenure track Lecturer positions in the Informatics Department to begin August 1, 2021 in the area of human computer interaction and informatics. Teaching experience in one or more of the following areas is required: human centered computing and human computer interaction, mobile application development, web development, ethics, software engineering and project management, and virtual and augmented reality. Lecturers teach six courses per academic year with a focus on undergraduate level courses. Responsibilities include development and maintenance of course materials, supervising associate instructors assigned to their classes, grading, and other duties as assigned. After successfully completing a probationary period, lecturers will be eligible for long-term contracts and promotion to Senior Lecturer. Lecturers are expected to support the teaching mission of the school through excellence in pedagogical practice, service to the school and academic programs, and inquiry into the advancement of pedagogy in computing. We seek candidates prepared to contribute to our commitment to diversity and inclusion in higher education. The strongest candidates can demonstrate their experience in teaching or working with diverse student populations. A Master's of Science (MS) or higher degree in Informatics, Computer Science, or a related discipline, or equivalent tested experience such as experience and mastery in industry is required. Candidates should be able to demonstrate a record of teaching excellence and enthusiasm. Candidates should review application requirements and apply online at: <https://indiana.peopleadmin.com/postings/10684> For full consideration, submit online application by May 16, 2021. Applications review will begin immediately and continue until positions are filled. Questions may be sent to ichair@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.

Open Rank Visiting Professors in Computer Science
Indiana University - Bloomington
Indiana University Luddy School of Informatics, Computing, and Engineering Open Rank Visiting Professors in Computer Science The Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington (IUB) invites applications for multiple non-tenure track full-time open rank visiting professor positions in the Computer Science Department to begin on August 1, 2021. The appointments are for one year (10 months) with possibility for renewal subject to programmatic need, positive instructional evaluations, research contributions, and available funding. We are particularly interested in candidates who can teach introductory and advanced undergraduate and graduate Computer Science courses. Areas of interest include programming, database concepts, data mining, machine learning and AI, security, algorithm and data structure, mathematical and logical foundations of CS, software engineering, mobile app development, and game development. We seek candidates prepared to contribute to our commitment to diversity and inclusion in higher education, especially those with experience in teaching or working with diverse student populations. Responsibilities will include teaching, research, service and mentorship of students at the undergraduate, M.S., and PhD level. Faculty will be part of the HCI/d faculty and participate in course design. We anticipate a teaching load of four courses (2+2) per academic year with some expectation of research. Applicants should have an established record (for senior level) or demonstrable potential for excellence (for junior level) in research and teaching, and a PhD in, Informatics, Computer Science, or related area expected before August 2021. Candidates should review application requirements, find information about benefits and Luddy School, and apply online at: <https://indiana.peopleadmin.com/postings/10676>. For full consideration, submit online application by May 16, 2021. Applications review will begin immediately and continue until the positions are filled. Interviews are expected to begin in late May or early June. Questions may be sent to ichair@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.

students in multi-level computer science and data science courses. We anticipate a teaching load of four courses (2+2) per academic year with some expectation of research. Applicants should have an established record (for senior level) or demonstrable potential for excellence (for junior level) in research and teaching, and a PhD in Computer Science or related area expected before August 2021. Candidates should review application requirements, find information about benefits and Luddy School, and apply online at <https://indiana.peopleadmin.com/postings/10596> For full consideration, submit online application by May 16, 2021. Applications review will begin immediately and continue until the positions are filled. Interviews are expected to begin in late May or early June. Questions may be sent to samth@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.

Open Rank Visiting Professors in Human Computer Interaction
Indiana University - Bloomington
Indiana University Luddy School of Informatics, Computing, and Engineering Open Rank Visiting Professors in Human Computer Interaction The Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington (IUB) invites applications for multiple non-tenure track full-time open rank visiting professor positions in the Informatics Department to begin on August 1, 2021 in the area of human computer interaction. The appointments are for one year (10 months) with possibility for renewal subject to programmatic need, positive instructional evaluations, research contributions, and available funding. We are particularly interested in candidates who can teach and mentor students in any of the following areas: human centered computing, human computer interaction (HCI), ethnographic methods in HCI, design-oriented HCI, social and organizational informatics, sustainable design, AI ethics, and social justice. We seek candidates prepared to contribute to our commitment to diversity and inclusion in higher education, especially those with experience in teaching or working with diverse student populations. Responsibilities will include teaching, research, service and mentorship of students at the undergraduate, M.S., and PhD level. Faculty will be part of the HCI/d faculty and participate in course design. We anticipate a teaching load of four courses (2+2) per academic year with some expectation of research. Applicants should have an established record (for senior level) or demonstrable potential for excellence (for junior level) in research and teaching, and a PhD in, Informatics, Computer Science, or related area expected before August 2021. Candidates should review application requirements, find information about benefits and Luddy School, and apply online at: <https://indiana.peopleadmin.com/postings/10676>. For full consideration, submit online application by May 16, 2021. Applications review will begin immediately and continue until the positions are filled. Interviews are expected to begin in late May or early June. Questions may be sent to ichair@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.

Instructor
University of Hawaii Maui College
Instructor. Will teach courses in computer science; advise students; and perform service. Requirements: MA in information and computer science. Interested persons should mail CV to UH Maui College, 310 W Kaahumanu Avenue, Kahului, HI 96732. UH is an EEO/AA employer.

Teaching Faculty (Open Rank) - Computer Science-The Grainger College of Engineering, UIUC
University of Illinois at Urbana-Champaign
The Department of Computer Science (CS) at the University of Illinois Urbana-Champaign invites applications for multiple full-time teaching faculty positions at all levels and in all areas of computer science. Special areas of focus include information retrieval, data mining, and artificial intelligence. We seek highly qualified applicants with a strong commitment to excellence in teaching and the ability to teach at all levels. The University of Illinois is an Equal Opportunity, Affirmative Action employer that recruits and hires qualified candidates without regard to race, color, religion, sex, sexual orientation, gender identity, age, national origin, disability or veteran status. For more information, visit <http://go.illinois.edu/EEO>. Teaching faculty positions are renewable, career-oriented, non-tenure-track positions. Initial appointments are typically at the rank of Instructor or Teaching Assistant Professor, with the possibility of promotion to the ranks of Senior Instructor or Teaching Associate Professor and Teaching Professor. Applicants for Instructor positions must have at least a B.S. (M.S. preferred) and applicants for Teaching Professor positions (all ranks) must have a Ph.D. or equivalent degree in CS or a closely related field. Competitive applicants will show the promise of excellence in classroom teaching and will demonstrate strong CS and teaching knowledge, as well as demonstrate evidence of a commitment to diversity, equity, and inclusion. Senior-level appointments are available for candidates with significant additional experience, stature, and demonstrated teaching excellence. Multi-year contracts are available for all positions. Successful applicants will join the department's thriving community of creative, passionate, and innovative teaching faculty who contribute to high-quality instruction, curriculum development, and student mentoring. Many faculty also engage in other student engagement activities and outreach activities. Teaching Professors are expected to have a deep interest in improving pedagogy beyond the CS department, may take on leadership roles on campus, and many engage in research in computer science education or other areas of computer science. The University of Illinois has one of the strongest CS departments in the country, with more than 100 faculty and nearly 2000 undergraduate majors and 1900 graduate students across eighteen different degree programs. In addition to our flagship undergraduate program in the College of Engineering, which includes more than 30% women in our freshman class, our innovative CS+X programs incorporate a strong grounding in CS with technical or professional training in the arts and sciences across 13 different disciplines. Both our undergraduate and graduate programs are ranked in the top five in the country by US News & World Report. We are also one of the leading teaching units on campus, offering computing education to students in every discipline. We welcome applicants that will contribute to the diverse and vibrant atmosphere in the department as we seek to make computing's remarkable opportunities available to everyone through the continued expansion of our programs and offerings in Urbana-Champaign, in Chicago and online. The start date for these positions is flexible. Application review and interviews will begin immediate-

ly. In order to ensure full consideration for a Fall 2021 start date, applications must be received by April 1, 2021. Salary will be commensurate with qualifications. Applications should be submitted by visiting <http://jobs.illinois.edu> and uploading a cover letter, curriculum vitae, teaching statement, a statement on commitment to diversity, and the names and contact information for three references. Applicants may also submit supporting material relevant to evaluating their teaching abilities. For inquiry, please email HR@cs.illinois.edu. 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.

COMPUTER SCIENCES

Assistant Professor of Computer Sciences
Western Washington University
Assistant Professor of Computer Sciences Western Washington University 516 High Street Bellingham, WA 98225 Teach university-level courses at all levels for the CS Dept including in areas of Accessibility and Human Computer Interaction. Maintain scholarly activity appropriate to the CS discipline and in keeping with the University's and Dept Unit Eval Plans. Req a Ph.D. in CS, CMP ENG, or rel and 2 yrs exp as Lecturer, Assistant Prof or rel. Exp must include prep and teach uni-level cw for CS and SWE, including Data Struc, HCI, and SWE; grad-level cw for IM-PRO, INFOSEC. Send resume to: Western Washington University, Attn: Ridley Williams, Computer Science Dept, 516 High Street, Bellingham, WA 98225-9165.

COUNSELING

Director of Counseling and Testing (21-12)
Francis Marion University
Francis Marion University Florence, S.C. Director of Counseling and Testing (21-12) Visit www.fmarion.edu/availablepositions/ (843) 661-1140

COUNSELOR EDUCATION

Assistant Professor
Mississippi State University
Assistant Professor. Teach counseling and related courses, advise students, maintain an active research agenda, and provide faculty service. ABD or Ph.D Counselor Education or related field. Interested persons should send cover letter and CV to: Dr. Daniel Gadke, Department of Counseling, Educational Psychology, and Foundations, Mississippi State University, Mississippi State, MS 39762.

DENTISTRY

Assistant Professor, Oral and Maxillofacial Surgery
Louisiana State University Health Sciences Center - New Orleans
Assistant Professor, Oral and Maxillofacial Surgery Teach dental students and residents, treat patients, maintain an active research agenda, and perform faculty service. Must have DMD or DDS degree; BE/BC Oral and Maxillofacial Surgery; LA Dental License or eligible. Addition-

al work locations: Metairie, LA and Baton Rouge, LA. Interested persons should mail cvr ltr, CV to Michele Holmes, Louisiana State University-Health Sciences Center, LSU School of Dentistry, 1100 Florida Avenue, New Orleans, LA 70119.

ECONOMICS

Assistant Professor
Oregon State University
Oregon State University is seeking an Assistant Professor to: Teach graduate and undergraduate courses in Economics; advise undergraduate and graduate students; and develop and pursue a program of research and scholarship. Minimum Qualifications: PhD in Economics or closely related field. To apply, submit a letter of interest and c.v. to LeAnn. Headrick@oregonstate.edu.

Assistant Professor in Economics: Applied Econometrics or Empirical Microeconomics
University of Washington
The Department of Economics at the University of Washington invites applications for one full-time, tenure-track position in Applied Econometrics or Empirical Microeconomics at the rank of Assistant Professor. Applicants will be expected to participate in undergraduate and graduate teaching and independent research. University of Washington faculty engage in teaching, research and service. The position is a full time appointment with a 9-month service period (Sept 16th - June 15th) each year, and an anticipated start date of September 2021. We will consider highly qualified candidates in all sub-fields of Applied Econometrics or Empirical Microeconomics. Applicants must have a PhD degree, or foreign equivalent, in a relevant field by the start of the appointment. Applicants should submit a letter of interest, curriculum vitae, at least one research paper, three letters of recommendation, a research statement, a teaching statement, and a diversity statement. The research statement should summarize current research and future plans. The teaching statement should describe the applicant's approach to teaching, outline undergraduate and graduate teaching interests, and provide evidence of teaching effectiveness. In the diversity statement, applicants are encouraged to describe how their past or potential scholarship and teaching support diverse communities. Application materials will only be accepted through Interfolio. An Interfolio account will automatically be created for you when you apply. Please be sure all information is entered completely and accurately (especially names and email addresses). All uploaded files must be in Adobe PDF format. Files in another electronic format (e.g., MS Word) should be saved or "printed to" PDF format before uploading. Priority will be given to applications received by May 1, 2021. For questions about the search, please contact Kim Lee kettlee@uw.edu. Department website: <http://www.econ.washington.edu/>

ENGINEERING MANAGEMENT

Assistant Professor
University of Southern Mississippi
Assistant Professor (Long Beach, MS). Teach courses in Engineering Management, Supply Chain, Logistics, and related areas, advise students, maintain an active research agenda, and perform faculty service. Ph.d Engineering Management or related field. Interested persons should mail a cover letter and CV to: Subrina Cooper, University of Southern Mississippi, 118 College Drive, Hattiesburg, MS 39406.

INTERNAL MEDICINE

Assistant Professor
Louisiana State University Health Sciences Center Shreveport

Assistant Professor. Teach medical students and residents, treat patients, maintain an active research agenda and perform faculty service. MD or equivalent, BE/BC Internal Medicine, LA license or eligible. Interested persons should send a cover letter and CV to: Steven R. Bailey, MD, Department of Medicine, Louisiana State University Health Sciences Center, 1501 Kings Hwy, Shreveport, LA 71130.

MANAGEMENT

Assistant Professor of Management
California State University-Dominguez Hills
California State University Dominguez Hills Tenure track position Assistant Professor of Management starting Fall 2021. Completed Ph.D. degree in Management from accredited AACSB institution with research emphasizing Strategy focus required at time of application. Applicants must demonstrate record of high-impact research and excellent teaching in Strategic Management and have experience teaching undergraduates from diverse backgrounds. Duties include teaching, research, and scholarship. For full consideration apply by April 30, 2021: <https://www.csudh.edu/hr/career-opportunities/>

MARKETING

Assistant Professor, Marketing
Millsaps College
Assistant Professor, Marketing. Teach marketing and related courses, advise students, maintain an active research agenda, and perform faculty service. Master's Marketing or Business Administration. Interested persons should send a cover letter and CV to: Betsy Watson, Millsaps College, 1701 N. State Street, Jackson, MS 39210.

MEDICINE

Assistant Professor
Louisiana State University Health Sciences Center Shreveport
Assistant Professor. Teach medical students and residents, treat patients, maintain an active research agenda, and perform faculty service. MD or equivalent, BE/BC Hematology and Oncology, LA license or eligible. Interested persons should send a cover letter and CV to: Sarah P. Thayer, MD, Director, Feist-Weiller Cancer Center, Louisiana State University Health Sciences Center, 1501 Kings Highway, Shreveport, LA 71103

Medical Director, Ambulatory Primary Care/Infectious Disease Clinic
University of Illinois College of Medicine Peoria
The Department of Medicine at the University of Illinois College of Medicine Peoria (UICOMP) seeks a full-time board-certified/board-eligible internal medicine / infectious disease / family medicine / medicine-pediatrics physician applicants for the position of Medical Director of the department's Positive Health Solutions (PHS) clinic as an Assistant/Associate/Professor of Clinical Medicine/Physician Surgeon. Serving 15 counties in central Illinois, PHS provides the highest quality of care in a patient-centered environment with a staff of physicians, mid-level providers, nurses, case managers, and mental health counselors. The Medical Director will be responsible for the overall clinical supervision and management of PHS patients, the maintenance and improvement of medical systems to deliver quality health care, the coordination of the educational and clinical experience of medical students and residents assigned to the clinic, providing comprehensive care for the patients, and assisting with grant writing to secure funding. This position offers excellent personal and professional growth

for the right candidate. Teaching opportunities with both medical students and residents are possible. The ideal candidate will be encouraged to pursue his/her academic interests. Physicians with experience working with the HIV/AIDS and LGBT communities and who are comfortable with PrEP counseling and training are preferred. Also preferred are candidates with experience as an ambulatory clinic medical director. The position requires a medical doctorate (MD or DO) or foreign equivalent. Candidate must be Board Certified/Board Eligible in Internal Medicine, Family Medicine, or Medicine-Pediatrics, current or eligible for licensure in Illinois, and current or eligible for medical staff appointment at a university-affiliated hospital. The position is available to applicants with administrative and teaching experience. H-1B and J1 visa candidates are welcome to apply. In central Illinois on the Illinois River, Peoria has a small-town atmosphere in a larger city. The cost of living is low, and neighborhoods are safe and diverse. World class healthcare and educational facilities plus easy access to Chicago, St. Louis, and Indianapolis, Peoria is attractive to all ages and demographics. For fullest consideration, interested applicants should upload a letter of interest and curriculum vitae please apply by April 16, 2021 at <https://jobs.uic.edu/job-board/job-details?jobID=143646>. Job descriptions are available by request at skwynn@uic.edu. The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Reporting Act. UIC is an EOE/AA/M/F/Disabled/Veteran. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit <https://www.hr.uillinois.edu/cms/One.aspx?portalId=4292&pageID>

Neonatologist
University of Illinois College of Medicine Peoria
Neonatologist-Urbana & Bloomington The Department of Pediatrics at the University of Illinois College of Medicine at Peoria is seeking two Neonatologists to join 2 BC Neonatologists. The position requires 3 years of residency and 3 years of neonatology fellowship. The ideal candidate will be BC in neonatology; BC in pediatrics is desirable; and will hold or be eligible for an Illinois physician license. The position includes inpatient services and opportunities to quality improvement/research initiatives. Research interests are encouraged. We are looking for a Neonatologist for two affiliates of the OSF Healthcare Children's Hospital of Illinois with one being located in Urbana, Illinois (OSF Heart of Mary Medical Center). This facility is a Level II+ NICU with nearly 600 deliveries/year. The ancillary facility is in Danville, IL (OSF Sacred Heart Medical Center) and is a level 2 facility with nearly 650 deliveries/year. Both of these facilities are staffed with Advance Practice Nurses. Call is from home. A full time position is 10 shifts per month. The second location is located in Bloomington, Illinois (OSF St. Joseph's Medical Center). This facility is a Level II Facility with extended neonatology services and nearly 650 deliveries/year. Call is in-house. A full time position is eight 24-hour shifts per month. We are a part of the Vermont-Oxford Network and strenuous efforts to improve quality and safety are ingrained in our culture. We offer the educational support of a large academic medical center in a family-oriented community. We are looking for a medical director to lead these group and oversee these facilities. Malpractice insurance is provided by the University of Illinois system and an excellent ben-

efits package available including vacations, sick time, CME, health and life insurance and retirement plan. ***For fullest consideration please apply by April 16, 2021 at https://jobs.uic.edu/job-board/job_details?jobID=142523 The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Reporting Act. UIC is an EOE/AA/M/F/Disabled/Veteran. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit <https://www.hr.uillinois.edu/cms/One.aspx?portalId=4292&pageID>

MUSIC

Lecturer in Music Theory (One-Year, Full-Time Position)
Baylor University
Baylor University announces a faculty opening for Lecturer in Music Theory (One-Year, Full-Time Position). Appointment date: August 15, 2021. Responsibilities: Teach face-to-face courses (expected modality) within the undergraduate theory and ear training core curriculum. Possible assignment may include Graduate Theory Review. Qualifications: Master's degree in music theory required; PhD or work toward doctorate preferred; experience teaching undergraduate theory and ear training at the university level; ability to deliver online or hybrid instruction, should that be necessary; keyboard skills. Rank and Salary: Lecturer; salary commensurate with experience and qualifications. Application Procedure: Screening of applicants will begin April 5, 2021, and will continue until the position is filled. Applicants should submit via Interfolio (<http://apply.interfolio.com/85409>) the following: letter of application; curriculum vitae; transcripts of academic work (unofficial scans will suffice at time of application); three current letters of recommendation; additional materials may be requested at a later date. Please direct inquiries to: Dr. Scott McAllister, Professor of Composition, Director of the Division of Academic Studies, Scott_McAllister@baylor.edu. Baylor University is a private not-for-profit university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity employer, Baylor is committed to compliance with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, pregnancy status, military service, genetic information, and disability. As a religious educational institution, Baylor is lawfully permitted to consider an applicant's religion as a selection criteria. Baylor encourages women, minorities, veterans and individuals with disabilities to apply.

ONCOLOGY

Assistant Professor
Wayne State University
Wayne State University has an available position of Assistant Professor in Detroit, MI. Position requires a Doctor of Philosophy (Ph.D.) degree in Chemical Engineering or Cancer Biology. Position also requires: 1) Two peer-reviewed journal publications in metastatic disease in ovarian cancer & nanoparticle drug delivery systems to prevent metastasis. Job duties: Teach university courses in Oncology & Reproduction including Principles of Reproductive Biology (PSL 7690); Current Research Topics in Reproductive Science (PSL 7775); & Principles of Cancer Therapy (CB 7240). Advise students. Conduct research in ovarian cancer. Develop new therapeutic approaches & new drug delivery systems for ovarian cancer. Publish results of research in peer-reviewed journals & present results of research at inter-

national & national conferences. Submit grant proposals to public & private sources. Qualified candidates should apply through the WSU Online Hiring System for posting #044198 at <https://jobs.wayne.edu>.

PERSIAN

Preceptor in Persian
Harvard University, Faculty of Arts & Sciences
The Department of Near Eastern Languages and Civilizations at Harvard University seeks applications for a preceptor in Persian Language. The appointment is expected to begin on July 1, 2021. The preceptor will be responsible for teaching five courses per academic year, participating in curricular development, and training and supervising teaching fellows. The position is three years, renewable for a term of up to five years, contingent on performance, enrollments, curricular need, position availability, and divisional dean authorization. Basic Qualifications: The successful applicant should have an Advanced degree in Persian, Applied Linguistics, or foreign/second-language acquisition and pedagogy, and native or near-native proficiency in Persian. Additional Qualifications: Extensive experience and demonstrated excellence in college-level Persian language teaching at all levels (novice to advanced) is preferred. Special Instructions : Please submit the following materials through the ARIeS portal (<https://academicpositions.harvard.edu/postings/10183>). 1. Cover letter, including a description of teaching/advising experience and philosophy and comments on any efforts to encourage diversity, inclusion, and belonging. 2. Curriculum Vitae 3. Two sample syllabi 4. Link to a 20-minute teaching demo by URL through the ARIeS portal 5. Names and contact information of three to five referees, who will be asked by a system-generated email to upload a letter of recommendation once the candidate's application has been submitted. Three letters of recommendation are required, and the application is considered complete only when at least three letters have been received. Special Instructions Call Out: Please submit materials through the ARIeS portal (<https://academicpositions.harvard.edu/postings/10183>). Applications must be submitted no later than May 7, 2021, 11:59 pm Eastern Time. Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law.

PHYSICS

Physics Instructors
Holmes Community College
Physics Instructors (two openings). Teach physics and related courses, advise students, and carry out faculty service. May perform services at Goodman, Grenada and/or Ridgeland, MS campuses. Ph.D. or ABD, Physics or Applied Physics. Interested persons should send a cover letter and CV to: Dr. Jenny Bailey Jones, Holmes Community College, POB 369, Goodman, MS 39079.

PSYCHOLOGY

Clinical Assistant Professor (Clinician Educator)/Licensed Psychologist
University of Southern California
The Department of Psychiatry and Behavioral Sciences in the Keck School of Medicine of USC in Los Angeles, CA is seeking a full-time California-Licensed Psychologist (PhD/PsyD) or in process of obtaining license to serve as Clinical Assistant Professor of Psychiatry and Behavioral Science (Clinician Educator). Essential Functions: Provide men-

tal health services to students at Student Counseling and Mental Health on USC's University Park Campus. Train and supervise practicum students, interns, and post-docs in providing culturally appropriate client care in a short-term therapeutic modality. Provide didactics/lectures. Job site: Los Angeles, CA. To apply, submit CV, cover letter, and 3 letters of recommendation to Mary Nguyen at marymngu@med.usc.edu with "Keck USC Psychologist" in the subject line. USC is an equal opportunity employer that actively seeks diversity in the workplace.

RADIOLOGY

Neuroradiologist
Indiana University School of Medicine
The Department of Radiology and Imaging Sciences at Indiana University School of Medicine and IU Health Physicians Radiology is seeking a neuroradiologist to become an integral member of the neuroradiology division covering multiple in-state hospitals and imaging facilities. This position will work typical daytime hours with 160 hours of annual weekend call. Paid time off, CME funds and full benefits are part of the compensation package. Team-oriented candidates with excellent interpersonal skills and proficiency in interpreting all diagnostic neuroradiology imaging studies are required. Consideration will also be given to those who also demonstrate qualities that further the academic and research interests of the department. The department hosts robust fellowship and residency training programs, and the candidate is expected to work effectively with and provide teaching for radiology residents and neuroradiology fellows. Minimum requirements include DO or MD degree, eligibility for Indiana licensure, and ABR certification or eligibility. Applicants must also be fellowship trained in neuroradiology, as well as certified or eligible for subspecialty CAQ certification in neuroradiology. Clinical and academic track faculty appointments are available. Interested candidates should create an account and submit a letter of interest and a current CV in PDF format to <http://indiana.peopleadmin.com/postings/9796>

SOCIOLOGY

Assistant Professor of Sociology
Western Washington University
Assistant Professor of Sociology Western Washington University 516 High Street Bellingham, WA 98225 Responsible for teach university-level courses, both graduate and undergraduate in Sociology. Develop new courses within social demography. Engage in departmental and university service. Contribute to general sociology courses. Requires a Ph.D. in Sociology, or a closely rel field and 2 yrs exp as Instructor, Grad TA, Grad Teaching Fellow, or rel. Exp must include teaching sociology courses in areas of gender, population studies, demographic methods, at the uni level, publication in peer reviewed journals in the area of Sociology, including gender and demography. Send resume to: Western Washington University, Attn: Maggie Huang, Sociology Dept, 516 High Street, Bellingham, WA 98225-9081.

SUPPLY CHAIN MANAGEMENT

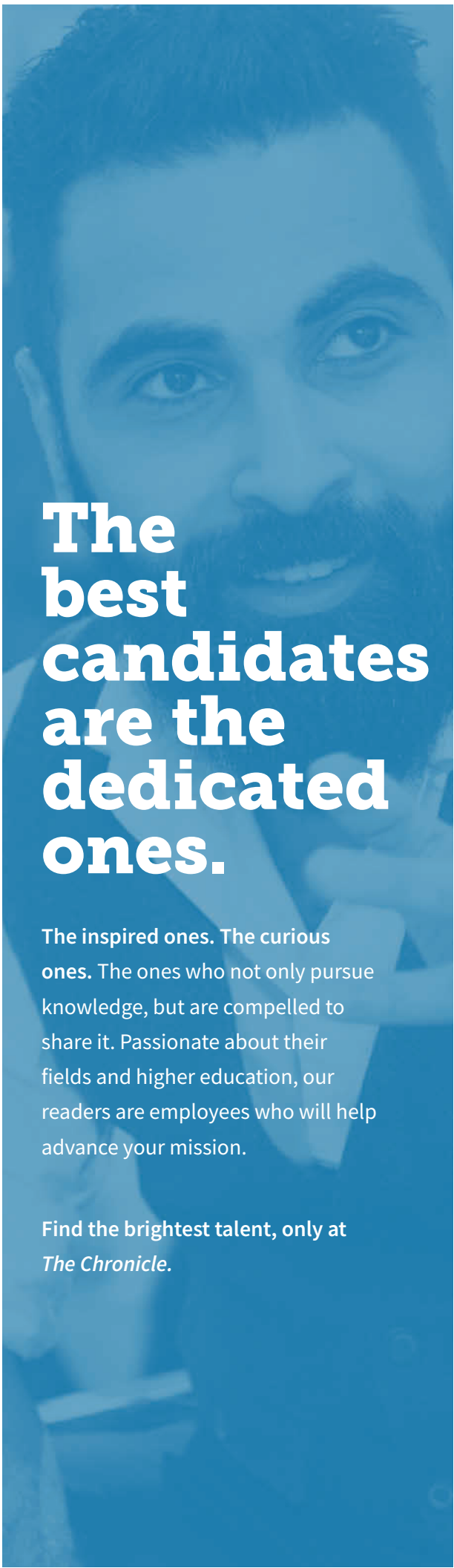
Assistant Professor, Supply Chain Management
Wayne State University
Assistant Professor, Supply Chain Management Mike Ilitch School of Business The Department of Marketing and Supply Chain Management at Wayne State University's Mike Ilitch School of Business is seeking to fill a Tenure-Track position for the Fall of 2021 at the Assistant Professor level. Candidates will be expected to conduct research suitable

for publication in top tier journals, teach courses in areas of interest at the undergraduate and graduate level, participate in department and school governance activities, and perform related duties as assigned. We expect the candidate to be a fully engaged participant in the life of the Mike Ilitch School of Business. A typical teaching load is 2+2 - teaching students majoring in supply chain management. Support for conference travel and research assistance is available. For further information about the supply chain program see <https://ilitch-business.wayne.edu/supply-chain/index.php> Requirements for the position include a Ph.D. in Supply Chain Management from an AACSB accredited Program, or a Ph.D. in a related field; evidence of potential to publish in leading academic journals, and strong teaching skills. The ideal candidate would have interest in and experience teaching courses related to purchasing, logistics or production planning and management; and would have interest in, or experience in, the complex manufacturing and health care industries, including the very high tech automotive industry. In addition, an active research portfolio and business experience in these areas is preferred. About Wayne State University, the Mike Ilitch School of Business, and the Global Supply Chain Management Program Wayne State University is a premier, public, urban research university located in the heart of Detroit where students from all backgrounds are offered a rich, high quality education. Our deep rooted commitment to excellence, collaboration, integrity, diversity and inclusion creates exceptional educational opportunities preparing students for success in a diverse, global society. WSU encourages applications from women, people of color, and other underrepresented people. Wayne State is an affirmative action/equal opportunity employer. For more information, visit www.wayne.edu. The AACSB-International accredited Mike Ilitch School of Business prepares students for challenging and rewarding careers, advances the boundaries of scholarly and practitioner knowledge, and enhances the economic vitality of the city of Detroit, the state of Michigan and beyond through its programs, research and community engagement. Established in 1946, the business school was renamed in 2015 in recognition of a \$40 million gift from Mike and Marian Ilitch. Thanks to this lead investment, a new state-of-the-art business school building opened in the heart of the District Detroit in 2018. The building is within easy walking distance of the heart of Detroit's vibrant downtown, with easy access to the Detroit Institute of Arts, the Detroit Symphony, numerous museums, and professional football, baseball, basketball and hockey venues. Wayne State is also very close to the high tech, global auto companies headquartered in the Detroit area, with a large number of other world class manufacturer headquarters in the area; and is within two miles of Canadian border crossings to Windsor, Ontario. For more information, visit ilitch-business.wayne.edu. The growing Supply Chain Management Major and Program is focused on complex manufacturing and the automotive industry in particular, an industry that is very international and high tech. An additional focus is on health care supply chains given proximity to many hospital systems. The program currently enrolls some 550 undergraduate SCM major students, offers an MBA concentration in Supply Chain Management and one in Health Care SCM with some 140 students in total, has a Masters of Science in Automotive SCM Degree with 25 students, and offers two automotive industry related SCM executive education programs. There are currently 10 full time SCM faculty including 7 tenure track faculty and 3 clinical faculty, with this position providing the 8th tenure track position in SCM. The Program teaches

some 22 SCM courses that are regularly offered with often multiple sections of each course. The SCM Program also initiated and the School each year offers five 12 day study abroad programs in China, Brazil, Italy and Poland; oversees an automotive industry funded 24 school global case competition with 5 foreign teams included recently, and is involved in a joint auto industry SCM research program with an automotive industry organization. The Program is ranked in the top 11% of all schools covered in the top 4 journal empirical section of The Supply Chain Project, and is ranked by Gartner Research. Application Procedures Applications will be submitted online and will require CV/Resume, Cover Letter, three References, Teaching Evaluations, a Research Statement, and a Teaching Statement. The teaching evaluations, research and teaching statements should all be attached as one pdf document and uploaded in the "Other" link within the online application. Interested candidates should apply online at <http://jobs.wayne.edu> (Refer to posting number 045461). Interested candidates should send an email outlining the intent to apply, along with a vita, to Dr. John C. Taylor, Chair, Department of Marketing and Supply Chain Management, at ad3324@wayne.edu. Dr. Taylor's additional contact information is: 2771 Woodward Avenue, room 389, Wayne State University, Detroit, MI 48201; Office Phone: 313-577-4525; Cell Phone: 517-719-0275; Fax: 313-577-5486. Wayne State University is an equal opportunity/affirmative action employer.

VETERINARY MEDICINE

Executive Director of the Veterinary Teaching Hospital
Iowa State University
The College of Veterinary Medicine at Iowa State University in Ames, IA is accepting applications for the position of Executive Director of the Teaching Hospital for Iowa State University's Lloyd Veterinary Medical Center (LVMC). The LVMC is a state-of-the-art facility designed to provide specialized care and comprehensive veterinary services for companion and large animals and has board-certified veterinarians in Emergency and Critical Care, Internal Medicine, Soft Tissue and Orthopedic Surgery, Cardiology, Dermatology, Oncology, Ophthalmology, Anesthesiology, Theriogenology, and Diagnostic Imaging. The LVMC has over 40 faculty members and serves as the main referral hospital for the State of Iowa and surrounding states. Our faculty, staff, and senior veterinary students work in teams to provide 24-hour, state-of-the-art care to over 20,000 patients each year. The LVMC also provides the foundation for clinical training in professional veterinary medical education (DVM) as well as veterinary internships and residency programs. The Executive Director will serve a primary administrative position responsible for coordination and oversight of the LVMC and develop strategic planning for the teaching hospital. Depending on desires and qualifications, the successful candidate will be appointed to a faculty position in either the Term (Clinical Associate or Full Professor) or Tenure (Associate or Full Professor) track. For more information and to apply, please visit <https://isu.wd1.myworkday-jobs.com/IowaStateJobs>, posting R4522. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, age, religion, sex, sexual orientation, gender identity, genetic information, national origin, marital status, disability, or protected veteran status and will not be discriminated against.



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New Chief Executives



Connie Gallaher, president of OhioHealth at Home, a health-care company, will become president of Ohio Dominican University. She will succeed Robert Gervasi, who will step down in June.



The Rev. Asa J. Lee, vice president for campus administration, associate dean for community life, and director of African American studies at Wesley Theological Seminary, has been named president of Pittsburgh Theological Seminary.



Joanne Li, a professor of finance and dean of the College of Business at Florida International University, has been named the priority candidate for chancellor of the University of Nebraska at Omaha. If approved, she will succeed Jeffrey P. Gold, who is leaving to become executive vice president and provost at the University of Nebraska system.

Chief executives (continued)

APPOINTMENTS

M. Katherine Banks, vice chancellor for engineering and national laboratories and dean of the College of Engineering at Texas A&M University, will become president of the university on June 1.

Kenneth Evans, president of Lamar University, in Texas, will become president of Oklahoma City University on July 1. He will succeed Martha Burger, who plans to retire.

Submit items to
people@chronicle.com

John Keller, associate provost and dean of the Graduate College at the University of Iowa, has been named interim president. He will replace Bruce Harreld, who plans to retire in May.

Lynn Priddy, strategic adviser to the president and interim vice president for academic affairs at Claremont Lincoln University, has been named president of the university. She succeeds Tony Digiovanni, who has retired.

Patricia Ramsey, a senior executive fellow at the Thurgood Marshall

College Fund, has been appointed president of the City University of New York Medgar Evers College. She will be the college's first female president.

Kayse Shrum, president of the Oklahoma State University Center for Health Sciences, has been named president of Oklahoma State University.

Susan Snelick, executive director of Workforce Solutions for North Central PA, has been named president of Northern Pennsylvania Regional College.

RESIGNATIONS

F. King Alexander, president of Oregon State University since July 2020, has resigned following an investigation into his handling of sexual-misconduct allegations while president of Louisiana State University. Edward Feser, provost at the university, will serve as acting president.

Daniel J. Martin, president of Seattle Pacific University since 2012, resigned on April 5.

Lily McNair, president of Tuskegee University since 2018, has stepped down after taking two separate medical leaves since January 2020.

The Rev. Kevin O'Brien, president of Santa Clara University, has been placed on leave amid an investigation by the Jesuits West.

RETIREMENTS

Kathleen Hetherington, president of Howard Community College since 2007, plans to retire in October.

Chief academic officers

APPOINTMENTS

Norma Bouchard, dean of the College of Arts and Sciences at Drexel University, will become provost at Chapman University on July 28.

James Cousins, associate dean in the College of Arts and Sciences at Western Michigan University, will become vice president for academic affairs and dean of the college at Kentucky Wesleyan College on July 1.

Gail E. Gasparich, dean of the College of Arts and Sciences at Salem State University, has been named provost and vice president for academic affairs at Millersville University of Pennsylvania.



Lorenzo M. Smith, a professor and dean of the College of Engineering and Computer Science at California State University at Sacramento, has been named provost and executive vice president at Stephen F. Austin State University.

Maria Toyoda, dean of the College of Arts and Sciences at Suffolk University,

has been named senior vice president for academic affairs and provost at Western New England University.

Other top administrators

APPOINTMENTS

Alison M. Benders, associate dean in the Jesuit School of Theology at Santa Clara University, will become the university's first vice president for mission and ministry on July 1.

Diane Forbes Berthoud, associate vice chancellor for equity, diversity, and inclusion at the University of California at San Diego, has been named the first chief diversity, equity, and inclusion officer and vice president at the University of Maryland at Baltimore.

Kathleen J. Byrnes, associate vice president for student life at Villanova University, has been named vice president for student life.

Lacretia Johnson Flash, assistant vice president for diversity and inclusion at Berklee College of Music, has been named the college's inaugural vice president for diversity and inclusion.

Julie Hail Flory, interim vice chancellor for public affairs at Washington University in St. Louis, will become vice chancellor for marketing and communications on April 1.

Anna Gonzalez, vice president for student affairs and dean of students at

Harvey Mudd College, will become vice chancellor for student affairs at Washington University in St. Louis, on July 1.

Robyn Hadley, associate vice chancellor for student affairs and dean of the Office of Scholar Programs at Washington University in St. Louis, will become vice president and chief student affairs officer at the University of Virginia on June 1.

Pierre Morton, executive director of the Lloyd & Helen Ament Astmann '69 Career Center at Franklin Pierce University, has been named chief diversity officer.

Kathy R. Pharr, chief of staff in the Office of the President and interim vice president for marketing and communications since July at the University of Georgia, has been named vice president for marketing and communications.

Patrick Quinn, interim dean of admissions at Bay State College, has been named vice president for enrollment management at the State University of New York College at Potsdam.

Megan Ryan, interim vice president for enrollment at Allegheny College, has been named vice president for enrollment management at Muhlenberg College.

Paula Volent, senior vice president and chief investment officer at Bowdoin College, has been named vice president and chief investment officer at Rockefeller University.

Deans

APPOINTMENTS

Debra J. Barksdale, a professor of nursing and the associate dean of academic affairs at Virginia Commonwealth University, will become dean of the School of Nursing and a professor of family and community nursing at the University of North Carolina at Greensboro on July 19.

Wendy Burns-Ardolino, director of the professional master of arts in social innovation at Grand Valley State University, will become dean of the College of Humanities and Social Sciences at the University of Houston-Downtown on July 1.

Michael L. DeVaughn, a professor at the Opus College of Business at the University of St. Thomas, has been named dean of the Dr. Robert B. Pamplin Jr. School of Business at the University of Portland.

Caroline Freund, global director for trade, investment and competitiveness at the World Bank, will become dean of the School of Global Policy and Strategy at the University of California at San Diego on July 1.

Kamel Haddad, a professor of mathematics at California State University at San Marcos, has been named dean of the College of Natural and Health Sciences at the University of Northern Colorado.

Pamela R. Jeffries, professor and dean of the School of Nursing at George Washington University, will become dean of the School of Nursing at Vanderbilt University on July 1.

Angie Kamath, university dean of continuing education and work-force development at the City University of New York, will become dean of the School of Professional Studies at New York University on July 1.

Sandeep Mazumder, a professor and chair of the department of economics at Wake Forest University, will become dean of the Hankamer School of Business at Baylor University of July 1.

John F. McKnight Jr., dean of institutional equity and inclusion at Connecticut College, has been named dean of Haverford College.

Marie T. Nolan, a professor and executive vice dean of the School of Nursing at the Johns Hopkins University, has been named interim dean of the school. She will succeed Patricia Davidson, who was named vice chancellor of the University of Wollongong, in Australia.

Diane Ring, associate dean of faculty at the Boston College Law School, will become interim dean of the school on July 1. She will succeed Vincent Rougeau, who will leave to become president of the College of the Holy Cross.

Dana A. Williams, interim dean of the Graduate School at Howard University, has been named to the post permanently.

RESIGNATIONS

Sarah-Jane Leslie, dean of the Graduate School at Princeton University, plans to step down and return to the faculty in July.

E. Albert Reece, dean of the University of Maryland School of Medicine, plans to step down in 2022. He will remain as a professor and researcher.

Other administrators

APPOINTMENTS

Ret. Brig. Gen. Scott E. Brower, chief of staff for the Unified Command Group in Tennessee, will become director of the Bass Military Scholars Program at Vanderbilt University on May 17.



GARY KERR

Gary Kerr, a professor and chair of military science and leadership at the University of Missouri at Columbia, has been named senior director of military and veteran affairs.

Miranda McCall, interim director of the Karsh Office of Undergraduate Financial Support and assistant vice provost, has been named to the post permanently.

Amynah Mithani, a manager at Deloitte Consulting, has been named assistant vice provost and university registrar at the Johns Hopkins University.

Tricia Napolitano, associate dean of students at Alfred University, has been named associate dean of students for the Long Island and New York City campuses of the New York Institute of Technology.

Kelly Carper Polden, assistant director of external relations for the Texas Higher Education Coordinating Board, has been named assistant vice president for communication and marketing at West Texas A&M University.

Cassander L. Smith, an associate professor of English at the University of Alabama at Tuscaloosa, has been named associate dean of academic affairs in the Honors College.



THOMAS TORELLO

Thomas Torello, chief communications officer at Union College, in New York, has been named director of communications and marketing at Albany Law School.

Katherine Wickstrom, interim associate dean of the College of Education and Human Development at Louisiana State University at Shreveport, has been named to the post permanently.

DEATHS

George F. Bass, a professor and founder of the Institute of Nautical Archaeology at Texas A&M University at College Station, died on March 2. He was 88.

John M. Daly, dean of the Lewis Katz School of Medicine at Temple University, died on March 26. He was 73.

James B. Holderman, a former president at the University of South Carolina, died on April 3. He was 85. He served as president from 1977 until 1990.

Frances Degen Horowitz, a former president of the City University of New York's Graduate Center, died on March 15. She was 88.

Patrick O'Meara, vice president emeritus and professor emeritus at Indiana University at Bloomington, died on March 30. He was 83.

J. Peter Rosenfeld, a professor of psychology in the Weinberg College of Arts and Sciences at Northwestern University, died on February 15. He was 81.

- COMPILED BY JULIA PIPER

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