



THE CHRONICLE
OF HIGHER EDUCATION

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A bright yellow silhouette of a person sitting at a desk is centered on the cover. The silhouette is overlaid on a grayscale photograph of a classroom. In the background, several students are visible, some sitting at desks and writing. The yellow figure is positioned as if it is one of the students, but it is a solid, featureless shape. The text 'THE MISSING MEN' is printed in black, bold, sans-serif capital letters across the middle of the yellow silhouette.

THE MISSING MEN

The gender gap is growing.
Will colleges do anything about it?

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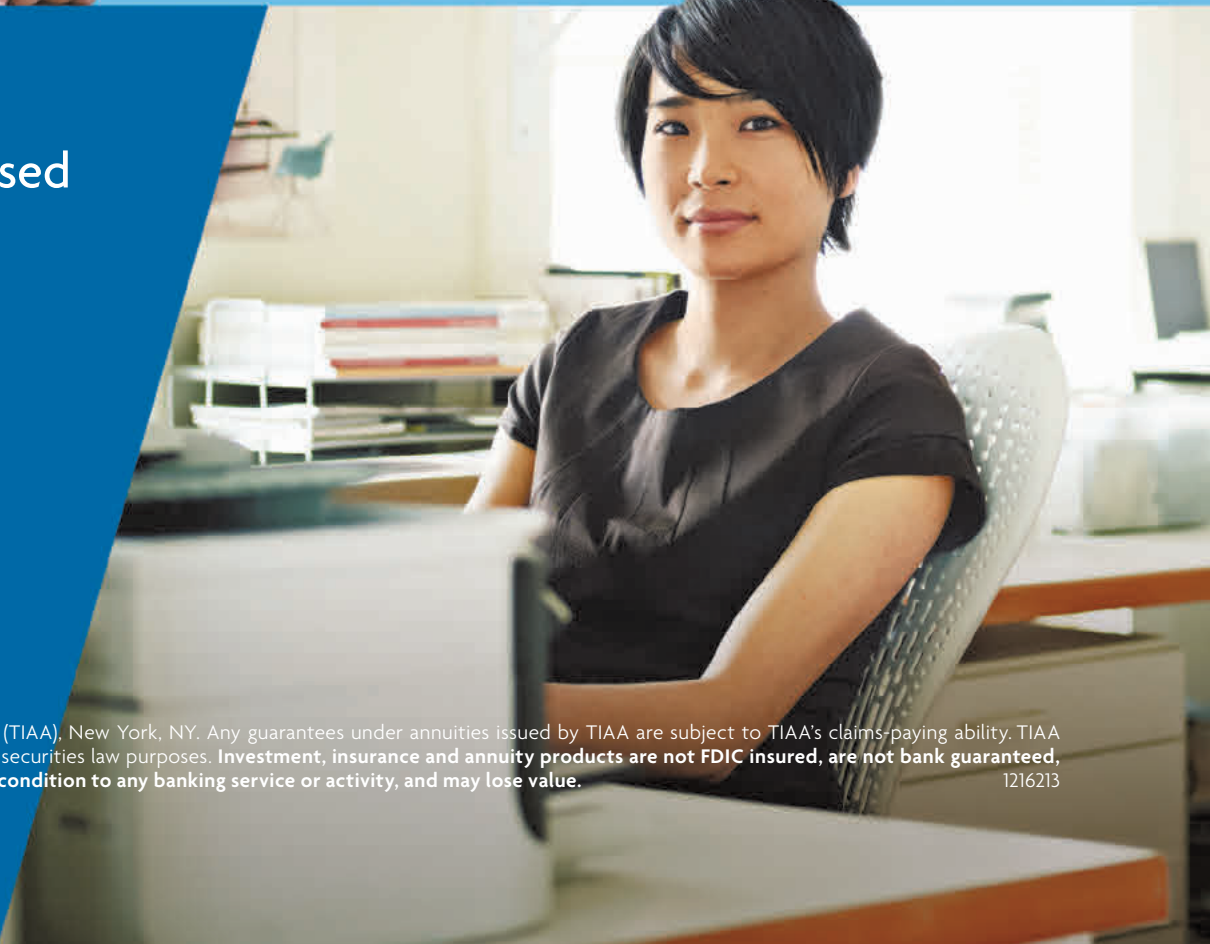
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THE CHRONICLE OF HIGHER EDUCATION

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Because of an error on Boise State University's website, an article about its president (*The Chronicle*, July 9) incorrectly described Alicia Estey as chief of staff and the university's chief legal officer. She is not the chief legal officer, but as chief of staff she oversees that position. The article also misstated Andrew S. Finstuen's faculty rank. He is a full professor of history, not an associate professor.

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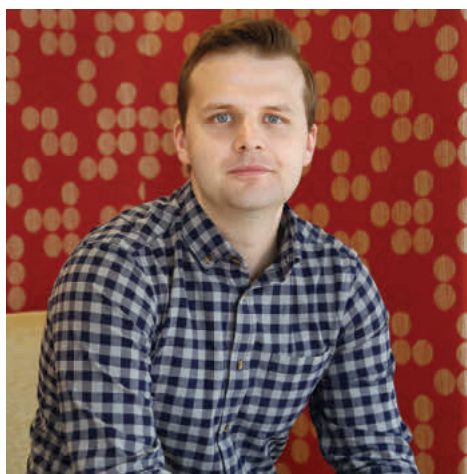
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What a Hiring Failure Tells Us

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL'S hiring of Nikole Hannah-Jones could have been a coup. Instead it was a protracted embarrassment. Now that the star journalist has ended the saga by declining UNC's belated offer of tenure for a similar position at Howard University, let the autopsy begin: What went wrong?

Observers may have quick answers. Politics. Donor influence. Institutional racism. But, as Jack Stripling reports inside this issue, the most critical error may have been made by administrators trying to play it safe.



CHRONICLE PHOTO

While much scrutiny settled on the role of the Chapel Hill governing board, it was administrators' initial decision, behind closed doors, not to formally submit Hannah-Jones's name for tenure that eventually doomed the effort. That choice rankled Hannah-Jones, even after the trustees, one of whom had effectively stalled the process by raising questions, eventually approved her bid. "When leadership had the opportunity to stand up," she wrote in a statement, "it did not." The chancellor, Kevin M. Guskiewicz, defended his handling of the case to *The Chronicle*, emphasizing the importance of diplomacy in a shared-governance model.

Public-college leaders operate amid a swirling morass of sometimes conflicting forces. As Brendan Cantwell, an associate professor of education at Michigan State University, argues elsewhere in this issue, bad-faith actors looking to score political points by taking on higher education are ascendant and cannot be ignored. It might be tempting for presidents to attempt to wash their hands of the culture wars in the name of neutrality, but such gestures may ignore the political realities of a hyperpolarized country. As the Chapel Hill case demonstrates, leaders who attempt to satisfy all constituencies may find themselves satisfying none.

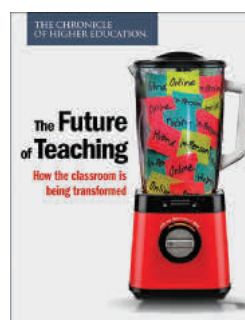
— ANDY THOMASON, SENIOR EDITOR

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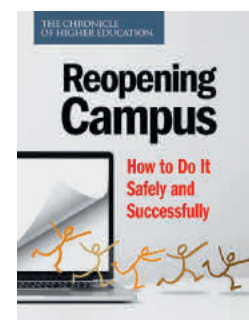
The nation's sparsely populated campuses got a reprieve from political tensions last year. As colleges reopen, they must be alert not just to heated partisan rhetoric but also to potential violence. **Learn strategies to manage political tensions, counter extremism, and make campuses safer.**



Planning for the next semester is a complex game of educated guesses and tentative outlines. **Explore this holistic examination of what post-pandemic teaching will look like,** what kinds of instruction institutions should keep, and how academic leaders can support faculty members and students.



Bringing students back to campus is a top priority for many colleges as Covid-19 vaccines become widely available. But planning for your campus reopening won't be easy. **Learn how to support the faculty during the transition, and how to communicate with students about the new college experience.**



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FIRST READS

Exiting Ithaca | Learning loss | Student loans | Freshman attrition

Exiting Ithaca

A President's Time to Go

SHIRLEY M. COLLADO, who became Ithaca College's president amid student protests over racism and led the private New York institution during a messy period of pandemic-era financial turmoil, announced this month she would resign.

Collado, one of the few Latina women to serve as a college president, will step aside at the end of August, but she plans to stay on through December as a "senior adviser" to the interim president and the Board of Trustees.

In January she will become president and chief executive officer of College Track, a nonprofit that aims to help underrepresented students get through college. Her four-year tenure at Ithaca is the shortest presidency in its 129-year history.

Higher-ed experts have speculated that the stress of leading through the pandemic would hasten the departures of college presidents. By the end of 2020, that exodus hadn't yet happened. Collado didn't cite the pandemic as the reason for her exit. But there's no question that she was under pressure in the past year — and before. As president, she had to deal with declining enrollment and layoffs as well as issues of race, gender, and sexual misconduct.

Collado told *The Chronicle* in an interview that she had planned to stay at Ithaca for sev-

eral more years, but that the opportunity to lead College Track — which aligns with her commitment to access, equity, and serving first-generation and low-income students — was too good to pass up. Leaving was her choice, not the college's, she said: "My board has been unwavering in their commitment to me."

Covid-19 aside, Collado said she knew at the outset of her presidency that the college's size and financial model, which relied almost entirely on tuition revenue, needed to be "recalibrated." The "demographic cliff" in the Northeast was looming, and Ithaca's faculty was too large for the smaller student body of the future.

Collado led the creation of a strategic plan that she said was devised collaboratively with students, faculty members, and staff members. Last fall, after the pandemic caused a grim 15-percent enrollment decline, Collado said the college had to speed up the process of making cuts.

In October, La Jerne Terry Cornish, the provost, announced at a virtual faculty meeting that nearly one-fourth of the college's 547 full-time faculty positions were on the chopping block.

Many professors and students questioned whether such drastic measures were really necessary. They wondered how Collado had even come up with her goal for the future size of Ithaca College: 5,000 students, down from 6,700 students in 2015. Some on campus felt that Collado and other senior administrators had never fully explained their decisions.

"Through shared governance, we could have figured out a creative way to keep everyone on the ship as we

navigated these treacherous waters," said Sandra Steingraber, who left Ithaca in May after 18 years as a scholar in residence.

In faculty meetings over the past year, Steingraber said, some professors predicted that Collado would make the cuts and then leave right away. It's a common phenomenon in the corporate world, Steingraber said: "Someone is hired to oversee the bloodbath, and then they get to jump ship. Meanwhile, people's lives are wrecked in the wake of it all."

Collado said she and other leaders had been transparent and had taken into consideration varied perspectives across the institution. She said she wouldn't have done anything differently. "There are a lot of realities in our sector that are difficult to grapple with, but you have to name them and talk about them openly," she said.

When Collado arrived at Ithaca, in 2017, the college was reeling from protests by students of color who said they had felt unwelcome at the predominantly white institution. The arrival of Collado, a vocal supporter of marginalized students and advocate of combating inequity, seemed to many on campus like a major step forward.

As president, Collado said she had put racial equity at the center of decision making. She aimed to make the college a national model for diversity and inclusion. In 2018 she tapped Cornish, a longtime Goucher College professor and administrator and a Black woman, to serve as provost. It's rare to have two women of color leading a college.

As anger over faculty cuts swelled last academic year, Collado and Cornish said they believed that some of the criticism of their leadership had racialized and gendered undertones.

Asked whether she felt her departure was an example of the "glass cliff" — the phenomenon, described by researchers, in which women and people of color are tapped to lead through crises, when there's a high chance of failure — Collado said that the glass cliff was "very real" in general but "not unique to Ithaca."

— SARAH BROWN

CONNOR LANGE



Learning loss

Achievement Gaps Become Chasms

WHEN OFFICIALS at Georgia State University dug into their data from this spring, what they found was alarming: After a year of remote instruction and pandemic-induced stress, first-year students earned more D's and F's in foundational courses, and their drops and withdrawals were up 30 percent to 40 percent.

These early indicators of learning loss are worrisome for college officials across the country, as they plan for the fall. Perhaps more concerning still is uncertainty about how much ground has been lost by entering first-year students. SATs and ACTs, placement tests, and reliable grades — the markers colleges have counted on to place students and plan classes — were largely shelved or skewed last year.

"Many institutions will be flying blind," said Timothy M. Renick, executive director of the new National Institute for Student Success at Georgia State.

Forget summer slide — the well-documented skills slippage students experience over summer break. This year, some fear, it might seem more like a Covid crash.

Among those who have fallen the furthest behind, experts say, were students who lacked reliable technology and quiet places to study, had to work and take care of siblings, and worried more than others about losing their loved ones to the pandemic. They're disproportionately low-income and minority. Achievement gaps were widening even before the pandemic. Now, those gaps could become chasms.

This fall is likely to reignite longstanding debates over how to best serve the hundreds of thousands of students who arrive at colleges' doorsteps academically unprepared.

At Georgia State, where officials saw clear signs that first-year students were struggling, summer "bridge" programs and catch-up classes are expanding. Meanwhile, other campuses have had trouble filling their seats.

The University of Texas

at El Paso's summer bridge program, held mostly online, typically has 130 students. This year, it was down by about half. Denise Lujan, director of the entering-student experience, blamed Zoom fatigue among students who've spent more than a year holed up at home staring at computer screens. "We've done everything but go to their houses and knock on their doors," said Lujan, who is also president of the National Organization for Student Success, an umbrella group for developmental-education professionals. "They're just done."

One student who did sign up, Alexandra Estrada, welcomed the chance to get back on track. She said she never expected to spend her freshman year at UTEP studying from home in Juarez, Mexico. When her younger brothers yelled or played loud music, she sometimes escaped to her grandmother's home in El Paso to study — closer to campus, but still a long way from the freshman experience she'd dreamed of.

"I've never really been to college," said the 20-year-old rising sophomore who's nervous about how she'll fare in her core courses. "I feel like a freshman."

The summer between first and second year is widely considered to be a "black hole" for first-generation students, said Aaron S. Campbell, a lecturer with UTEP's entering-student experience program. Grades may have slumped as they adjusted to campus life, and doubts crept in about whether they fit in or could afford to con-

tinue. The pandemic made those challenges exponentially worse.

"We went home for two weeks to flatten the curve," Campbell said, "and it turned out to be a year and a half."

Colleges will be trying a number of different approaches this fall to fill in the gaps in learning.

California State University at Sacramento will use federal relief money to double the number of one-credit supplemental courses led by upper-division students. Other institutions, including Georgia State, will encourage instructors to test students at the start of the semester to assess their level of preparation. Georgia State will also be watching grades closely so tutors and advisers can jump in early at signs of trouble. Predictive analytics can help identify students who risk failing a prerequisite course or who signed up for a course that could veer them off track.

Susan Bickerstaff, a senior research associate with the Community College Research Center at Columbia University's Teachers College, said all the talk of learning loss can be discouraging to students who should be given credit for getting through the past year.

When thinking ahead to the fall, she said, "Our minds naturally go to what have our students lost? But it serves us well to think about all the strengths students have brought to surviving."

— KATHERINE MANGAN



ISTOCK

Student loans

A Servicer Bows Out

ONE OF THE HANDFUL of organizations with a contract to service federal student loans announced this month that it would not renew that agreement at the end of the year. For some politicians, the announcement from the Pennsylvania Higher Education Assistance Agency, known as Pheaa, is good news for student borrowers who, they say, have been misled and mistreated by the company.

“Millions of loan borrowers can breathe a sigh of relief today knowing that their loans will no longer be managed by Pheaa, an organization that has robbed untold numbers of public servants of debt relief and was recently caught lying to Congress about its atrocious record of fines and penalties,” Sen. Elizabeth A. Warren, Democrat of Massachusetts, said in a news release following the announcement.

But the change also complicates the White House’s plan to resume student-loan payments in October and adds another big wrinkle to the numerous problems facing the Public Service Loan Forgiveness program. Pheaa is the only servicer now handling the program.

“No doubt critics will see Pheaa bowing out as a positive development,” Justin S. Draeger, president and chief executive of the National Association of Student Financial Aid Administrators, said in an email. “But with one major servicer exiting, and still no comprehensive plan” from the Education Department “on how they’ll be transitioning millions of borrowers into repayment, let alone a publicly available comprehensive strategy on loan servicing, the task before the Department grows more daunting every day.”

The Pennsylvania legislature created Pheaa in the 1960s to manage the state’s financial-aid programs. In 2009 the agency signed a contract with the U.S. Department of Education to service federal student loans, which includes collecting payments and managing the accounts of borrowers who are behind in their payments or in default.

It now handles more than eight million borrowers’ accounts worth about \$350 billion. But the complexity and cost of managing those programs has become too great,

Pheaa told the department.

The agency has also faced a barrage of criticism from consumer advocates and from both Democrats and Republicans in Congress, and threats of legal action from state attorneys general, particularly over its handling of the Public Service Loan Forgiveness program. That program, created by Congress in 2007, offers to wipe out the remaining federal student-loan debt of some employees of the government or certain nonprofits after they have made 120 payments.

Since 2014, the National Association of Student Financial Aid Administrators has produced several reports detailing the

longstanding challenges of the program, many of them related to a lack of transparency and communication from Pheaa.

In June, the Consumer Financial Protection Bureau released a report alleging widespread misinformation to borrowers from all student-loan servicers.

In a news release, Seth Frotman, executive director of the Student Borrower Protection Center, said the findings “confirm that the student loan industry has been engaged in a widespread, illegal scheme to cheat public servants out of the loan forgiveness earned through their service to our country and in our communities.” Frotman is also a former assistant director of the Consumer Financial Protection Bureau.

Later in June, Senators Warren and John Kennedy, Republican of Louisiana, called for Pheaa’s chief executive to explain “what appear to be false and misleading” statements he made at a Senate subcommittee hearing in April. “It appears that you failed to provide accurate information about your company, undermining our Subcommittee’s fact-finding role, and potentially misleading committee members and the public. And your testimony, if it was ‘knowingly and willfully’ false, subjects you to fines and criminal charges,” the senators wrote to the agency’s leader.

The question for Education Department officials and President Biden is now whether they can continue to plan for those with federal student loans to begin repayment in October.

In a prepared statement, the Education Department said it would work with Pheaa “to develop and implement a wind-down plan focused on ensuring borrowers transition smoothly to a different loan servicer.”

Mike Pierce, policy director and managing counsel at the Student Borrower Protection Center, said that if the White House does not extend the pause on repayments, President Biden and Education Secretary Miguel Cardona could be blamed for the problems that have until now have been attributed to loan servicers and the poorly designed loan-forgiveness program.

“It’s clear the White House needed to extend the payment pause a month ago,” he said. “It should extend it for the foreseeable future until there is a plan to deal with this massive disruption.” — ERIC KELDERMAN

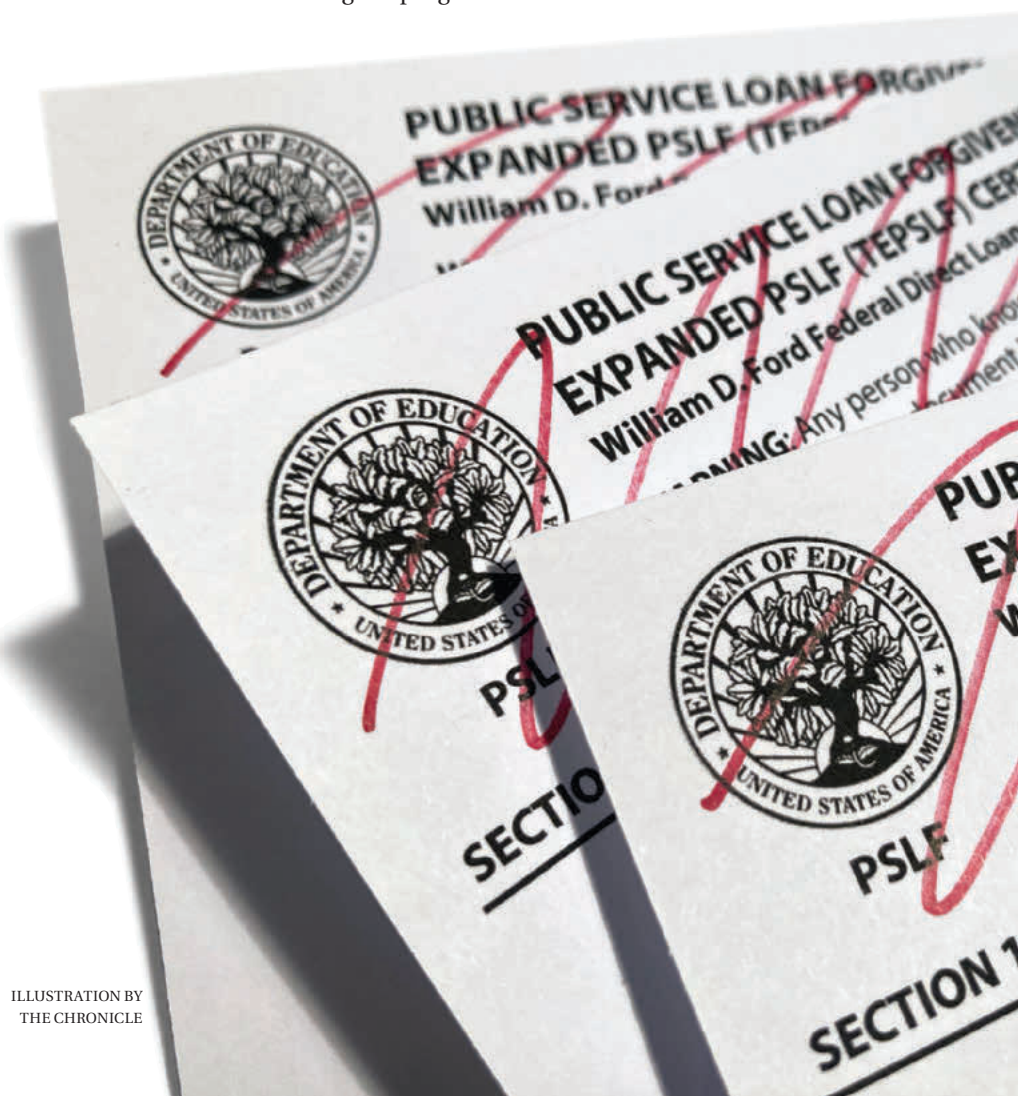


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Growing Pandemic Fallout

THE EFFECTS of the pandemic on college attendance just keep piling up. New data from the National Student Clearinghouse Research Center show unprecedented one-year declines in persistence and retention rates for first-time students.

The persistence rate — or the share of students who entered as freshmen in one year and returned to any college the following fall — declined by two percentage points in 2020. Of the 2.6 million students who were freshmen in the fall of 2019, 26 percent of them did not return to college in the fall of 2020 for their second year. It was the largest decline in persistence since the 2009 cohort, when the research center first began reporting the measure.

The retention rate — or the share of freshmen who returned for their second

year to the same institution where they started — fell to 66.2 percent from 67 percent from the previous cohort, according to the research center.

“We can now add increased attrition of 2019 freshmen to the severe impacts of the pandemic,” Doug Shapiro, executive director of the National Student Clearinghouse Research Center, said in a news release.

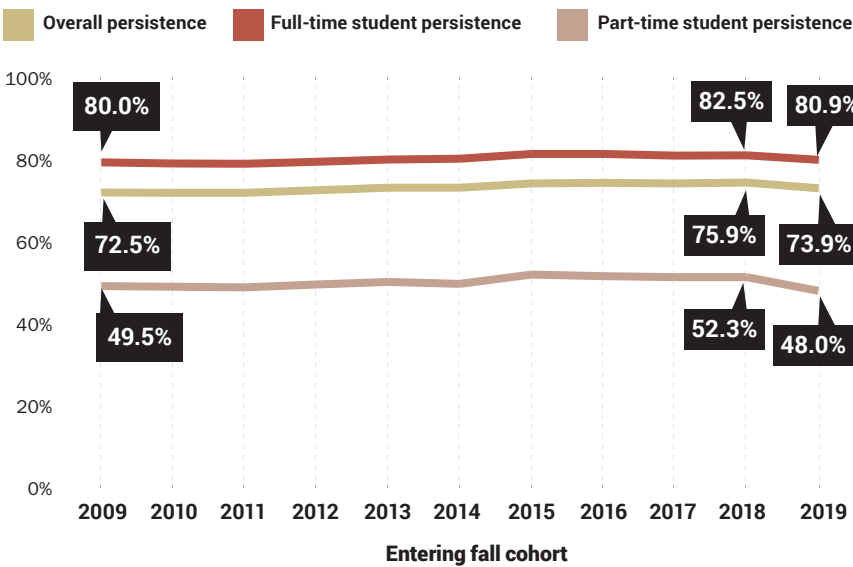
“These losses erase recent improvements that colleges have made in keeping learners on track early. They will ripple through higher education for years.”

The pandemic’s impact on what the research center calls an “important early student-success indicator” varies by institution type, race and ethnicity, and major. Here’s a closer look at some of the center’s findings:

— AUDREY WILLIAMS JUNE

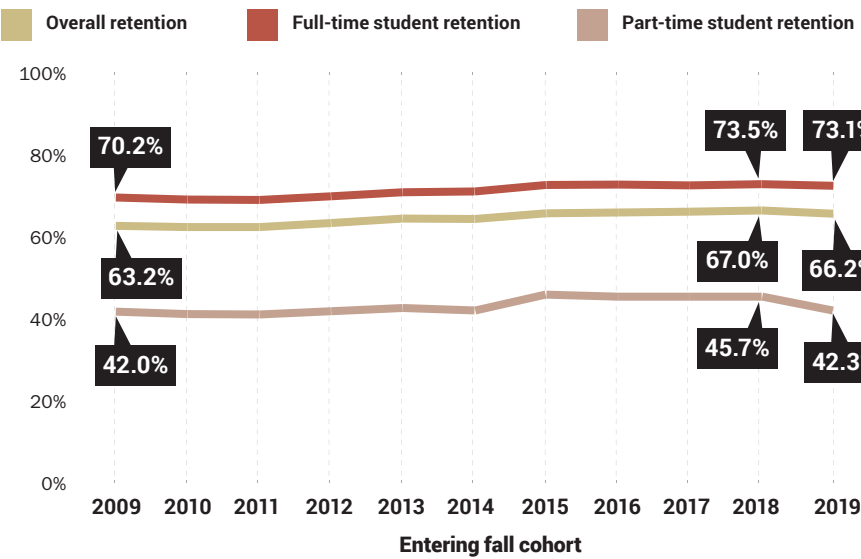
A Streak of Stability Is Broken

The overall persistence rate for first-year students at all institutions was stable for four years before the unprecedented two-percentage-point decline for freshmen who started college in 2019.



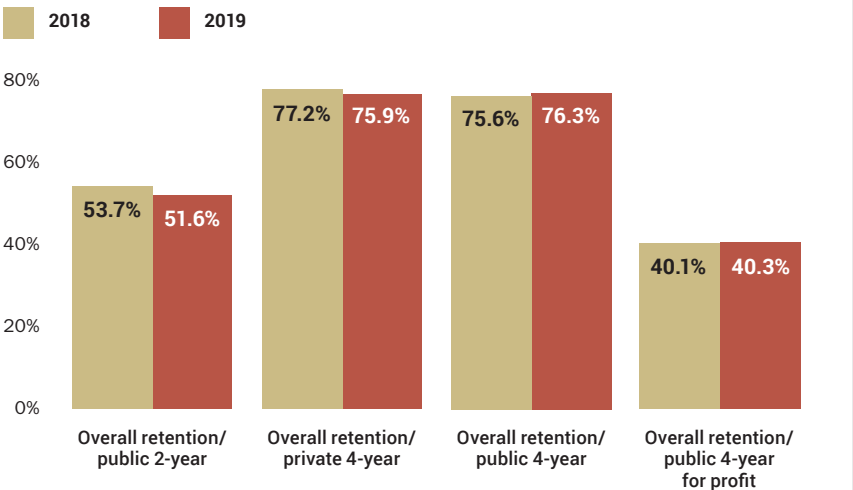
Part-Time-Student Retention Woes

Freshmen who were enrolled part time in the fall of 2019 had a fall-2020 retention rate that dropped to 42 percent for the group at all institutions — a 3.4-percentage-point decline from the previous cohort.



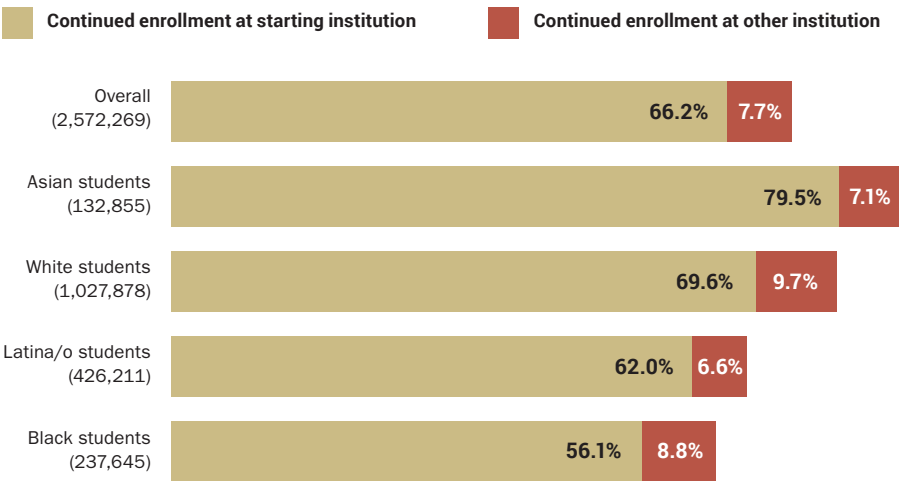
Community Colleges Fared the Worst

Retention rates for students who entered the fall before the pandemic dropped the most at two-year public colleges, down 2.1 percentage points to 51.6 percent. But at public and for-profit four-year institutions, retention rates went up.



Wide Gaps in Persistence

In general, most students who persisted returned in 2020 to the institutions where they had started in 2019. White and Black students were the most likely to transfer to another institution.



Source: National Student Clearinghouse Research Center



THE MISSING MEN

The gender gap is growing.
Will colleges do anything about it?

GEORGE WILSON knew remote learning was not for him. So when his classes went online because of the coronavirus pandemic, Wilson, a then-45-year-old furnace operator in Ohio, did what thousands of men nationwide did last year — he stopped out.

On campus, “I’m a machine,” said Wilson, who is pursuing an associate degree at Lakeland Community College, in Kirtland, Ohio. “I don’t have that same drive at home.”

Wilson is part of an exodus of men away from college that has been taking place for decades, but that accelerated during the pandemic. And it has enormous implications, for colleges and for society at large.

Last fall, male undergraduate enrollment fell by nearly 7 percent, nearly three times as much as female enrollment, according to the National Student Clearinghouse. The de-

cline was the steepest — and the gender gap the largest — among students of color attending community colleges. Black and Hispanic male enrollment at public two-year colleges plummeted by 19.2 and 16.6 percent, respectively, about 10 percentage points more than the drops in Black and Hispanic female enrollment. Drops in enrollment of Asian men were smaller, but still about eight times as great as declines in Asian women.

Men as a whole aren’t usually the group that comes to mind as needing a leg up. But for colleges, declining male enrollment means less revenue and less viewpoint diversity in the classroom. For the economy, it means fewer workers to fill an increasing number of jobs that require at least some college education, and a future in which the work force is split even more along gender lines.

BY KELLY FIELD

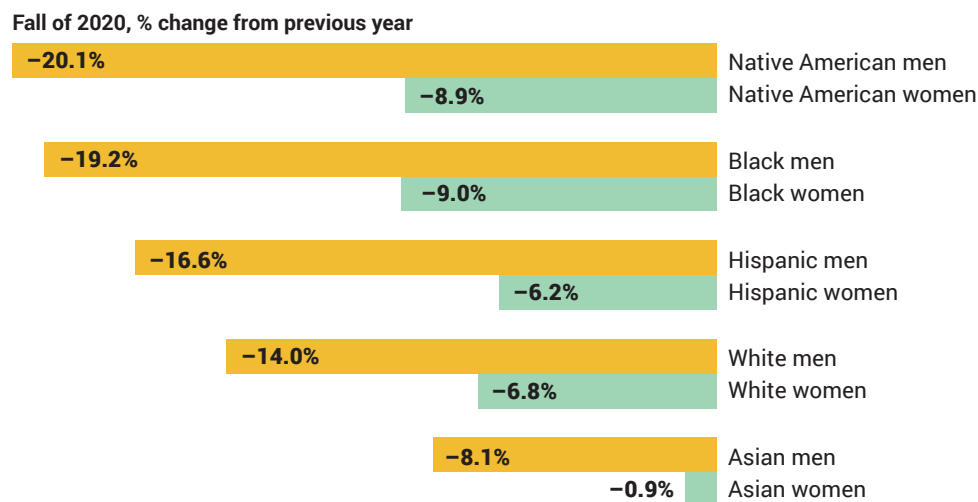
In the late 1970s, men and women attended college in almost equal numbers. Today, women account for 57 percent of enrollment and an even greater share of degrees, especially at the level of master's and above. The explanations for this growing gender imbalance vary from the academic to the social to the economic. Girls, on average, do better in primary and secondary school. Boys are less likely to seek help when they struggle. And they face more pressure to join the work force.

In an effort to turn things around, colleges are adding sports teams and majors in fields that tend to attract more men than women, such as criminal justice and information science. They are creating mentoring and advising programs for men, particularly those who are Black and Hispanic. And at least one is hiring a director of Black and males of color's success.

But programs and positions catering to men remain relatively rare, said Adrian H. Huerta, an assistant professor of education at the University of Southern California who studies programs for men of color.

The Community-College Exodus

Undergraduate-male attendance fell the most at community colleges, where male enrollment declined more in every racial and ethnic group than female enrollment did.



Source: National Student Clearinghouse Research Center

Those that do exist tend to be untested and underfunded — “a person who is dedicating 25 percent of their time and asked to produce miracles with no money,” he said.

James Shelley, who founded one of the nation's first men's resource centers at Lakeland Community College, in 1996 — “the prehistoric period,” he calls it — said many college leaders still view men as a privileged class.

“One thing I often hear is that men still have most of the power, they still make more on the dollar than women, so why create a special program for them?” he said. “It's not an easy sell.”

YOUNG WOMEN have outpaced young men in college enrollment since the late 1980s, but the gap in favor of Black and Hispanic women goes back even further.

In 1972, when white women between the ages of 18 and 24 trailed their male counterparts by 10 percentage points in college enrollment, Black and Hispanic women were only five and three percentage points behind their male counterparts, respectively.

By 1980, Black and Hispanic women had caught up and surpassed their male peers. White women wouldn't overtake men for another decade.

Thomas A. DiPrete, a professor of sociology at Columbia University and co-author of *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools*, attributes this disparity to a history of labor-market discrimination.

Up until the 1960s, many of the jobs that required a college degree were essentially closed to white women and people of color, in general. Women of all races still went to college to become nurses and teachers, but “Black men didn't have the same incentives to get college degrees that white men had,” DiPrete said.

This pattern persisted even as the labor market began to open up more opportunities for women, prompting more women of all races to enroll. In 2018, the female-male gap in enrollment among 18- to 24-year-olds stood at eight percentage points for Black and Hispanic students, and six percentage points for white students. Over all, nearly three million fewer men than women enrolled in college that year.

Some of this difference may be due to the belief among some young men that college “isn't worth it” — that they're better off going into the work force and avoiding the debt.

“In a lot of communities of color, there's this mind-set that the man should work, the man should provide,” said Michael Rodriguez, director of the Men's Resource Center at Kingsborough Community College, in Brooklyn, which is part of the City University of New York. “They think, ‘If I sit around and go to school, I may not be looked at as a functioning provider in my home.’”

Though the decision to work after high school may make short-term economic sense, it deprives these men of thousands in lifetime earnings, and deprives colleges of the perspectives they would bring to the classroom — both as students and as future professors, Rodriguez said. “For colleges to really thrive, all voices need to be heard,” he said. “A gender gap creates unhealthy institutions.”

Until relatively recently, men who skipped college could count on a family-sustaining wage in a male-dominated, blue-collar field like manufacturing. But those types of jobs have become scarcer, while the earnings gap between men with high-school diplomas and college degrees has grown wider. Today, men with bachelor's degrees make roughly \$900,000 more in median lifetime earnings than high-school graduates who lack higher degrees, according to the Social Security Administration.

Though well-paying jobs are still available for men without a four-year degree — jobs in the skilled trades, and advanced manufacturing, for example — most require at least a certificate or associate degree.

“I don't know if there has been a full coming to grips with the way the economy has changed,” said DiPrete. “We're still close enough to this world that, in some senses, has gone past, a world where a man could support his family without a college degree, working in a factory.”

But labor-market factors alone can't fully explain the growing gulf in college completion between men and women. Academic preparation and gender norms play a role, too.

The differences between boys and girls emerge as early as elementary school, where boys lag in literacy skills and are overrepresented in special education. Boys are also more likely than girls to be punished for misbehaving — an experience that can sour them on school.

The disparities in discipline are the most pronounced among Black boys, who made up 15 percent of public-school students in the 2015-16 school year, but accounted for 31 percent of law-enforcement referrals and arrests.

Boys are also less likely than girls to seek or accept help for their academic and emotional struggles, having been socialized to be self-reliant. By the time they're in middle school, some boys have

disengaged from school entirely. Even if they manage to graduate from high school, these boys lack the skill — or the will — to succeed in college.

Meanwhile, parents and schools “are pointing fingers at one another,” trying to place the blame for the gender divide, Huerta said. “Is it the institution’s fault, or the family’s fault?” he asked.

AT LAKELAND, the decision to create a stand-alone center for men back in the mid-90s stemmed from the success of the college’s women’s resource center, Shelley recalled. “It was thought that if we have a program that’s such a benefit to women, wouldn’t it make sense to have a similar program for men” who had fallen behind their female peers, he said. The premise was that “men have problems, too.”

But when Shelley began calling around to see what other colleges were doing to support men, he came away empty-handed. “Most of the people I talked to expressed the sentiment that men *are* the problem,” he said.

Twenty-five years later, Shelley sees this structural “anti-male-ness” embedded in school-discipline policies that disproportionately net boys, and in sexual-assault prevention programs that sometimes treat incoming students as threats. “I had one young man tell me, ‘I was welcomed to college by being told that I’m a potential rapist,’” he said.

Today, the Men’s Resource Center at Lakeland Community College helps men work through a variety of challenges that can derail their college plans — from missing financial-aid paperwork to a broken-down car. If a student clashes with a professor, Shelley and a program coordinator play ombudsman, helping to resolve the conflict. If he’s hungry or homeless, they’ll offer an emergency grant, or connect him to services in the community.

Roughly half the men the center serves are referred by faculty members or by student-services and financial-aid staff. The other half are part of success programs for Black men and men over the age of 25.

There’s no official tally of the number of programs for men on campuses today, but Huerta estimates that there are fewer than 100 programs specifically for men of color. Their most common feature is mentoring, he said.

At Kingsborough Community College, which is part of the CUNY Black Male Initiative, new male students are matched with high-achieving upperclassmen, who are paid for their work.

“It’s an important part of the growth young men need, to be paired with somebody who understands them, who they can relate to,” Rodriguez said.

The MetroWest College Planning Collaborative, a joint college-access project founded by Framingham State University and Massachusetts Bay Community College, matches high-school students with college students who share their language, culture, or background.

“There’s a lot of focus on students having the right information” about college, said Colleen Coffey, the collaborative’s executive director. “Our focus is on having the right connection.”

Another feature of many programs are conversations around gender and identity, often with the goal of challenging conventional ideas about manhood, Huerta said.

Berea College’s Black Male Leadership Initiative holds biweekly meetings in which discussions about “toxic” masculinity and dysfunctional relationships take place alongside debates about policing and politics.

“There’s nothing we don’t talk about,” said Keith Bullock, the program’s coordinator.

In the 100 Males to College program in Springfield, Mass., professional men of color lead workshops on “healthy masculinity,” and mentors model it.

“We’re trying to shatter stereotypes around what a man is and what a man should be,” said Yolanda Johnson, executive officer for student services in the Springfield Public Schools. “Traditional masculinity — commonly viewed as males being tough, not asking for

“We are losing a generation of men to Covid. We need to be really creative about how we get them back in the pipeline.”

help, and not crying or showing emotions — impacts people of all genders,” she added, in an email.

But Shelley, of Lakeland Community College’s resource center, is generally skeptical of efforts to “reprogram” males, believing it better to “channel” their deeply ingrained identities than to attempt to change them. Asking students to share their deepest feelings might work in a women’s group, “but if I ask men that, no will say anything.”

“But if I ask, ‘What are your challenges? What do you need to surmount to become successful?’ then it becomes more about problem-solving,” and less about problem-confessing, he said.

It’s unclear which approach — changing or channeling male mind-sets — works best. Though programs for men of color have multiplied over the past decade, there still isn’t much research comparing different strategies, said Huerta, who recently conducted a literature review of 70 articles on the experiences of men of color in higher ed. The studies that do exist tend to focus on four-year institutions, not community colleges.

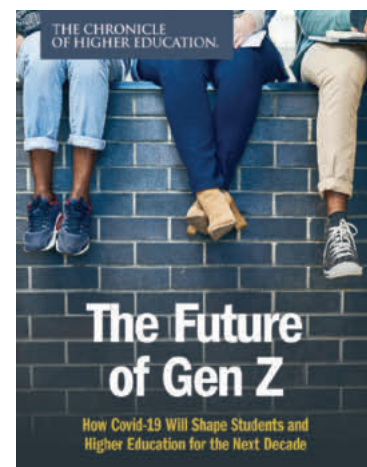
Huerta’s own research into programs for men of color — including, most recently, 175 interviews with students, faculty, and staff from five campuses of a public state-university system — has led him to conclude that most are “Band-Aids to larger problems.”

“They don’t solve institutional problems,” such as a chilly campus climate for students of color, he said.

F MEN faced barriers to enrolling and staying in college before Covid-19, the pandemic — and a recent spate of police violence against Black Americans — has only amplified them. Students who were already struggling in high school fell further behind, unwilling or unable to engage in online learning. Boys of color who were already unsure they belonged in higher ed felt their sense of alienation and insecurity deepen.

At the same time, many men felt a heightened pressure to work, after family members lost jobs during the recession.

“It’s almost like barrier overload,” said S. Sean Madison, president of the Trinity River Campus of Tarrant County College, in Texas, which lost a number of men during the pandemic. “They were



FROM THE CHRONICLE STORE

The pandemic has had a deep psychological effect among Gen Zers on the path to college. Learn how Covid-19 is likely to shape the preferences of college students in the decade ahead and how institutions will need to respond to the expectations and needs of this generation. Get this and other products at [Chronicle.com/browse](https://www.chronicle.com/browse).

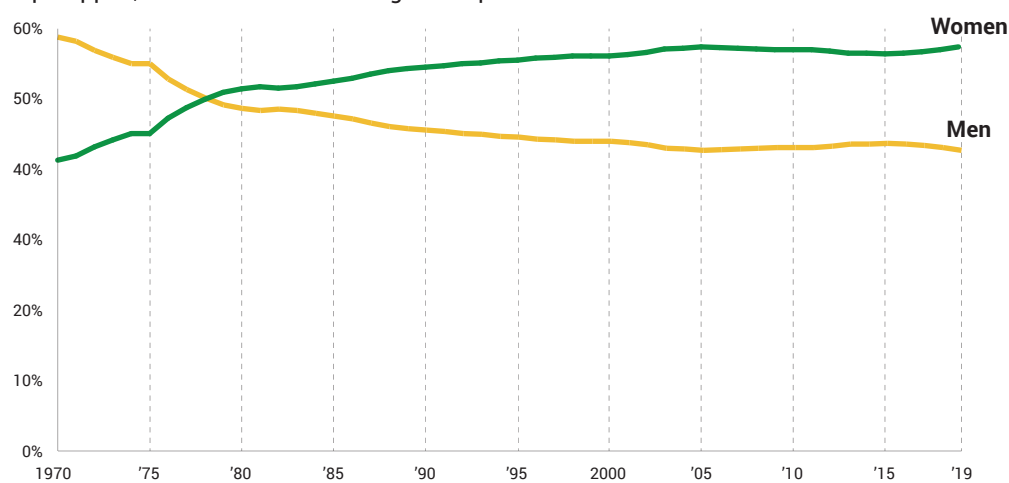
already trying to meet the needs of their family, and play catch-up, and now the barriers are compounded.”

Luis Ponjuan, an associate professor of higher education at Texas A&M University, said Covid, coupled with a spike in racist attacks, created a “perfect storm” for men of color.

“Not only do I feel like I feel like I don’t belong here, but now I’m dealing with a level of racism where I don’t even feel safe,” he said,

Trading Places

In 1970 men accounted for 59 percent of college students. By 2019, that had essentially flip-flopped, with women accounting for 57 percent of enrollment.



Note: Data represent the 50 states and the District of Columbia. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions that participate in Title IV federal financial aid programs.

Source: U.S. Department of Education

imagining how a student might think. “Then throw on top Covid, and I now need to make enough money to support my family.”

Ponjuan said he understands the cost-benefit calculation men are making when they decide that “college is not worth my time.”

A tenured professor who has been invited to the White House and testified before Congress, he used to feel respected and safe in his community. But the death of Ahmaud Arbery, who was shot while

“For colleges to really thrive, all voices need to be heard. A gender gap creates unhealthy institutions.”

jogging in his Georgia hometown in the middle of the day, robbed him of that “false sense of security,” he said, making him nervous to walk or run outside his own neighborhood.

“For the first time in my life, I realized that I am in a community that sees me as a man of color,” he said. “No one is immune” from racialized violence “by status or financial privilege.”

That realization “radically changed my perspective on my research,” said Ponjuan, a Cuban immigrant who describes himself as Afro Latino. “I’m no longer doing research, I’m doing me-search.”

Meanwhile, the decline in male enrollment shows no signs of abating. This spring, 400,000 fewer males enrolled in college than in the spring of 2020, a drop nearly double that for females (203,000), data from the National Student Clearinghouse Research Center show.

Once again, the biggest losses and the widest gender gaps were at public community colleges, where male enrollment fell by 14.4, and female enrollment by 6 percent.

Some of that difference is probably attributable to the fact that hands-on fields favored by men were harder to transition to an on-line environment, said Douglas Shapiro, vice president for research and executive director of the Clearinghouse research center. During the pandemic, enrollment in male-dominated programs like construction, precision production, and firefighting declined two to three times as much as enrollment in nursing and education — fields dominated by women.

“We are losing a generation of men to Covid,” said Huerta. “We need to be really creative about how we get them back in the pipeline.”

That starts with convincing men that college is, indeed, “worth it,” said Rodriguez, particularly when the payoff isn’t immediately obvious.

“When you break down what they want, they really want a job,” he said. “Colleges have to tell a better story of what you can do with an English degree.”

Shelley would like to see colleges create more short-term programs, too, to get men into the work force more quickly. He said that when he tells prospective students a program will take two years, plus prerequisites, they often tell him “forget it.”

Colleges also need to make it less embarrassing for men to seek help for their academic struggles, said Ponjuan, who suggests embedding tutors in classes, so students don’t have to seek them out.

Money matters, too. Colleges could put a portion of their federal relief funds toward getting male dropouts to re-enroll, through emergency grants or debt relief, Huerta suggested.

At Compton College, in California, federal relief dollars will pay the first two years of salary and benefits for a new director of Black and males of color’s success.

“Your budgets are your values,” said Keith Curry, Compton’s president. “If you want men of color to be successful, you put your money there.”

But it will take more than a one-time infusion of federal funds to close gender and racial gaps in college completion, said Edward C. Bush, president of Cosumnes River College, and vice president for the African American Male Education Network & Development (A²mend), a coalition of California community-college faculty and administrators that is seeking to transform its institutions by removing structural barriers to success for men of color.

“The big issue is how our systems are funded,” Bush said. In California and many other states, the regional and community colleges that serve disproportionate numbers of low-income students receive less per-pupil funding than the more selective flagships. If we hope to achieve gender and racial parity in enrollment, “we need to have a redistribution of resources,” he said. “We have a separate and unequal system, and that needs to be corrected.”

Back in Ohio, George Wilson said he plans to return to Lakeland in the fall, when all his classes are back in person. With his younger daughter now off at college, it’s something he finally has time to do.

But Wilson is sticking to a resolution he made when he enrolled in 2018: he won’t let his wife, who has a master’s degree, help him with homework.

“She’s a great teacher, but all this I’m doing, I’m doing myself,” he said. ■

Kelly Field joined The Chronicle of Higher Education in 2004 and covered federal higher-education policy. She continues to write for The Chronicle on a freelance basis.

Speeding the Path to Discovery



UNIVERSITY OF OREGON RECEIVES SECOND \$500 MILLION GIFT FOR THE PHIL AND PENNY KNIGHT CAMPUS FOR ACCELERATING SCIENTIFIC IMPACT

The University of Oregon has received a second \$500 million gift from Penny and Phil Knight, launching the next phase of its state-of-the-art research campus bearing their names.

With the gift, the University of Oregon's Phil and Penny Knight Campus for Accelerating Scientific Impact will further expand its strengths in bioengineering and applied scientific research and training, creating new opportunities for additional students, adding faculty positions and funding a second building.

Launched in 2016 with the first \$500 million gift from the Knights, the campus embodies a new paradigm for scientific inquiry that accelerates the cycle of translating scientific discoveries into solutions that create societal impact. The Knight Campus stands as a prime example of how private philanthropy is redefining the university for generations to come.

"Thanks to the inspiration of our donors, led by the magnificent and record-breaking gifts of Penny and Phil Knight, and the passion of our faculty to make the world a better place, the Knight Campus has forever transformed the University of Oregon and the state of Oregon. The work that will take place at the Knight Campus will improve people's lives directly through innovative treatments and devices, and indirectly through company formation, jobs and economic development," said Michael H. Schill, University of Oregon president and professor of law.

"This second \$500 million gift accelerates our drive to greater heights of excellence, forging partnerships with other great universities, and creating incredible opportunities for students," Schill said. "It further secures our position as a global university, a destination for discovery, a hub of innovation and a place of progress and answers. At the same time, equity is built into our graduate programs and who we will hire. Words cannot adequately express our gratitude for the Knights' faith in the University of Oregon, so we will need to demonstrate our thanks through the pace and passion of our work."

The new gift is an overwhelming vote of

confidence in what the Knight Campus has already been able to achieve in less than five years, according to Robert E. Guldberg, vice president and Robert and Leona DeArmond executive director of the Knight Campus.

"The combination of engineering, science, business and medicine is where the magic happens, and that's what we are already witnessing at the Knight Campus. This gift allows us to achieve our larger vision in a very compressed timeline. What would take other institutions decades to achieve is happening here in just a matter of years," said Guldberg. "Our goal is to dramatically shorten the timeline between discovery and societal impact through world-class research, training and entrepreneurship in a nimble scientific enterprise. The vision of a campus focused on science that impacts society is resonating with so many people. We are incredibly grateful to the Knights for their unbelievable support to continue the momentum towards that vision."

The first phase of the Knight Campus is already attracting top scientists, physicians, and engineers who are leading innovations and creating important public-private partnerships. First-of-their-kind technologies created by Knight Campus faculty have established high-resolution 3D-printing methods with the potential to make advanced medical implants. These versatile materials have potential applications throughout the body, such as artificial blood vessels and dental implants, bone and tendon repairs, and nerve regeneration. Other recent innovations include sensors that allow doctors to monitor the progress of bone regeneration in trauma patients, new methods of designing proteins to treat disease and synthesizing genes to fight disease, as well as new strategies to deliver proteins to repair damaged tissues.

"At the heart of the Knight Campus are the innovation-minded students and faculty we are recruiting as well as cross-disciplinary partnerships, which are essential to solving society's most challenging problems and build on the longstanding culture of collaboration at the University of Oregon. The future of scientific innovation in Oregon is extremely bright," said Guldberg.

PHASE TWO OF THE KNIGHT CAMPUS: A NEW BUILDING, FACULTY AND PROGRAMMING

The \$500 million gift enables the Knight Campus to shift into phase two of its planning process, which includes a second building for research and innovation. The current plan is for a 175,000-square-foot, multi-story bioengineering and applied science research building to support expanded research programs and facilities. The second building is slated to be built north of the first Knight Campus building, on two acres along Riverfront Research Parkway. It will create new core research facilities and flexible lab spaces that support bioengineering and applied science research. Portland-based ZGF Architects has been selected for programming and concept design services.

In addition to funding design and construction, the gift will support faculty, academic and innovation programming, as well as support operations through an endowment. The next phase calls for 14 to 16 additional faculty and their teams in bioengineering, regenerative medicine, biomedical data science, and other applied interdisciplinary sciences to lead research programs, bringing the total number of Knight Campus tenure-related faculty to 30.

Knight Campus faculty are implementing world-class curricula that not only teach students the knowledge and tools of their scientific trade, but also inspire entrepreneurship, develop communication skills, and strive to make science and engineering more inclusive for all. The Knight Campus also encourages and supports its researchers in their efforts as academic entrepreneurs to disclose inventions, file patents, sign license agreements and start new companies.

Over the coming decade, the Knight Campus will train hundreds of postdoctoral scholars and students to become the next generation of engineering and applied citizen-scientists.

Every year, the Knight Campus Graduate Internship Program enrolls 80 to 100 students who are pursuing master's degrees while specializing in areas of materials science, bioinformatics and genomics, with an emphasis on hands-on training. This fall, the Knight Campus bioengineering doctoral program, a joint effort with Oregon State University, will grow to nearly 20 Ph.D. students. Also this fall, the Knight Campus will launch a minor in bioengineering, the first undergraduate program in the Knight Campus and the UO's first undergraduate engineering offering. The minor has been designed to complement the work of STEM majors in biology, chemistry and biochemistry, human physiology, and physics.

Learn more about the Phil and Penny Knight Campus for Accelerating Scientific Impact at accelerate.uoregon.edu.

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

How Chapel Hill B

When the board refused to act on Nikole Hannah-Jones's tenure case, campus leaders buckled. She made her own plans.

AFTER Nikole Hannah-Jones declined a faculty position at the University of North Carolina at Chapel Hill this month, the Pulitzer Prize-winning journalist took piercing aim at top administrators, who, she said, had failed to show courage when the campus's Board of Trustees resisted voting to grant her tenure. "To not see forthright, courageous leadership from the people who I would be working for," Hannah-Jones told



ungled a Star Hire

The Chronicle, “just really made it untenable.”

Hannah-Jones, who is Black, had in February made what she describes as a crushing decision to accept an untenured appointment as Chapel Hill’s Knight chair in race and investigative reporting. This broke with precedent at Chapel Hill, where all three previous Knight chairs, all of them white, had been tenured.

By the time Chapel Hill’s board voted 9 to 4 to grant

Hannah-Jones tenure, on June 30, it was too little, too late, she said. The board had repeatedly refused to vote, taking action only under enormous public pressure.

Rather than go to Chapel Hill, Hannah-Jones will join the faculty of Howard University, a historically Black college, where she’ll help found the Center for Journalism and Democracy as its inaugural Knight chair in race and journalism.

BY JACK STRIPLING



Protesters at this month's tenure vote in Chapel Hill.

RACHEL JESSEN FOR THE CHRONICLE

Most of the world learned about Hannah-Jones's tenure snub only in May, after *NC Policy Watch*, a local news website, reported that political opposition appeared to have stalled the vote. Hannah-Jones is best known as the lead author of "The 1619 Project," *The New York Times Magazine's* unyielding examination of race and slavery in America. The series has been heralded as an overdue historical corrective, but it has also been criticized by historians for inaccuracies and blasted by conservatives as an ideological hit job.

In recent weeks, *The Chronicle* has spoken with central players in the Hannah-Jones tenure case about a hiring process that began with great optimism and unraveled in uncertainty and acquiescence. At steps along the way, decision makers at Chapel Hill chose compromise over insistence and resolution over resistance. In the end, they had nothing to show for it.

IT WAS NOT SURPRISING to Hannah-Jones that she had been treated differently. Inequity had been a stark fact of life for her, as a Black woman from a working-class family. Nor was the attendant backlash to Hannah-Jones's hiring unexpected, given conservative opposition to "The 1619 Project."

As is the case at many public universities, politics is interwoven in North Carolina's governance system. Members of Chapel Hill's board are appointed by the Republican-controlled legislature and the system's Board of Governors, whose members are also appointed by the legislature.

In the maelstrom of her tenure case, the one person Hannah-Jones says she trusted most was Susan King, dean of UNC's Hussman School of Journalism and Media.

King, who became dean in 2012, said she had "never seen a better package" for tenure than the one Hannah-Jones presented. But when the case reached a standstill, King signed off on an alternative that, upon closer examination, turned out to be untenable, she said. Under the contract, Hannah-Jones would earn a salary of \$180,000 with an option of being reviewed for tenure at a later date. To sweet-

"I disagreed with Walter," King said. "I've told him where I disagree."

Hussman's involvement in the case raised deeper questions about donor influence. King, however, declined to say when or where the donor might have crossed a line. Was it wrong to raise his objections with her? With others?

"I'm just not going to answer," she said flatly.

(Hussman told *The Chronicle* that he did not think he had applied any undue pressure regarding Hannah-Jones. But when he asked King to publicly state that he had not pressured her, she refused to do so, Hussman said.)

The publisher says he is a champion of journalistic objectivity, and he has argued that Hannah-Jones's work appears agenda-driven. King has thoughts on that idea that might not square with Hussman's: The lived experiences of people who cover the news are additive — not something to be suppressed.

"I've seen the change in journalism because a whole group of women came into it," King said. "I want Black men and women. I want Latino men and women. I want Asian men and women. I want gay men and women. I want the panoply of our society in the newsroom, because we're going to get much more objective news if it reflects all the different points of view."

"Objectivity," she continued, "doesn't mean that one person has decided what the story is, and, therefore, they hold the whole truth."

THE WHOLE TRUTH, or at least some approximate version of it, is what Hannah-Jones wanted — at long last — after her case blew up and became national news. She had never been given straight answers, she said, about why the board had not voted on her tenure application to begin with. A joint news conference with the chancellor and the chairman of the board, held on May 20, offered little more illumination on that central question.

During the news conference, Richard Y. Stevens, the chairman, offered his own version of the story: Rather than answer the board's legitimate questions about Hannah-Jones, the dean had decided to offer her an untenured, five-year contract. Kevin M. Guskiewicz, Chapel Hill's chancellor, did nothing to correct that narrative, which Hannah-Jones found misleading. Whatever political machinations might have been happening behind the scenes, she thought, the dean wasn't part of them. Now the board's chairman seemed to be throwing King under the bus — and the chancellor was nodding along.

On a Zoom call later with Guskiewicz, Hannah-Jones pressed the issue, she said. She insisted King join the call, thinking, "You cannot blame her for a thing if she's in the room and she knows it's not true."

"I asked him at that meeting, 'Why would you allow Stevens, uncontradicted, to say that Dean King was the one who jumped the gun and offered me the contract, if you knew it wasn't true?' He would not answer that question," she said.

"To me," Hannah-Jones said, "it epitomized the lack of courage and the unwillingness to be truthful and transparent."

In an interview with *The Chronicle*, the chancellor bristled at the criticism that he had failed to exhibit courage in this crisis.

"When it comes to forthright and courageous, let me explain a bit here," he said. "I've been on record stating that I wanted Nikole Hannah-Jones at Carolina, up to and through the vote on her tenure. I've talked a lot about shared governance throughout this process, because it's really important. In a shared-governance model, bullying people into a position doesn't work; it's about diplomacy and ensuring our tenure process is followed. I poured myself into this, and there were numerous conversations between me, members of the board, and the provost to work on a path forward that led to the vote."

"Whether people like it or not," he added, "a lot of that's happening behind the scenes, to make certain that we get to the right place."

Offering Hannah-Jones a "variable-track option," as Chapel Hill did in February, meant that she would be eligible for tenure at a future date.

"I want the panoply of our society in the newsroom, because we're going to get much more objective news if it reflects all the different points of view."

en the deal, the provost, Robert A. Blouin, had agreed to provide an additional \$100,000, which Hannah-Jones could use to hire graduate students or others to work with her, King said. But once the deal was perceived as "second best," King said, it was "not doable."

"We had agreed to a workaround that in the end could not stand," she said. "And I take full blame for that."

The Hannah-Jones case presented some potential awkwardness for King. As it was moving through the committee-approval process, King was hearing criticism about the hire from Walter E. Hussman Jr., the Arkansas newspaper publisher for whom the journalism school is named. Hussman, who has pledged \$25 million to the school, had sent emails skeptical of hiring Hannah-Jones, not only to the dean, but also to the chancellor and the vice chancellor for university development, *The Assembly* first reported in May. Hussman has also acknowledged contacting at least one board member.



Nikole Hannah-Jones

JOHN MINCHILLO, AP

Time was of the essence to strike a deal, the chancellor said, because the dean had told the provost that Hannah-Jones “had two other job opportunities in January and that we were in jeopardy of losing her.”

Asked about this, Hannah-Jones said via text that she had, of course, been contacted at other times by other journalism programs potentially interested in hiring her. But she had no other offers, and she wanted to go to Chapel Hill. “I was not looking for a job,” she texted. “I was interested in THIS JOB.”

THE BOARD’S university-affairs committee had been slated to take up Hannah-Jones’s case in November, and then again in January. Yet it did not act. Charles G. Duckett, the committee’s chairman, has said he had questions about her teaching experience, among other things, that went unanswered.

But the timeline around Duckett’s questions, which were cited as the reason for the delayed vote, has never been entirely clear. In Chapel Hill last month, after Duckett voted with the majority of the board to grant tenure to Hannah-Jones, the trustee indulged a few questions from *The Chronicle*. His answers seemed to undercut the idea that the administration had failed to respond to legitimate inquiries early on. It was not until after the board met in May, when the controversy was in full bloom, that Duckett had directed specific questions about Hannah-Jones toward the provost, he said.

Here is how that portion of the interview played out. (The conversation has been lightly edited for clarity.)

Chronicle: I thought the whole reason that there wasn’t a vote in January was because you had questions.

Duckett: I did. Nobody ever asked me what they were.

Chronicle: Did anyone know you had questions?

Duckett: Yeah, I sent an email to that effect.

(Note: The Chronicle has filed numerous public-records requests for emails related to this case.)

Chronicle: Did you tell the provost what the questions were in January?

Duckett: No, I told him I had questions. It creates a discussion.

But it didn’t create a discussion that led to a tenure vote. Rather, the provost later told *The Chronicle*, it created “delays, and those delays caused uncertainty.”

“In my communications with Trustee Duckett, he did indicate that he had questions,” Blouin, the provost, said. “But he never indicated to me, until very recently, the specificity of any of those questions.”

What still confounds Hannah-Jones, however, is why any uncertainty about her could not have been cleared up. Why did the administration buckle, offering an untenured deal, when it could have pushed?

“If their only worry was losing me,” she said via text, “why would they not say simply: ‘There were a few questions, we’re going to answer them, and then you’ll get your vote in March.’”

In light of the controversy, Blouin said he wonders if things might have played out differently had he been more forceful or more insistent.

“Would it have been better for me to take the risk, and just put it back on the agenda for the March meeting?” he said. “I certainly have thought about that quite a bit. But, after consultation with the chancellor and paying attention to what was going on around us, we more or less decided that this would be the safer route.”

The safer route took Chapel Hill down a tumultuous path, damaged its reputation, spawned concerns about faculty of color leaving the campus, and ended with Hannah-Jones taking her talents elsewhere. It also left open the possibility that Hannah-Jones could sue the university for discrimination, which she has threatened to do.

“The discrimination occurred,” said Jin Hee Lee, a lawyer with the NAACP Legal Defense and Educational Fund, which is helping represent Hannah-Jones. “Whatever happened afterward doesn’t obviate the fact that she suffered from discrimination both in terms of race and gender, as well as her expressed viewpoints.”

Most of the key people who were involved in Hannah-Jones’s tenure case — the chancellor, the provost, the dean, and all but two of the 13 trustees — are white.

How Howard U. Landed Nikole Hannah-Jones



CHRONICLE ILLUSTRATION; PHOTO BY KARSTEN MORAN, REDUX

IN MID-MAY, the fight over Nikole Hannah-Jones's tenure at the University of North Carolina at Chapel Hill spilled into public view. Shortly after that, she had her first conversation with Wayne A.I. Frederick, president of Howard University. The conversation set in motion a series of events that unfolded with remarkable speed, and culminated in the announcement this month that Howard had hired Hannah-Jones.

Frederick and Hannah-Jones were introduced by Ta-Nehisi Coates,

the journalist and author who won the National Book Award for *Between the World and Me*. Frederick had been talking for more than two years with Coates, who attended Howard, about the possibility of his returning to the historically Black college. Coates

had told Frederick about Hannah-Jones before, and the president had read some of her work. (Hannah-Jones and Coates didn't respond to requests for comment.)

"That first meeting was just an introduction meeting — she got to know me, I got to know her," Frederick said in an interview. Mak-

ing an offer for her to join Howard's faculty didn't happen right away. "I had to perform other outreach to make sure that we could support the work," Frederick said, referring to private funding. It was also important, he said, for the university to be able to fund an endowed-chair position for Coates.

Even after those pieces fell into place, Frederick said, Hannah-Jones still had an offer on the table from UNC-Chapel Hill, where angry students, faculty members, and staff members were demanding that the Board of Trustees vote on her tenure. Hannah-Jones was supposed to start at Chapel Hill on July 1, but as the controversy boiled, she said she wouldn't come to the university without tenure.

As Hannah-Jones continued to push UNC-Chapel Hill to act, she was also fielding job offers from several other colleges, she confirmed in an interview with *NC Policy Watch*. "Literally the day the story broke, I started hearing from universities," Hannah-Jones told the publication. "At one school the dean said to me, 'We'll offer you tenure and respect.'"

On June 30, the Chapel Hill trustees finally approved her tenure, in a 9 to 4 vote. After taking a couple of days to make a decision, Frederick said, Hannah-Jones accepted Howard's offer instead. She told *NC Policy Watch* that Howard wasn't a consolation prize. "Historically Black colleges have always had to punch above their weight," she said, adding that "it's very hard for them to attract someone like me."

Hannah-Jones will still be a tenured Knight chair, just not at UNC. The Knight Foundation is contributing \$5 million to establish a new Knight chair in race and journalism at Howard. It's the foundation's first new endowed academic position in more than a decade. Hannah-Jones will also lead Howard's new Center for Journalism and Democracy, supported with \$5 million each from the John D. and Catherine T. MacArthur Foundation and the Ford Foundation. Coates will hold the Sterling Brown chair in the English department. An anonymous donor provided \$5 million to support Coates's position and the Knight chair.

Howard officials approached the Knight Foundation about creating a new chair there. The foundation finalized it in June, Karen Rundlet, director of the foundation's journalism program, wrote in an email. The Ford and MacArthur foundations confirmed their commitments to the Center for Journalism and Democracy shortly after that, Rundlet said. The three groups coordinated on the arrangement — not unusual, foundation leaders said, as they also work closely together on other projects.

Darren Walker, president of the Ford Foundation, described Howard's hiring of Hannah-Jones and Coates as "a convergence of strategy, timing, and opportunity." Walker said he first heard from Hannah-Jones after she'd already been talking with Frederick and developed the idea for a Center for Journalism and Democracy. "Nikole was exploring options and different scenarios," Walker said. Her initial inquiry to Ford was more of a hypothetical, he said: If such a center existed at Howard, would Ford invest in it? Walker's response was yes.

The center will train aspiring journalists to cover "the crisis of our democracy" and bolster journalism programs at HBCUs nationwide, Hannah-Jones said in a statement. She said she plans to raise a total of \$25 million for it.

In her statement, Hannah-Jones said she was "honored and grateful to join the long legacy of Black Americans who have defined success by working to build up their own." Hannah-Jones said turning down UNC-Chapel Hill wasn't a decision she'd wanted to make. But she said she couldn't imagine working at UNC's journalism school when its namesake and top donor had criticized her so extensively. And she didn't feel she could count on the university's leadership to protect her academic freedom.

"I had proven everything I felt I needed to prove," Hannah-Jones told *NC Policy Watch*. "I got a lot of clarity. I decided I was going to go to a historically Black college, to a place that was built for us, for Black uplift."

— SARAH BROWN

Howard University's hiring of Nikole Hannah-Jones was "a convergence of strategy, timing, and opportunity."



RACHEL JESSEN FOR THE CHRONICLE

Protesters confront Gene Davis and Kevin Guskiewicz, the vice chair of the Board of Trustees and the chancellor, respectively, at this month's tenure vote in Chapel Hill.

"It's normal that most of the people making decisions like this are white," Hannah-Jones said. "It would be unusual if they weren't. This whole debacle shows why we need to have diversity — political diversity as well as racial diversity."

THE LONG-DELAYED TENURE VOTE created a spectacle last month in Chapel Hill, as protesters refused to leave the boardroom when the trustees moved into a closed executive session to discuss the case. Once the protesters were physically thrown out, they bunched together in a hallway, taking turns with a megaphone to curse the trustees and the chancellor.

"They don't want us to have tenure," said one of the protesters, who is Black. "They don't want us here. And we got the message loud and clear today."

"We will not forget," she added. "We will not shut up."

Hannah-Jones, who was at a hotel in Chicago when the meeting took place, watched the contentious proceedings unfold via a livestream. "Tears literally sprang to my eyes," she said. "I was horrified and appalled."

It is standard for public-college governing boards to discuss personnel matters, such as tenure, in closed sessions. But Hannah-Jones was troubled that campus leaders and trustees, who were seated at a long table in the boardroom, did not do more to defuse the tense situation. It fell largely to a police officer, who is Black, to explain to the students that the board would not vote — could not vote — unless they left the room.

"It was shameful, and it was enraging," Hannah-Jones said. "It just affirmed for me why I did not want to come anymore."

The board remained in executive session for nearly three hours. Once the vote had been cast in Hannah-Jones's favor, Blouin, the provost, directed King, the dean, to call Hannah-Jones to tell her the outcome, King told *The Chronicle*. Giving Hannah-Jones a heads-up before the formal, public vote was seen as a courtesy.

She and the dean "both felt vindicated," Hannah-Jones said. "Not only did we force them to vote, but they were forced to acknowledge that I was worthy of tenure."

On the call, King asked if she could tell the school's faculty that the journalist would come to Chapel Hill. "I told her, not yet," Hannah-Jones said. "I need some time to process everything that's happened."

By that point, however, Hannah-Jones had effectively made her decision. She had first pressed the board, through her lawyers, to grant her a tenured appointment as a full professor no later than

June 4, and she fully expected to go to Chapel Hill if that had happened, she said. But the board's continued stalling, voting only at the final moment, ate at her. The chancellor's evasiveness frustrated her. The use of force against her supporters at the meeting — it was all too much.

Before King ended her phone call with Hannah-Jones, the dean made a suggestion: Order yourself a bourbon.

Hannah-Jones, who lives in Brooklyn, N.Y., was at the time in Chicago for the unveiling of a monument to Ida B. Wells, the formerly enslaved anti-lynching activist whose pioneering journalism attacked structural racism. (Hannah-Jones is a co-founder of the Ida B. Wells Society for Investigative Reporting, based at Chapel Hill, which aims to increase and retain the ranks of reporters and editors of color in the field of investigative journalism.)

At the hotel bar, Hannah-Jones ordered that drink and posted a photo of it to Twitter. More than 26,000 people hit the "like" button. The photo signaled a vindication; she had gotten her due. But, at that moment, few people knew that Hannah-Jones had her own plan for how this story would end. She had not been idly waiting to see if a group of mostly white men would, at long last, tell her she was good enough.

Early in the crisis, Hannah-Jones had had a conversation with Wayne A.I. Frederick, president of Howard, in Washington, D.C. The fruits of that discussion were made public on July 6, when Hannah-Jones appeared on *CBS This Morning*, delivering to the co-host Gayle King a bombshell scoop: Rather than head to Chapel Hill, Hannah-Jones would join Howard. Backed by \$20 million in donations, the university would also welcome to its faculty ranks Ta-Nehisi Coates, the acclaimed journalist and author of *Between the World and Me*.

In basketball parlance, it was easy to conclude that Hannah-Jones had just "dunked on UNC." But she had conflicting emotions, she said. People, particularly Black students, had been hurt by what had happened. What seemed to Hannah-Jones an opportunity to give back to her alma mater had been spoiled, as she saw it, by ugly back-room politics. But it was too late to change all of that.

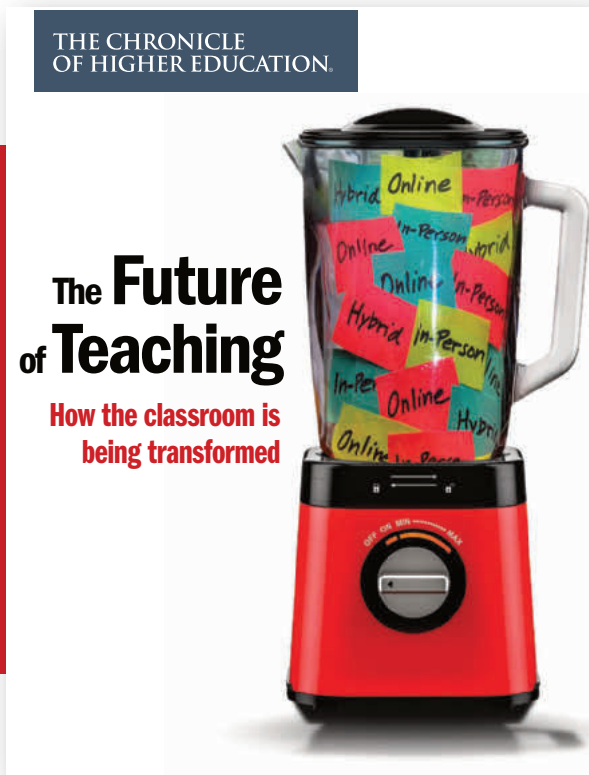
"I did decide at some point that these people were not going to have a say over my life," she said. "They just weren't."

Finishing her bourbon that evening in Chicago, Hannah-Jones had something that the trustees couldn't grant and, more important, something they couldn't take away: her power. ■

Jack Stripling is a senior writer at The Chronicle, where he covers college leadership, particularly presidents and governing boards.

The Future of Teaching

How the Classroom Is Being Transformed



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

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

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At UNC, the Damage Is Done

People of color have lost trust in Chapel Hill.

BY SARAH BROWN

NIKOLE HANNAH-JONES'S TENURE CASE has brought into sharp focus years of frustration for people of color at the University of North Carolina at Chapel Hill. Some point to a long arc of problems: Lack of support. Seemingly few pathways to promotion or leadership roles. Institutional complacency on racism. A decision-making culture at the top that they say doesn't focus on the interests of marginalized communities.

Many professors, administrators, and staff members are also tired of living and working in what feels like a sea of constant crises. They're tired of having to draft yet another statement or give yet another interview condemning university decisions on campus building names, a Confederate statue, or a botched reopening during the pandemic. Still fresh on people's minds is the \$2.5 million that UNC leaders agreed to pay a neo-Confederate group to make Silent Sam, the controversial Confederate monument that stood on campus for a century, go away. (A court voided the settlement last year.)

"It's the most politically and racially charged environment I've ever had to work in," said Patricia (Trish) Harris, director of recruitment for the School of Education and vice chair of the Carolina Black Caucus, who has worked in higher ed for nearly 16 years.

Faculty and staff members of color want to be on a campus where they can do their best work. And some aren't sure that's possible at Chapel Hill anymore.

Over the past month, several prominent professors and administrators of color have announced their departures. While summer-time turnover at universities is normal, some at Chapel Hill say the magnitude of recent losses feels significant. The university is losing Malinda Maynor Lowery, a professor of history and director of the Center for the Study of the American South. Sibby Anderson-Thompkins, special adviser to the provost and chancellor for equity and inclusion and interim chief diversity officer. Gloria Thomas, director of the Carolina Women's Center. Kia Caldwell, a professor of African, African American, and diaspora studies. In a tweet, Caldwell said "at least" six women of color were headed out the door.

At a recent meeting of the Carolina Black Caucus, a campus group that advocates for Black faculty and staff members, most of the 30 attendees said they were looking for jobs elsewhere — and caucus leaders say that sentiment is reflected broadly across their membership. Lamar Richards, the student-body president, has advised Black students, faculty members, and staff members to consider not enrolling or accepting jobs at Chapel Hill.

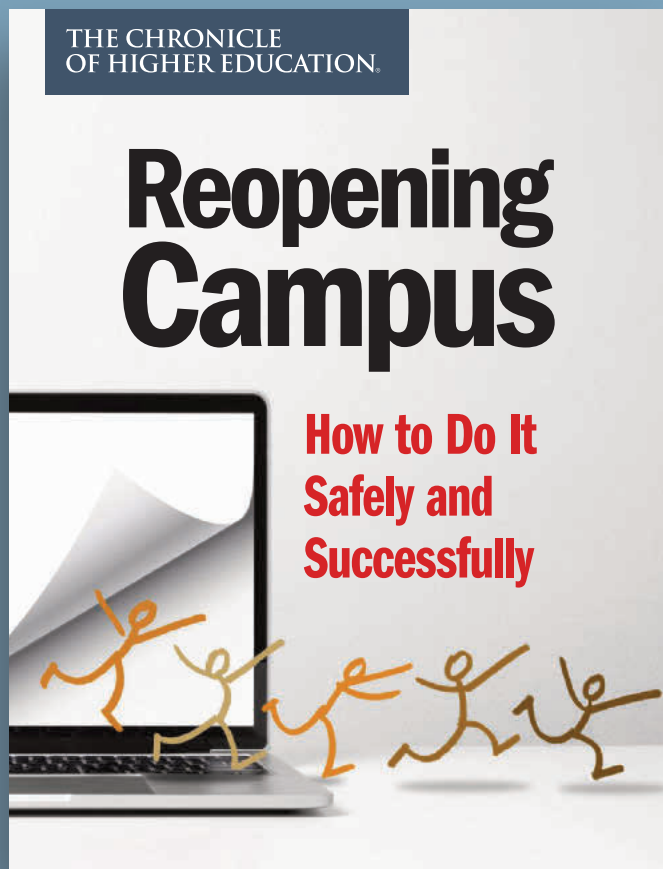
UNC doesn't track the number of professors who have left the university by race or ethnicity. Robert A. (Bob) Blouin, the provost, said the institution had put "tremendous financial resources" into recruiting and retaining faculty members of color. "While we believe

**"It's the most politically
and racially charged environment
I've ever had to work in."**

those efforts have been successful, we know that our work is not done," Blouin said in a statement provided by a spokeswoman. According to the university, the overall retention of tenured and tenure-track faculty members is faring much better than it was a decade ago, thanks to more funding and quicker action from senior administrators.

But when there are only nine Indigenous tenured or tenure-track professors on campus, losing one feels like a major blow. Lowery, a member of the Lumbee Tribe of North Carolina, was just lured away by Emory University.

Reopening Campus



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

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

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

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Lowery came to Chapel Hill from Harvard University in 2009 because the institution seemed to be making Indigenous studies a priority. “It felt like we were building something that would have a national reputation,” she said. “UNC was becoming known as a place for Native students to go.” But then came signs of trouble. Senior Native American professors left. One, a Native-literature expert, wasn’t replaced. Over time, Indigenous studies was “gradually, slowly, quietly disinvested in,” Lowery said.

Erika K. Wilson, a professor of law and public policy at UNC, is frustrated that faculty members of color are largely bearing the professional and personal costs of leaving and starting over at another institution. “It can’t just be faculty of color falling on the sword and leaving to protect their own mental health, or leaving to send a message, or not coming,” she said. “I’m waiting for white faculty to say, ‘This isn’t the place for me.’”

PARTICULARLY for Black faculty and staff members who remain in Chapel Hill, the toll of recent events has been exhausting. “We’re still expected to do our jobs, show up, smile, and thrive in this environment,” Harris said.

Sharon P. Holland, chair of the American-studies department, has struggled to hold it together. As she’s been meeting with students and professors, some have broken down in tears. Last summer, Holland helped write a “Roadmap for Racial Equity,” which she and others presented at a faculty meeting. The document outlined detailed recommendations for change, including 30 new tenure-track faculty positions focusing on racial equity and social justice, and term limits for department chairs, which would open the door for more scholars of color to hold such roles. Holland doesn’t think university leaders have done much with it.

In a statement, a UNC spokeswoman said the university is about to welcome a new vice provost for equity and inclusion and chief diversity officer who will lead that work. (Anderson-Thompkins, the interim chief diversity officer who is leaving, had sought the permanent role but was not selected.) The spokeswoman also pointed to several faculty-diversity efforts, including a longstanding postdoc program and an initiative to recruit junior faculty members of color. The last



JON GARDINER, UNC-CHAPEL HILL

Malinda Maynor Lowery, a history professor, is leaving the University of North Carolina after a series of missteps.

like any of it is making a difference.

So far, Vigil said she has identified two-dozen departures of Black, Latina/o, Asian, and Indigenous professors and staff members since 2018 within the College of Arts and Sciences. That’s out of roughly 500 employees of color, since the college has about 1,600 employees, and the university’s work force is 68 percent white over all.

Still, several professors said they don’t want departures to be the sole focus of the story. They want to talk about the attacks they’re seeing on tenure and academic freedom.

Classes and research that focus on racism have become clear targets of conservatives. Some Republican lawmakers are trying to ban the teaching of certain race-related topics in public schools and universities. Many professors of color teach about and study race, as Hannah-Jones does. Some are wondering when political interference might come for them.

Vigil, the women’s and gender studies chair, is trying to retain some optimism. She wants UNC to break out of this cycle. She sees opportunities for the university to become more anti-racist. “I don’t want anyone to think this is a *fait accompli*,” she said.

When it comes to supporting Black people and other people of color, there are steps that UNC officials can take, faculty and staff members said. The university can make sure they are represented in leadership, and invest in their centers and programs. They can become more transparent.

Holland, the chair of American studies, had an offer to leave last year. She decided to stay largely because the university’s community of scholars who are Bipoc — Black, Indigenous, and other people of color — is unique in higher ed, she said. They are tight-knit and collaborate on research and events.

But campus crises are eroding that community. Now Holland isn’t so sure what the path forward will be. “I’ve always thought there was a way out, a way through this difficult terrain,” she said, “and I just can’t find that right now at UNC.” ■

Sarah Brown covers campus culture, including Title IX, race and diversity, and student mental health.

“We’re still expected to do our jobs, show up, smile, and thrive in this environment.”

effort was paused during the pandemic, but UNC plans to restart it “as soon as financially feasible.”

Holland worked on the racial-equity roadmap with Lowery and Caldwell, two of her closest friends and allies. Now they are both leaving Chapel Hill.

Seeing senior faculty members depart is especially troubling to Ariana E. Vigil, chair of the department of women’s and gender studies. Caldwell sat on the advisory board of Vigil’s department. Seasoned professors like her should be in line for leadership roles. In some of these cases, Vigil said, “it was clear that there was no space for them to grow their career.”

Vigil, who is Latina, stressed that she doesn’t want to draw battle lines of the faculty versus the administration. “We want to be part of these processes, and we want to be building things together,” she said. But given the circumstances, it’s hard to find the energy to contribute to the university’s diversity efforts, she said. It’s hard to feel



HARVARD
THEOLOGICAL
REVIEW

Volume 114, Number 2

A Scholarly Screw-Up of Biblical Proportions

**‘Harvard Theological Review’ offers
an exemplary guide on how not to do peer review.**

BY ARIEL SABAR

WHAT SHOULD A JOURNAL DO after publishing a blockbuster paper marred by fraudulent evidence, failed peer review, and undisclosed conflicts of interest?

If you’re *Harvard Theological Review*, the answer appears to be nothing. An ongoing misadventure at one of the most prestigious journals in biblical studies traces to April 2014, when it devoted the better part of its spring issue to a single subject: a scrap of papyrus bearing the sensational phrase “Jesus said to them, ‘My wife ...’”

It was a triumphant moment for the main article’s author, a world-renowned Harvard Divinity School professor named Karen L. King. A year and a half earlier, when she announced her discovery at an academic conference in Rome, her colleagues had revolted. Top scholars of early Christian manuscripts had found signs that the papyrus was a modern forgery — and that King had failed to take basic steps to vet the manuscript, which she’d provocatively named “The Gospel of Jesus’s Wife.” The *Review*, a century-old publication, was so alarmed that it pulled King’s paper from the lineup for its next issue.

THE REVIEW

But now it was in print: 29 pages at the front of the journal, along with impressive-looking reports from professors at MIT and Columbia claiming to detect no signs of forgery. To publicize their results — and King’s apparent vindication — the scientists granted interviews to *The New York Times* and *The Boston Globe*, which had earlier given front-page coverage to King’s find.

As I discovered while researching my new book, however, the *Review*’s April 2014 issue was something other than it had seemed. Two of the journal’s three peer reviewers had believed the papyrus was a fake. The sole favorable reviewer was an acclaimed papyrologist named Roger Bagnall. But Bagnall was not an impartial referee, much less a blind one: He had helped King draft the paper the journal was asking him to review. Not only had King named him in it as her star adviser, but he had already been filmed tout-ing the papyrus’s authenticity for a forthcoming Smithsonian Channel documentary.

Bagnall warned the journal that he was far too involved in King’s article to peer-review it — and that he was no expert in extracanonical Christian texts. “I wouldn’t want there to be any illusion that I’m in any way an outsider in the way that referees typically are,” he had emailed the editors. But the journal sent his anonymized praise to King as if it had come from a traditional referee. Without Bagnall, the article would have lacked a single positive review. His opinion allowed King to claim that “in the course of the normal external review process” at least one referee had “accepted the [papyrus] fragment.”

“They obviously ignored the caveats,” Bagnall, a former Columbia dean and retired director of New York University’s Institute for the Study of the Ancient World, told me. “Hey, you know, count this as a review! Run it through! ... It’s not the way I would wish to run a journal.” (He confirmed he was the unnamed favorable reviewer only after I discovered it from other sources.)

I found still other conflicts of interest in the scientists King had enlisted to examine the allegations of forgery. The MIT scientist, it turned out, was a close family friend of King’s since their childhoods in small-town Montana and was an usher at her first wedding. The Columbia scientist was Bagnall’s brother-in-law. They had been chosen not for their expertise in archaeological science — they had none — but because they were friends or family of the only major scholars to stake their reputations on the papyrus’s authenticity.

Cambridge University Press, which publishes *Harvard Theological Review*, expects authors “to declare any potential conflicts of interest ... (real or apparent) that could be considered or viewed as exerting undue influence on his or her duties at any stage during the publication process,” as the press’s ethics code then phrased it. Yet neither King nor the scientists had disclosed their intimate social and familial ties, not even to the editors who published their reports.

“This is the first I’ve ever heard of it,” Jon Levenson, then a co-editor of the *Review*, told me when we spoke outside his home in a Boston suburb in 2019. If Levenson had known, he said, he would have insisted on using other scientists. “The fact that they are close friends, that certainly is very suspicious and not best practices [or] acceptable practices.”

The journal, it turned out, had never peer-reviewed the scientists’ reports — to check, for instance, whether the studies had been properly carried out, meaningful tests of forgery. News media, for their part, were effectively barred from doing their own checks: Harvard Divinity School gave reporters exclusives on King’s article on the condition they contact no scientists or scholars other than those King had cited in her paper.

The *Review*’s April 2014 issue, in short, was a rickety edifice; in less than a month, it started to crumble.

Scholars made damning new findings of forgery and soon published them in a special issue of *New Testament Studies*, a rival journal. An investigation I did for *The Atlantic* in 2016 unmasked the long-anonymous owner of the Jesus’s Wife papyrus as an internet pornographer who had dropped out of an Egyptology program where he’d struggled with Coptic, the language in which the error-strewn “Gospel of Jesus’s Wife” was written.

The day after the *Atlantic* article appeared, King conceded for the first time that the papyrus was probably a fake, a reversal covered

on the front page of *The Boston Globe*. As I learned while reporting my book, she had suspected from the start that the papyrus was forged, but pressed ahead, ignoring red flags, recruiting conflicted scientists, and withholding important facts, photos, and paperwork. The papyrus, which King promoted as the first ancient text to depict a married Jesus, had served as a kind of missing link in her pioneering scholarship on female figures in early Christianity.

Writing in the *Times Literary Supplement* this year, the archaeologist Michael Press lamented what he called “the ugly details of a peer-review system that utterly failed, at multiple points, to put the brakes on the dissemination of ... a forgery.”

THERE REMAINS an obvious path to redemption for *Harvard Theological Review*: retraction of King’s and the scientists’ papers. This past March, Brill retracted a book chapter by the Oxford classicist and MacArthur “genius” Dirk Obbink because the provenance of a headline-making Sappho papyrus he had discovered appeared to be fabricated. The “Gospel of Jesus’s Wife” papyrus was in some respects worse: Not only was the ownership history King had published a lie, but the fragment itself was by all indications a hoax.

The case for forgery was now so strong, King told me in 2016, that the papyrus “cannot be used for any kind of historical reconstruction.” King had not only disavowed the evidence on which her article had rested; she was warning other scholars away from it. There is scarcely a more explicit way to label a published paper “unreliable,” the chief benchmark for retraction set by the Committee on Publication Ethics, or COPE, an esteemed, 12,000-plus-member international nonprofit that counsels academic editors and publishers on best practices.

“If you’re a good scholar and you’re a good editor, you want seriously flawed material to be retracted,” Deborah Poff, a Canadian philosopher and former university president who edits the *Journal of Academic Ethics* and is COPE’s immediate past chair, told me. “If you care about publication ethics, you want to protect the integrity of the academic product. I mean, that’s your job.”

Can a Harvard journal edited by Harvard professors dispassionately assess a Harvard paper?

Yet five years after King herself disclaimed the papyrus, the *Review* has yet to retract her paper — or to inform its readers of the undisclosed conflicts that greased publication.

In 2016 the journal offered its only public explanation. “*Harvard Theological Review* has scrupulously and consistently avoided committing itself on the issue of the authenticity of the papyrus fragment,” it said in a press statement. “*HTR* is a peer-reviewed journal. Acceptance of an essay for publication means that it has successfully passed through the review process. It does not mean that the journal agrees with the claims of the paper. In the same issue ... in which *HTR* published Professor Karen King’s article and the articles on the testing ... it also published a substantial article by [the Brown University Egyptology] Professor Leo Depuydt arguing that it was a crude forgery. Given that *HTR* has never endorsed a position on the issue, it has no need to issue a response.”

Despite her about-face in the news media, King, too, saw no need for the journal to disabuse its readers. “I don’t see anything to retract,” she told *The Boston Globe*. “I have always thought of scholarship as a conversation. So you put out your best thoughts, and then people ... bring in new ideas or evidence. You go on.” But if a scholar’s best thinking was based on a forgery — rather than evidence — don’t readers deserve to know? This wasn’t some subtle shift in scholarly interpretation; King had admitted being duped by a con man.

Adam Marcus, a co-founder of the influential website Retraction

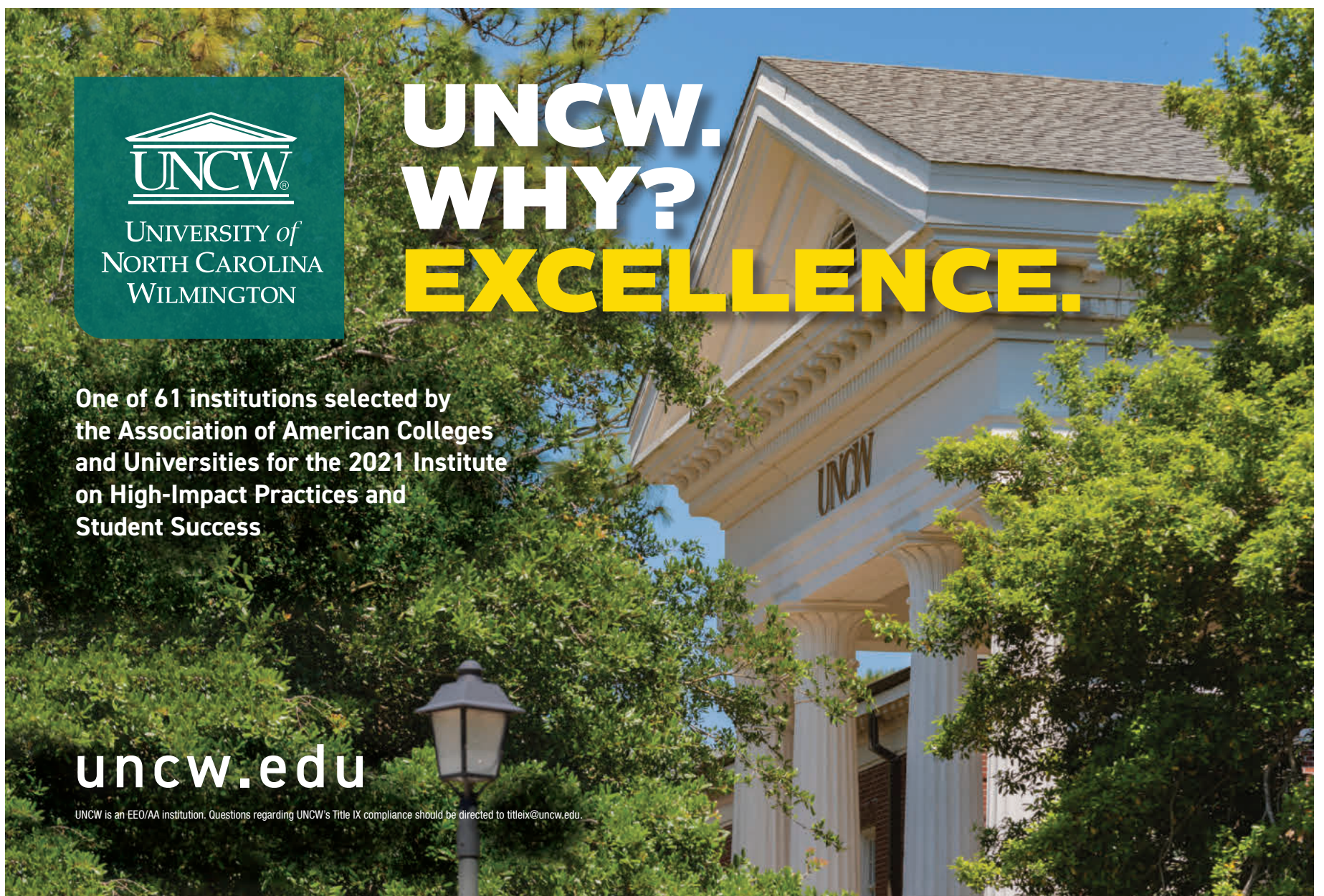
Watch, panned the *Review*’s press statement in a blog post, calling it “a cop-out ... of biblical proportions.”

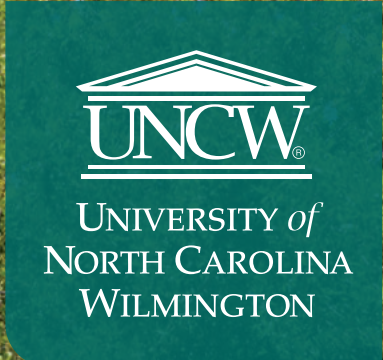
When the *Review* postponed King’s paper, in 2012, in the wake of the first forgery suspicions, I’d sought comment from Kevin Madigan, who then co-edited the journal with Levenson. They’d planned to publish in January 2013, he’d told me, but “everything is now on hold until we are able, with Professor King’s help and by scientific dating, to *establish the authenticity* of the text” (my emphasis). “*Provisional acceptance*” (emphasis Madigan’s) had from the start been “conditional upon scientific dating and further verification.” That sounded a lot as if the journal’s confidence in authenticity mattered — as if it mattered enough to be a requirement for publication.

Why else had the journal held King’s article? Why had it gone through the motions of peer review, scientific tests, and “further verification”? Or were those just for appearances, because in private the *Review* “scrupulously and consistently” avoids positions on whether the data and sources for its authors’ papers are real?

It was only after publication — when the house of cards collapsed — that the journal announced it never had a position on authenticity, and didn’t need one.

Last year, when I emailed the *Review*’s new editor, a Harvard divinity scholar named Giovanni Bazzana, he said the journal was standing by its four-year-old press statement, which addressed none of the new developments. (Presented with the criticisms in



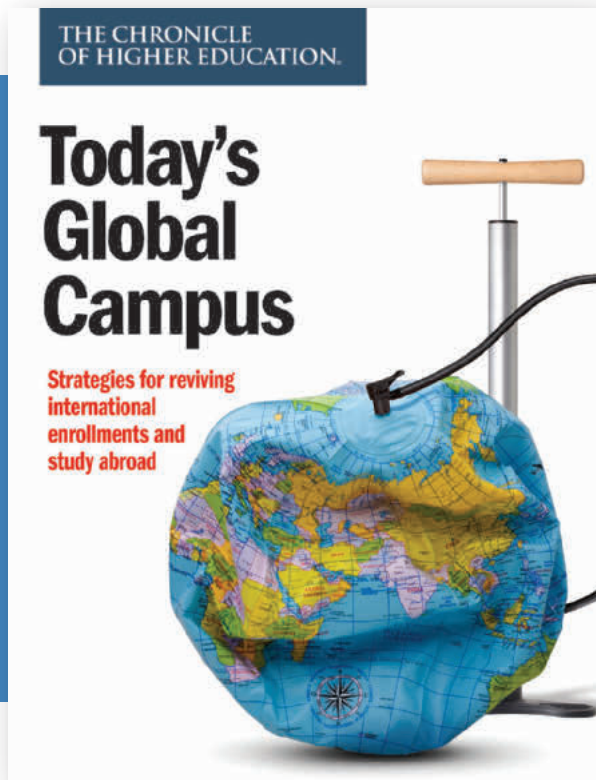


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this article, Bazzana said the *Review* had no additional comment “at this point.”)

Marcus, of Retraction Watch, told me that the 2016 statement was even more disingenuous after the recent disclosures. “It actually didn’t pass peer review,” Marcus said of King’s paper. “I mean, yes, it did pass their version of peer review. But I don’t think any journal editor would honestly say, ‘Yes, we had one corrupt — I don’t mean dishonest, but deeply conflicted — peer review that never should have happened, and two that said it’s a forgery, so we listened to the one that was conflicted.’ I mean, that’s not how it works.”

The editors’ other argument against retraction — that the journal was merely hosting a kind of debate between two sides — might have been a defensible piece of revisionism if they’d made it in 2014, with the issue’s publication. But now it strained belief. The journal had made no pretense of even-handedness. King’s side was given six articles — to the other side’s one. And King got the last word, a four-page response that described Depuydt’s case for forgery as lacking “any substantial evidence or persuasive argument.”

Perhaps more to the point, there no longer were two sides: The side that had argued for authenticity had abdicated, because its key evidence was found to be fake. It’s hard to imagine a science journal refusing to retract a paper whose main dataset turned out to be fabricated.

Mario Biagioli, a science historian at UCLA and co-editor of *Gaming the Metrics: Misconduct and Manipulation in Academic Research*, told me, “it should be retracted.” Though today’s biblical scholars may know from recent news coverage that the papyrus is a forgery, students and lay readers could well encounter the *Review*’s April 2014 issue without such context. In the absence of an appended retraction or “expression of concern,” researchers could “waste time, money, and potentially harm their careers, because they are working on data that turns out to be fraudulent or false,” said Biagioli, who has also taught at Harvard and Stanford.

IN 2019, King began a phased retirement, at 65. Last summer, Levenson and Madigan, both of them Harvard divinity professors, stepped down as the journal’s co-editors. (Though their resignations occurred within about a month of my book’s publication, they say the Jesus’s Wife saga wasn’t a factor.)

Cambridge University Press opened an investigation in response to my findings and has been counseling the *Review* on “correct procedures,” said Jennifer Wright, a manager and ethics adviser at the publishing house who spoke to me on its behalf. But because Cambridge journals have editorial independence, the *Review* will have the final say over any outcomes — once again acting as judge and jury in its own case. “We do expect those journals to uphold high editorial and ethical standards,” Wright said, pointedly.

So far, the *Review* has shown no signs of budging.

Its failure to come clean to its own readers may owe to the same incestuous dynamics that led to the papyrus’s publication. Can a Harvard journal edited by Harvard professors dispassionately assess a Harvard paper, one that Harvard publicists were promot-

ing to major news organizations even before its full acceptance? If mistakes or misconduct emerge after a paper’s publication, do its editors have the power and independence to hold their Harvard colleagues to account?

Harvard Theological Review deems every member of Harvard’s divinity faculty an “associate editor,” giving in-house authors unusual influence with — and over — fellow editors. The school’s dean sits on the journal’s editorial board. “I don’t want to suggest this is a mafia enterprise — that these guys are just helping them-

selves and their friends,” Biagioli told me. “At the same time, I also believe that can happen — that is, if you have a journal that ... is bound to a place, conflicts of interest are bound to happen,” particularly when editors receive submissions from high-ranking colleagues they say hello to in the hall each day.

Poff, the philosopher and *Journal of Academic Ethics* editor, agrees. “This was and is, in my opinion, much too closed a shop for objectivity and best practices.”

Journals with similar entanglements often find it easier to “circle the wagons” than to correct or retract, Marcus told me. “It becomes very difficult to acknowledge, be-

cause acknowledging a mistake means burning a whole bunch of bridges.”

The bridges in this case may have been bigger than usual. While King was preparing her article, an outside committee convened by Harvard’s then president, Drew Gilpin Faust, was investigating the study of religion at Harvard, amid concerns that its programs — including those at the divinity school — were falling short of their potential. It was a period when the divinity school was consumed with proving its worth.

In the end, Faust rejected her own panel’s chief recommendation, a reorganization that would have diminished the divinity school’s role in religious studies at Harvard. Faust announced her decision — effectively sparing the divinity school — on September 19, 2012, the same day King’s “Gospel of Jesus’s Wife” discovery appeared on the front pages of *The New York Times* and *The Boston Globe*. (Faust declined to comment on the timing.)

Had King sent her paper to a top-tier journal outside Harvard, it most likely would have been rejected. Had a scholar outside Harvard sent a comparable paper to the *Review*, its editors would have faced fewer internal pressures to accept it. Peer review, free of fear or favor, would have had a better chance of working the way it was supposed to, saving King’s reputation and sparing the divinity school years of mortifying news coverage over the history-making papyrus that wasn’t.

Brent Nongbri, a leading historian of Christian papyri, drew an even simpler moral from the Jesus’s Wife affair. “The lesson is this,” he wrote on his blog last year. “Be able to admit when you’ve made a mistake. Accept justified correction with humility and grace, and just move on.” ■

Ariel Sabar is the author of Veritas: A Harvard Professor, a Con Man and the Gospel of Jesus’s Wife, which was a finalist for the Investigative Reporters and Editors Book Award and for the Edgar Award for best true-crime book of the year. It was released in paperback in June.

“If you have a journal that ... is bound to a place, conflicts of interest are bound to happen.”

The Culture War Has Come for Higher Ed

Now is the time for academic leaders to fight.

BROWSE THE PAGES of *The Chronicle*, and a plain truth emerges: Higher education is in the middle of a culture war. Boards are defying faculty leaders on tenure decisions, politicians are attempting to ban entire areas of research, and support for colleges has been riven along partisan lines. None of this plays to higher ed's traditional strengths.

Presidents traditionally seek to stay above the fray — out of the spotlight and away from the flashpoints that challenge their practiced neutrality. This is especially the case at public institutions, where the placating of feisty boards of trustees and wary politicians is an ever-expanding part of presidents' jobs. There's much to commend in a stoic, norm-based approach — running a university is hard enough without doing cultural warfare. So it's understandable if, jammed between the cautious traditions, demands for justice and recognition by long-marginalized groups, and an increasingly frantic conservative backlash, presidents and other senior administrators feel trapped.

And yet it's time to face the challenge. Leaders who shrink from the moment won't spare their campuses cultural strife — but may erode the credibility of their institutions. As the higher-education researcher Kevin R. McClure argued in a Twitter thread, now is the time for academic leaders to fight.

The event that has brought our sector to this crossroads happened in North Carolina. Earlier this year, the University of North Carolina at Chapel Hill's Board of Trustees refused tenure to the demonstrably qualified journalist Nikole Hannah-Jones, best known for the pathbreaking "1619 Project." Governing boards ratify tenure appointments, which is almost always a rubber stamp, as trustees generally do not have the expertise or experience



ILLUSTRATION BY SCOTT SEYMOUR FOR THE CHRONICLE, ORIGINAL IMAGE BY RANDY LYHUS

to evaluate tenure cases. This is the process that went off the rails at UNC.

A key figure in this big mess is Walter E. Hussman Jr., a wealthy donor to the UNC journalism school, which was named for him. He opposed the Hannah-Jones hire, but the board was also under pressure to resist the appointment by the state's Republican Party, which indirectly appoints nearly all of its members. In any case, it de-

clined to act on Hannah-Jones's tenure bid. The result was, predictably, a widespread outcry.

Later, under extreme public pressure, the board voted to approve her appointment with tenure, but the damage had been done: In early July, Hannah-Jones announced that she would decline UNC's offer and accept an appointment, with tenure, at Howard University. *The Chronicle's* Jack Stripling explained: "At steps

along the way, key decision makers at Chapel Hill chose compromise over insistence and resolution over resistance. In the end, they had nothing to show for it."

Let UNC stand as a cautionary tale. The administration stood inert as the board and donors interfered with routine academic procedure. From that moment, the university could not avoid controversy. And yet this flashpoint is not the start of our current culture war.

In a *Politico* interview published in May, the sociologist James Davison Hunter explained that the expansion of higher education after World War II and into the 1960s contributed to a cultural shift on topics such as race, gender, and sexuality that "challenged fundamental notions of what was right, decent, good, fair, and so on."

In 1995 the University of California regents eliminated affirmative action in admissions over the objec-

tion of administrators, students, and faculty members in the multicampus system. As the higher-education professor Brian Pusser has shown, UC's affirmative-action ban resulted from the cultural politics motivating California's Republican Party — and Republican politicians used the wedge issue as a platform to elevate such issues nationally.

Today the American right sees higher education as a hotbed of leftist activity. New America's "Varying Degrees 2021" report shows that only 40 percent of Republicans believe higher education has a positive effect on the country.

That matters because with partisan animosity comes conflict. Accusations of liberal bias in Iowa prompted legislative action to protect conservative speech and limit tenure protections. A northern Idaho community faces strife over concerns that the local community college is pushing a liberal agenda. The search for a new leader of the University System of Georgia has been an openly partisan process. Across the country, conservative legislators are proposing bills to ban critical race theory.

In Florida, the governor and Republican presidential hopeful Ron DeSantis signed a law requiring faculty members and students to take a survey about their political beliefs — a thinly veiled attempt to expose students and professors as liberal and biased.

Elsewhere, a University of Michigan regent and prominent donor, Ron Weiser (an elected Republican), used misogynistic language to describe the state's Democratic governor, attorney general, and secretary of state, all women. He refused to resign from the university's board, stating that he would not be "canceled," and Michigan declined to remove his name from a university building.

Private universities are partly insulated from the culture war, but they are not immune. Selective pri-

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vate colleges face legal challenges to considering race as a factor in admissions decisions and strife over the role of political and social issues in selecting board members. Faculty members at Washington and Lee University, in Virginia, expressed resounding support for removing the Confederate general's name from the university's. Lee's name was added after the Civil War, to commemorate the Confederacy and to mark Lee's service as the university's president in the years before his death. This spring, Washington and Lee's board voted to keep its current name.

COLLEGES' STATUS as involuntary combatants in the culture war is a painful truth. On the one hand, if academic leaders do not resist interfer-

them from tilting at windmills. Liberal institutions certainly should not violate norms and established procedures to exact political revenge.

Higher ed, however, doesn't always live up to such liberal ideals. Our sector is implicated in the ugly aspects of the country's history. Land-grant universities were built by states using the proceeds of stolen Native land. Higher education participated in slavery. Some universities had quotas on the number of Jewish students who could be admitted in the first part of the 20th century. The University of North Carolina was segregated until after *Brown v. Board of Education* and was slow to integrate — in 1960, it had only four Black freshmen. Across the country today there are few tenured Black faculty members at

part of the norms and expectations of our institution. This process challenges "fundamental notions of what was right," which is exactly what "The 1619 Project" sought to do.

POLITICAL TENSIONS turn college presidencies into daunting propositions, but engaging with politics has now become a leadership requirement, particularly at public institutions. Campus leaders don't need to align themselves with a political party in their professional capacity, but they must not shy away from making decisions because they fear accusations of acting politically. How can they avoid the institutional trap? I have three suggestions.

First, higher ed must acknowledge that it is, in fact, in a culture war. If you are a campus leader, accept that you cannot avoid appearing political. That means that you cannot hide behind empty language or press-release your way out of difficult situations.

During the pandemic, many campuses punted on tough decisions to avoid being out of step with political leaders. Research from the College Crisis Initiative and *The Chronicle* showed that political factors predicted how colleges responded to the pandemic, especially when it came to in-person or online learning, or vaccination mandates. Also consider the often-ham-fisted responses to calls to remove Confederate monuments on campus. When leaders fail to take decisive stances, the conflict over racist symbols simmers and does not go away. Trying to avoid appearing political can both increase campus tensions and lead to absurd outcomes.

At the University of Texas at Austin, a song that began as a blackface minstrel performance is a beloved football anthem. Rather than decisively doing away with "The Eyes of Texas" as a campus hymn, the university tried to please everyone by forming two marching bands. One band plays the racist song, and one does not. The aversion to being political turns campus leadership into satire.

The second thing that higher ed must do is tell the truth. For legal reasons and to maintain decorum, campus leaders won't volunteer all the



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information they have all the time. That's fine. Presidents don't need to be an open book. But when leaders avoid telling the truth, it is more difficult to get out of the culture war cul-de-sac.

We've seen examples of this before. After the "Unite the Right" rally at the University of Virginia in 2017, UVA's president at the time, Teresa A. Sullivan, resisted identifying the marchers as white supremacists or racists. Sullivan's cautious language was designed to avoid seeming political but sidestepped the obvious truth. Eventually pressure built for Sullivan to acknowledge the reality of the march, and she issued a more truthful statement. It was too little, too late.

Third, and finally, higher-ed leaders should take Black and other marginalized students and faculty members at their word. Experiences of racism and bias on campus are real, and the status quo is unacceptable. In a statement on why she had chosen to decline tenure at UNC, Hannah-Jones said: "The burden of working for racial justice is laid on the very people bearing the brunt of the injustice, and not the powerful people who maintain it. I say to you: I refuse."

The obligation of identifying and rectifying racism and other forms of injustice on campus ultimately rests with the executives who lead our colleges. Quietly enduring reactionary salvos in the culture war in the hope that increasing campus diversity alone will suffice is a failed strategy. ■

Campus leaders must accept that they cannot avoid appearing political. Their failure to take decisive stances will not make conflict go away.

ence, powerful groups like Campus Reform, Fox News, and Turning Point USA can capture their campuses as platforms for partisan warfare. On the other, if they do fight, the university itself could appear partisan, which would erode its legitimacy. I call this dynamic the institutional trap.

Let me explain what I mean by that. The social institution of higher education is the set of norms, values, cultural practices, roles, and ritualized procedures that tie all colleges together. An institution is a way of ordering social activity by creating expectations for how things work. In the ideal, higher education is a liberal institution, which means that — at least on the surface — it is defined by individual freedom, tolerance for difference, and acceptance of established procedures as the legitimate way to get things done.

Liberal institutions like higher ed are cautious and measured. They operate through deliberative procedures. Sticking to norms may make colleges sluggish, but it also prevents

most colleges and disproportionately fewer Black women.

Higher education's racist history is embedded in the norms and processes that anchor the institution. History is not just in the past; it's living today.

Theorizing higher education as a liberal institution in the abstract without thinking about its particular history gives an incomplete picture. As the sociologist Victor Ray has shown, institutional reproduction norms keep organizations like traditionally white colleges white. Organizational whiteness centers white people, the white experience, and white culture as normal and expected. Maintaining whiteness is how organizations maintain white supremacy, even when they espouse commitments to diversity. As a liberal institution, higher ed preserves the status quo, which includes the status quo of white supremacy.

It is exactly by granting tenure to scholars like Hannah-Jones that our sector moves on from such pernicious roots. Ideas exposing and resisting racism will hopefully become

MIT and Harvard Have Sold Higher Ed's Future

Handing over edX to a private company is a gross betrayal.



MICHAEL MORGENSTERN FOR THE CHRONICLE

LAST MONTH Harvard University and the Massachusetts Institute of Technology sold their edX platform to a for-profit company for \$800 million. Founded by the two institutions nearly a decade ago, edX was higher education's answer to the venture-backed start-ups jostling for an online-course windfall. With the sale to one of those firms, Maryland-based 2U, Harvard and MIT have surrendered. Their decision to fold is a major, and potentially fateful, act of betrayal.

Alan Garber, Harvard's provost, adopted the language of edX's profit-maximizing rivals in conceding defeat. "Taking full advantage of [online learning's] potential," he told *The Harvard Gazette*, "will require capital investments at greater scale than is readily attainable for a nonprofit entity like edX." The decision to sell

comes as investor interest in higher education has swelled during the pandemic. Coursera, the Silicon Valley online-course provider, went public in March, and Instructure — the maker of the popular learning-management software Canvas — filed for an IPO last week. The Covid Zoom boom has brought the inevitable wave of start-ups hoping to cash in on the virtual college classroom. So it's no surprise that the market value of 2U, after the edX announcement, surged past \$3 billion.

Before the sale, edX was academe's public option — a mission-aligned satellite of the brick-and-mortar campus. Now all the major players in the sector are profiteers, legally ob-

ligated to maximize shareholder return. As universities offer more web-based courses and degree programs, most of them will turn to online program managers like 2U and Cour-

sera. 2U already runs over 500 such programs for 80 university "partners," numbers that — with the edX acquisition —

will more than double. The press-release boast is that the combined firm will reach over 50 million learners.

Harvard and MIT have, in effect, auctioned off the lecture halls of the future. It's a short-sighted move reminiscent of another infrastructure transfer, in scholarly publishing. As early as the 1950s, academic societies began to mimic the new sales-based commercial model of for-profit pub-

lishers. By the turn of the millennium, most societies had handed over their journals to be published by the big commercial players, in exchange for a share of profit. Now most scholarship is published by an oligopolist quintet of information conglomerates that, in turn, charge their college customers usurious fees.

That industry is among the most profitable in the world, in part because academics write and review for no pay. As the historian Aileen Fyfe has shown, there was nothing inevitable about the joint custody — nonprofit colleges and for-profit publishers — we've ended up with. We owe our current predicament, in part, to the decisions of learned societies who chose short-term cash over their scholar-members' long-term interests. Harvard and MIT have just

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made the same disastrous miscalculation.

NONPROFITS aren't supposed to flip like this. The edX deal seems to have met the letter, if not the spirit, of nonprofit law by selling off its assets — and by

the news conference, Harvard's Garber said that the partnership with 2U "indeed is mission-aligned," while the two institutions' presidents, in a joint statement, said the merger would "carry forward" the edX mission on a "whole new scale." With "online edu-

the student lifecycle." The nonprofit's "geographic footprint" will enable 2U to expand its "addressable market," which — in a concentric-circle chart — is pegged at \$7.3 trillion. The materials claim, unblushingly, that the pandemic has boosted expected "CAGR" (compound annual growth rate) by 2 points. There's even reference to "increasing share of wallet," which doesn't roll off the tongue quite like Veritas.

2U's mission is fundamentally misaligned with the university tradition. 2U, Coursera, and their venture-funded competitors are built to squeeze profit from our students, using our faculty and course offerings. Harvard and MIT had no right, in the meaningful sense, to sell us off. None of us — not faculty members, not students — signed up for edX to increase Silicon Valley's wallet share. We will look back on this careless abrogation of stewardship as the tragic squandering that it is. ■



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Now all the major players in the sector are profiteers, legally obligated to maximize shareholder return.

parking the \$800 million in a new Harvard-MIT nonprofit with a gauzy "inclusive learning and education" mission. The splashy, doth-protest-too-much site detailing the merger states that 2U plans to operate edX as a "public benefit entity," a toothless designation.

Compare the public statements from Harvard, MIT, and edX with 2U's backstage messaging to investors. At

cation rapidly changing," they added, "it's the right moment for this leap of evolution for edX."

2U, on the other hand, touts the expected post-merger boost in "TAM" (total available market) and "ROIC" (return on invested capital). The company promises to leverage edX's "strong brand equity" — from "initial marketplace experience through

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Your Most Important Resource Is Eyeing the Door

What colleges need now is compassion, but not for the reasons you might think.

THE PEOPLE who work at your institution have been burning the candle at both ends for more than a year now, keeping higher education going in a pandemic. So when the topic of compassion comes up, you might think it's about the importance of treating overworked, exhausted faculty and staff members with kindness and care.

And that is important. But among the many existential threats facing your institution now — program cuts, further layoffs — there is another to consider: You are about to lose some of your best and most-experienced people.

A recent study — conducted by *The Chronicle* and commissioned by Fidelity Investments — revealed that 55 percent of current faculty members “are considering retiring or changing careers and leaving higher education” following the pandemic. That national data corresponds with what I see happening in my own academic social network. Friends I

consider quite young are contemplating early retirement. Colleagues are quitting to follow their spouses to well-paying jobs. Psychology professors are leaving to make more money counseling via telehealth or falling into the arms of big tech, which is desperate for people who know how to crunch data. Those examples are not from criminally undersupported adjunct instructors but from tenured and tenure-track professors. They won the prize — the supposedly coveted position — and they're seriously considering turning heel and walking away from it.

With the academic-job market being as terrible as it is, you may think you can easily replace your departing employees. But many of you can't afford new tenure-track lines, and nothing can replace the institutional knowledge and grounding that experienced, full-time faculty and staff members offer your students and your campus.

I am in the midst of a qualitative research study interviewing undergraduates about the determinants of their best and worst learning experi-

ences. The interviews are underscoring what so much other research has made clear: When it comes to student learning, success, and retention, it is all about forming deep, meaningful relationships with a mentor. The stories they have told me have indicated that it's about:

- Dropping by during office hours to discuss a chemistry problem or decide between internships.
- Running into a professor in the food court and having a quick sidebar about philosophy.
- Receiving an unexpected but welcome email from a faculty member inquiring about the outcome of a job or graduate-school application.
- Knowing they can knock on the door of the tutoring-center director and get help with any problem, big or small.

Now, as you contemplate a full or partial return to business as usual this fall, and with your faculty and staff members teetering in their commitment to your institution, I strongly suggest you make

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their well-being a priority. As a colleague put it in a recent conversation (thanks, Christine Nowik): Be guided by a mantra of “People First” in all of your post-pandemic decision making.

People-First Principle No. 1: Trust your faculty members' instincts in the classroom.

The last three semesters we have taught remotely, in person, and hybrid. We have pivoted back and forth between those modalities based on prevailing health conditions and local lockdowns. Administrators have heard some pretty hair-raising stories from students about how all of this went, and I understand the impulse to try to mandate and control what happens next in the classroom. Some institutions required their faculty members to teach a certain number of synchronous hours in an attempt to prevent them from simply posting readings and discussion questions and then checking out for the semester. Other campuses with face-to-face learning hired “room checkers” to be



JON KRAUSE FOR THE CHRONICLE

sure instructors were in their classrooms during assigned hours.

In any social system, there will be loafers and abusers — people who try to game the system to work less or accrue more resources. This is as true of human beings as it is of vampire bats and chimps. You can't prevent it, and trying to do so is going to restrict and inhibit your hardest-working, most-innovative faculty members from doing what they know how to do best for their particular students and courses. You need to let go of some measure of control and let those faculty members shine.

During the remote pivot on my campus, an accounting professor, Paul Piwko, completely overhauled one of his typical assignments in his accounting course. He took a video camera (and a mask) and toured a local women-owned brewery, creating a vivid, short documentary of the business. He worked with the brewery owners to create a realistic mock-up of their brewing process and associated costs to share with students, who were invited to apply what they'd learned in class and make recommendations. The business owner then attended a Zoom

session to answer students' questions. When Piwko presented this project in an event for our teaching center, it struck me that he had probably sunk something like a full week's work into the creation of this one assignment, when he could have simply posted the same assignment that he'd been using for years and that he probably could have graded in his sleep. This is the sort of teaching excellence your faculty members can achieve if you give them the freedom to do so.

Trusting your faculty to know what works best also means resisting the allure of continuing to require HyFlex and other hybrid models for most classes on most campuses in the fall semester. HyFlex can certainly be done well, so if you have the resources for fancy equipment, decked-out classrooms, extensive faculty training, and teaching assistants who can tend to the chats and technology while the instructor is trying to teach, then have at it. HyFlex to your heart's content. But most institutions do not have those resources.

Making hybrid teaching work this past year — without the aforementioned resources — has required a

combination of flexibility, innovation, and sheer brute force by faculty and staff members. That level of effort, and the sinking feeling that one is doing a poor job even despite it, is part of why people are thinking about leaving academe. It's not sustainable. It has also required quite a lot of grace from students, many of whom have not judged too harshly the product of those efforts because they, too, understand that this has been an emergency. That grace will not last forever, especially as they continue to pay high tuition dollars for what is ultimately a sub-standard product.

Trusting your faculty members to run their own classrooms also means exploring how aspects of greater flexibility in remote work and teaching innovations should be extended into the future, to accommodate teachers and staff members who have benefited greatly from some of the accessibility dimensions of the pivot.

Finally, if you really want to cut down on loafing and encourage innovation, then consider rewarding your hardest-working and most-creative faculty and staff members with awards, stipends, and promotions. Show them that you see them, that you appreciate them.

People-First Principle No. 2: Hands off our breaks.

In a laudable effort to contain behaviors that could lead to coronavirus outbreaks, many campuses canceled breaks and held classes on holidays. Lately, some administrators have proposed a long-term rethinking of the academic calendar. Should we always teach remotely after Thanksgiving? Or, more radically, should we get rid of summer breaks?

Some of the ideas for rejiggering the academic calendar are interesting. Maybe we should always teach remotely after Thanksgiving, rather than bring everyone back to campus — mixing viruses and burning fossil fuels — all for a lame-duck week or two between the holiday and end of the semester.

But we need breaks to refresh, to renew, and to catch up on work. Professors have come to rely on official breaks for this rest since, unlike most professionals, we can't take vacations for a week of our choosing during the semester. As the educational developer Karen Costa told me in an interview, "If we're setting our faculty up for burnout, we are absolutely ripping



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away their ability to form positive relationships with their students, which is cutting away the foundation of what we know works." And students need those breaks, too.

If you mess with breaks, you also cut away at one of the few perks that an academic life has over other, more lucrative professions — namely, the flexibility of our workdays. Teaching, scholarship, and service require long hours of effort. The benefit is that you may choose which hours you work and that you get scheduled breaks in between marathon stretches.

As we transition to a new normal, we need to restore breaks during the academic year. This summer we also need to take a break from training and programming and emergency committees. When I asked my community of educational developers about their plan for summer programming, most said that it would be light and focused on restoring social connections among faculty and staff members, allowing them time to reconnect and to commune over what we've lost.

People-First Principle No. 3: To your faculty and staff members, time and money are the only true resources. Give us some.

During the initial pivot, someone I follow on Twitter who works at a campus teaching center posted a plea for ideas. Her administration had charged her with doing whatever she could to support faculty members in the abrupt switch to teaching entirely online. The administrators told her

they would provide her with whatever she needed to make it happen — as long as it wasn't time or money.

Those are quite nearly the only two resources that matter to anyone.

I know that you don't think you have money, and that giving faculty and staff members time off from teaching, for example, also costs money. But not offering such time and money has a price, too. A case in point: I have been teaching on my own campus long enough to see several different iterations of learning communities, and the comparison is instructive:

■ When I started on the campus, I participated in a learning-community program in which cohorts of first-year students took four courses together across two disciplines. In the group I taught, students took my introductory-psychology course in the fall and introductory-neuroscience course in the spring; they also took chemistry and biology courses in the fall and spring, respectively. Each of the professors got a course release for each year spent teaching in the program, meaning we taught one less course that year with no reduction in our salaries, thus granting us time. We used that time to collaborate: dovetailing the content of our courses to demonstrate connections and planning extracurricular activities. In addition, we received a decent budget to purchase food, tickets, and supplies for the extracurricular activities. We had a blast planning and carrying out activities, including a breakfast brunch with a nutritionist (talking about the chemistry and psychology of nutrition) and a brain-awareness-week activity in which our students, decked out in neuroscience T-shirts of their own devising, taught elementary-school kids about the brain. The students formed close relationships with us and with one another, and we grew close as colleagues. Nearly 10 years later, we still get emails from those students about what they're up to.

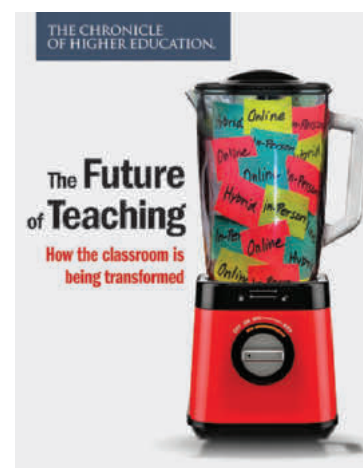
■ Budget cuts meant this program was replaced. Now it lasts only a single semester. Participating faculty members get no release time from their other obligations, and the extracurricular budget is also far less. I have participated in this

version of the first-year program with other faculty members. We've tried mightily yet failed to recreate the same level of connections and results that we were able to achieve in the longer, better-financed program. Why? Because no one had time, and there wasn't money.

Sure, granting course releases and buying T-shirts can be expensive. But they're cheaper than having several students transfer out of your institution because they haven't formed strong relationships on the campus.

Time is also required to develop the scholarly mentoring relationships that are at the heart of higher education — students and instructors working together on questions "at the very edge of our human understanding." Such relationships are at risk if faculty workloads continue to soar. We need to consider how to ask our faculty and staff members to do less, not more.

In closing, remember: Your best people are your best resource. You aren't paying them enough, and they're working too hard. If they leave, you won't be able to adequately replace them. Putting your faculty and staff members first in your post-pandemic decision making is not just the compassionate thing to do; it is actually the prudent thing to do — financially, operationally, and existentially. ■



FROM THE CHRONICLE STORE

Planning for the next semester is a complex game of educated guesses and tentative outlines. Explore this holistic examination of what post-pandemic teaching will look like, what kinds of instruction colleges should keep, and how academic leaders can support faculty members and students. Get this and other products at Chronicle.com/browse.

What I Learned at ‘Boot Camp’

A professor in her first year as dept. chair shares lessons from a workshop.

I BECAME CHAIR of my department in January 2020, when my predecessor stepped down after 10 years (!) in the position. My department is small, so I’ve known since I was hired that I would eventually be chair, but I never considered how to prepare for the role — I was more focused on getting tenure. I certainly could not have guessed that my first year of leadership would occur during a global pandemic that

coincided with the departure of both our president and our provost. My department is the only one at my liberal-arts college with graduate programs, so I am in the unique position of having additional duties that other department chairs on our campus don’t. So in addition to overseeing our department’s un-

dergraduate programs, I function as a graduate-school dean, graduate-admissions director, and financial-aid director. In the fall of 2019, just before I took the departmental reins, I got my act together and decided I needed some training if I was going to succeed in my new position(s). Like most faculty members, I re-

ADVICE

ceive email solicitations promoting all kinds of professional-development workshops. To be honest, they’ve always felt like a hoax to me. For \$4,000, I would get the pleasure of sitting in a room full of strangers, while someone with no familiarity with my institution told me how to lead my department. I wasn’t interested.

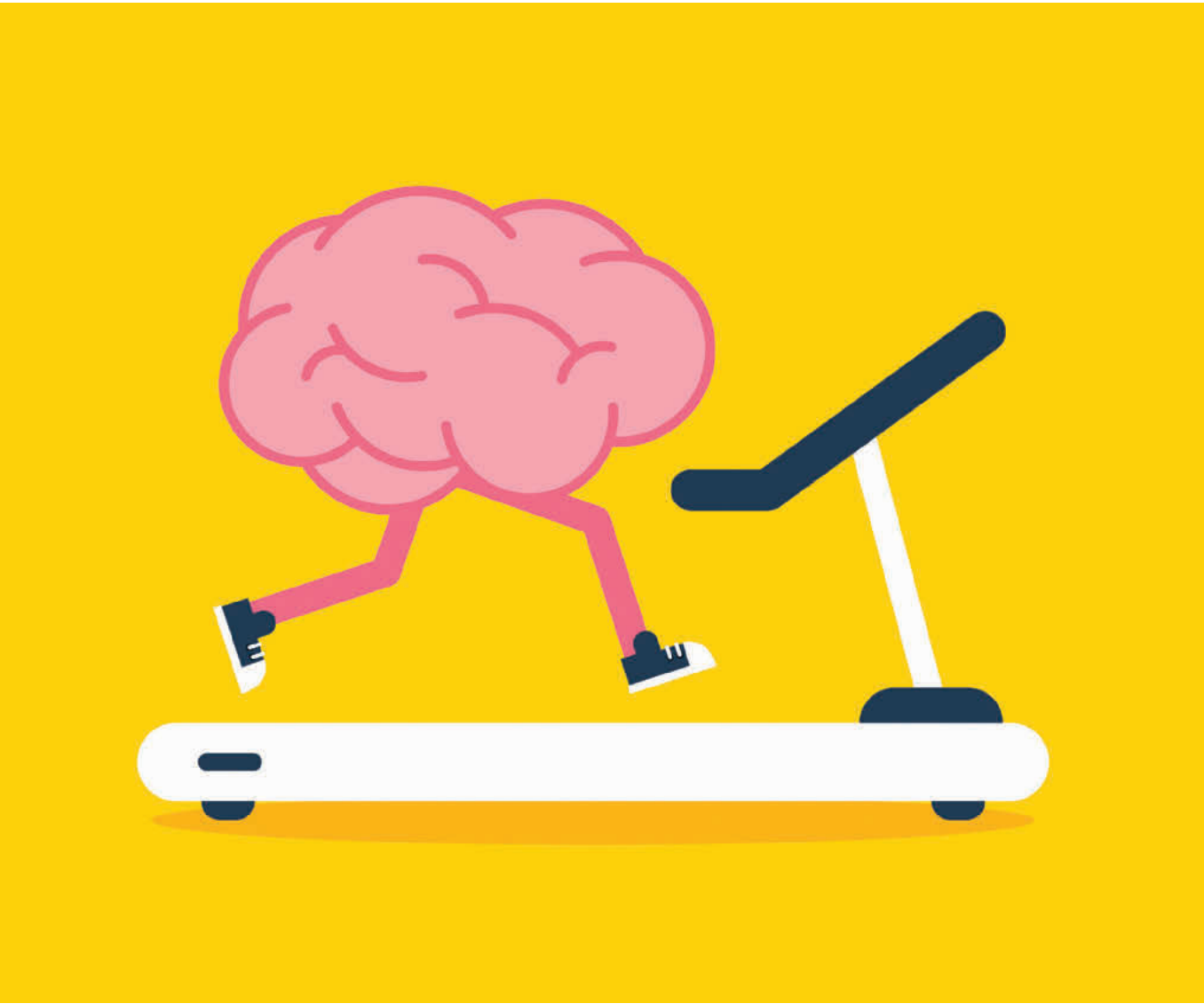
At one point, I looked into hiring an executive coach, but that was even more expensive, and I was pretty sure my college would not foot the bill.

So I went back to Square 1, looked more deeply into the workshop options for new department chairs, and found a few that piqued my interest. I emailed my dean to ask if the college could help support the cost of the training, and, happily, she agreed (turns out, we have institutional memberships with many of the sponsor organizations, so that helped lower the cost). I signed up for two leadership workshops for the spring and summer of 2020, both of which were canceled because of Covid.

I stumbled through my first year of (virtual) chairing, hoping the workshops would be rescheduled. Eventually they were, and one fit my schedule perfectly. I recently completed a four-week, virtual boot camp for department chairs that, to my surprise, proved highly useful.

So here I am, eating crow, and sharing with you what I learned from my boot-camp experience. In what follows, I’m not advertising a particular group, just telling you what I learned and why I think you should ditch your reservations.

Format. At first, I confess, I was leery of the boot camp’s virtual format. After 16 months of Zoom teach-



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ing, I know how difficult it can be to make online learning engaging. The boot camp was scheduled for four consecutive Wednesdays, alternating between six- and three-hour sessions. The idea of sitting in front of my computer for six hours did not appeal to me, but hey, at least I didn't have the hassle of traveling somewhere for this experience.

After the first six-hour day, I was surprised that it hadn't felt that long. The workshop was limited to 25 participants; its two instructors took turns presenting on the strengths and pitfalls of various leadership styles. There were small-group breakout sessions in which participants could talk about complex topics (e.g., how do you maintain authority when most department members outrank you?) and share strategies that worked in our respective departments.

I generally dislike role-playing games, but even those workshop exercises — on handling sensitive conversations and managing difficult faculty members — were excellent opportunities to practice new skills.

Over all, I found the workshop to be incredibly interactive. Participants were able, much more than I expected, to get to know one another and to build personal and professional connections. We enjoyed one another's company so much that we've asked the organization to hold bimonthly Zoom check-ins for us, and a reunion next spring.

Content. I chose this workshop because its range of topics appealed to me. The organizers designed a curriculum that moved from leadership theory to practice, and focused on conflict management, self-care, and career development. Each session included self-reflective exercises on our leadership values and goals, and concrete strategies for a variety of practices — building a relationship with the dean, working with human resources, starting termination proceedings.

My favorite activities were the self-assessments and the leadership "audit" that solicited anonymous feedback from our department colleagues. The audit was particularly well done. All I had to do was send department members a link to a three-question, open-ended survey about my leadership strengths and



Manya Whitaker

is an associate professor of education at Colorado College and chair of its education department. She writes regularly for *The Chronicle* about academic-career issues.

limitations. The host organization collected the responses and aggregated them into a single report that was shared with me two days before the second session.

I then had a one-on-one meeting with a workshop leader to review the results. This 45-minute conversation was extremely valuable as it (a) allowed me to get to know one of the facilitators, and made me feel as though he was genuinely invested in my professional development, and (b) provided an opportunity to process the departmental feedback that, I admit, made me uneasy (see below).

Before our conversation, I was not looking forward to discussing my faults with a stranger, but having an outsider's perspective was actually very useful. He helped me contextualize my colleagues' comments in the audit, and strategize about how to leverage my strengths and fill the gaps in my leadership style. I've opted to do three additional coaching sessions, post-boot camp (for additional fees, of course), and I'm glad I did. Those sessions will offer more individualized support for my leadership development.

What I learned about my leadership style. My biggest takeaway from this experience is that I am an effective leader — but not always the leader my team needs me to be. Let me unpack that:

- Who I am personally is indistinguishable from who I am professionally. We did an exercise in which we identified the things that matter most to us as

chairs. Mine were competence/willingness to learn, reliability, and integrity. The facilitators made a big deal of reiterating that these were professional values, not personal ones. They said that most people value different things in work versus home settings, and that it was OK if the three values that mattered most to you on the job were not the same as what mattered most to you in your personal life. But for me, my professional and personal values are the same. I am not sure if that's good or bad, but it is my reality.

- My leadership assessment revealed that I am a critical thinker in times of calm, but a warrior in times of stress. Both of those profiles are task-oriented and data-driven — with very little focus on interpersonal relationships. Basically, I just want to get things done properly and efficiently, no matter who does the work. However, a second assessment — of my conflict-management style — showed that, in making decisions, I prioritize dialogue, collaboration, and compromise. Those two sets of results contradict one another on the surface. But after much reflection, I've realized that what I feel and think is not always what I externalize. In other words, I may feel impatient to get things done, but I make certain that in moving forward, everyone's voice is heard and that we all feel satisfied with our direction. Or, maybe I don't. ...

- My leadership audit affirmed that I am a "natural chief operating officer" and that my strongest attributes are my dedication to the department, work ethic, time management, and organizational skills. But among my weak points are a tendency to "leave colleagues behind," so much so that my attempts to collaborate "can feel performative" and that I don't "make time for personal connections." Ouch.

So here I am with a lot of data points (which I love), some of which conflict with one another (which I dislike).

But the boot camp is not meant to answer questions. It's designed to expose your leadership style to fur-

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—Eddie R. Cole, author of *The Campus Color Line: College Presidents and the Struggle for Black Freedom*

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ther self-reflection. Toward that end, I am meeting with a trusted department colleague and friend to parse all of that information, with the hope of getting concrete examples of my leadership practices that do and don’t work.

I’ve already taken steps to better communicate my genuine appreciation of my colleagues — something that clearly gets buried beneath my desire to get things done. I sent thank-you emails to everyone who completed the leadership audit, summarizing their collective feedback and reiterating my commitment to improve as chair. I mailed hand-written cards noting each person’s unique contributions to the department and to my professional and personal growth. I sent our newest colleague a welcome gift with a personal note indicating my excitement at having her join us.

Once the fall semester gets underway, I hope to continue to make space for genuine personal connections during monthly one-on-ones with colleagues and especially during department meetings. I am going to work with my coach on managing my “pre-crastination” — a tendency to “complete tasks quickly just for the sake of getting things done sooner rather than later” — born of my fear of getting behind in my work. To some, pre-crastination might not sound like a problem, but it can become one if you offend someone by answering emails too quickly or ending a meeting too abruptly, just to have those tasks done.

I also want help figuring out how to balance my team’s desire for process-oriented collaborative work (people working on tasks together) with my preference for outcome-oriented, distributed work (people working on tasks individually). While the idea of having even more to do this coming year triggers my warrior mind-set, I am grateful for this experience because I know it’s the kind of work that will advance my career.

If you are on the fence about whether to pursue formal leadership training, I vote yes. It was worth the money and the time to invest in my professional growth. ■

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Carnegie Corporation of New York Announces Search for New President

Carnegie Corporation of New York, the foundation established by Andrew Carnegie in 1911, seeks a visionary leader who can help fulfill the institution's mission of promoting the advancement and diffusion of knowledge and understanding.

With a \$4.5 billion endowment, the Corporation makes more than \$155 million in annual grants in support of **democracy, education, and international peace**. Reporting to the board of trustees, the president is responsible for driving a strategic plan that maximizes the strengths of the foundation's grantmaking and impact. The position requires extraordinary leadership and collaboration for measurable progress, as well as a commitment to cultivating diversity, equity, and inclusion.

For more information, please visit **carnegie.org/president**.

Carnegie Corporation of New York is an equal opportunity employer firmly committed to diversifying its workforce and to complying with all federal, state, and local equal employment opportunity laws.



ASSISTANT VICE PRESIDENT OF HUMAN RESOURCES

Franklin & Marshall College invites nominations and applications for the position of Assistant Vice President for Human Resources and Chief Human Resources Officer (CHRO). Reporting to the Vice President for Finance and Administration, the CHRO is a visible and valued campus leader who will recommend, implement, and evaluate strategies that put College faculty and staff in the best position to accomplish the institutional mission.

Founded in 1787, Franklin & Marshall (F&M) is a highly selective private liberal arts college that prizes its diverse and collaborative faculty and student communities centered on small class sizes and faculty-student research. The College's mission is to help students develop their passion – including their intellectual, creative, and leadership talents – so that they may live fulfilling lives and contribute meaningfully to their occupations, their communities, and their world. F&M is proud of its nationally recognized talent strategy to build a dynamic student body as well as its College House system, which blends residential community, intellectual exploration, and student self-governance. The College enrolls roughly 2,200 students from the U.S. and around the world. F&M's faculty are exceptional teachers and active scholars, offering a curriculum that spans the arts and sciences. The College's operating budget for fiscal year 2022 is approximately \$130 million, and its pooled endowment is valued at more than \$400 million. Franklin & Marshall is located on 247 beautiful acres in Lancaster, PA, a diverse and progressive metropolitan area of approximately 500,000, with a lively arts culture, historic downtown, and easy access to Philadelphia, Baltimore, New York City, and Washington, DC.


The CHRO is a valued member of the Franklin & Marshall's leadership team. They will proactively recommend innovative and collaborative ideas to senior staff, as well as implement and evaluate strategies and policies that will ensure that the College attains its objectives related to employee resources. The CHRO is responsible for the oversight and administration of all HR services and functions including a strategic focus on the following:

- Building and supporting staffing models aligned with College's new strategic plan
- Anticipating changing employee needs and proactively improving support systems
- Identifying areas where the HR Information Systems can be utilized more effectively and efficiently
- Strengthening partnerships between HR and all divisions of the campus community.

The CHRO will have an influential role at an institution that is a national leader in launching students and alumni to opportunities that make a difference in our community and the world. The ideal candidate will be energized by the opportunity to work within an inclusive, collegial environment that offers the ability to quickly recognize their impact and influence on a dynamic and diverse community that thrives on relationships, excellence, and forward momentum.

Franklin & Marshall is committed to recruiting and retaining a diverse community and promotes the full participation and inclusion of all its members. Grounded in the belief that diversity challenges assumptions, opens minds, and unlocks our collective potential to solve any problem, the CHRO will share the College's mission to create and sustain a campus community that welcomes, understands, supports, and celebrates diversity of all kinds, including race and ethnicity, gender and sexual identity, regional and national origin, socioeconomic status, religious beliefs, different learning styles and abilities, and more.

Minimum of ten years of increasingly responsible experience as an HR professional is required, with experience in compensation and benefit plan design and administration; employment and benefits law; strategic planning; and recruitment. Master's Degree in a related field is strongly preferred.



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

Shelly Weiss Storbeck, Global Education Practice Lead and Managing Director
Carly Rose DiGiovanni, Senior Associate
Abby Kallin, Associate
FandMAVPHR@storbecksearch.com

For more information, please visit Franklin & Marshall College's home page at <https://www.fandm.edu/>.

Franklin & Marshall College is committed to having an inclusive campus community where all members are treated with dignity and respect. As an Equal Opportunity Employer, the College does not discriminate in its hiring or employment practices on the basis of gender/gender-identity, sex, race or ethnicity, color, national origin, religion, age, disability, veteran's status, genetic information, family or marital status, sexual orientation, or any other protected class.

*Individuals who need an accommodation due to a disability in order to submit an application or attend an employment interview should contact Storbeck Search via **FandMAVPHR@storbecksearch.com**.*

Franklin & Marshall is proud to offer a smoke-free work environment.



VICE PRESIDENT FOR STRATEGIC MARKETING AND COMMUNICATIONS

Trinity College invites nominations and applications for the position of Vice President of Strategic Marketing and Communications (VPSMC). The College seeks an innovative, strategic, and collaborative professional to lead Trinity's efforts to strengthen its image as a preeminent urban liberal arts college that is a "first-choice" destination for both students and faculty.

Founded in 1823, Trinity College provides its 2,100 students with an education that is both relevant and timeless. Trinity is marked by innovation in teaching and scholarship as well as in its long-standing and multi-faceted engagement with the city of Hartford and the world. The College is a dynamic institution where experimentation is encouraged and the connection between academe and the world is deep, broad, and meaningful. Trinity's faculty, students, staff, administration, and trustees are deeply committed to its distinctive mission and the new VPSMC will have the opportunity to communicate these historic strengths and the College's exciting future.

As it nears its 200th anniversary in 2023, Trinity is engaged in advancing its strategic plan, Summit, is preparing to relaunch a comprehensive campaign, and continues to innovate its curriculum and pedagogy as well as its ways of engaging with the city and world that surrounds it. The next VPSMC will report to President Joanne Berger-Sweeney and serve as a member of her executive cabinet. The VPSMC leads the Office of Communications and serves as a strategic and practical advisor to President Berger-Sweeney, her senior staff, and the College's trustees.

The ideal candidate will be an outstanding creative leader who will direct and strengthen Trinity's brand identity in support of the College and its mission. They will appreciate how the many facets of its evolving enterprise intersect and champion the ways a 21st-century liberal arts education engages students, faculty, and the campus community in the larger world with confidence, sensitivity, versatility, and creative excellence. They will demonstrate a record of success in developing and implementing multi-faceted marketing and communications efforts that have positioned and elevated an institution, brand, or company with multiple audiences. The next VPSMC will bring a collaborative leadership style and experience working with multiple stakeholders, as well as a commitment to advancing diversity, equity, and inclusion within an organization. Trinity seeks an enthusiastic leader with excellent communication skills, someone particularly able to persuade, explain, and inspire using words and images in print, digital, and social media, and with strong interpersonal skills, including the ability to relate to the College's numerous and varied constituencies and manage an office of talented professionals.




For best consideration, please send all nominations and applications—electronically and in confidence—to:

Shelly Weiss Storbeck, Managing Director
Lisa Solinsky, Senior Associate
Abby Kallin, Associate
TrinityVPSMC@storbecksearch.com

For more information, please visit Trinity's home page at <https://www.trincoll.edu/>.

The College is committed to building a representative and diverse faculty, administrative staff, and student body. Trinity is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. Applicants with disabilities should request, in advance, any needed accommodation in order to participate in the application process.



Hospitalist

West Virginia University School of Medicine and the Department of Medicine, Section of Hospital Medicine seek internists for multiple full-time faculty hospitalist positions (ranks available: Assistant Professor, Associate Professor, or Professor). The successful candidate will be expected to practice in the primary locations of Morgantown and Fairmont, WV; however, the candidate may also be expected to perform services at locations in other counties in West Virginia, and in the states of Pennsylvania, Maryland, and additional states to be determined based on expansion and growth of our services and sites. In such instances, travel would be anticipated and expected to fulfill said duties at these additional sites

Duties: The successful candidate will practice in the areas of Internal Medicine / Hospitalist Medicine. In addition to providing excellent patient care, the successful candidate will also be actively involved in teaching medical students, residents, and fellows.

Qualifications: Candidate must have an MD or DO degree or foreign equivalent and be eligible for state medical license. Successful candidate must have completed Internal Medicine residency program. Successful candidates must be board certified / eligible in Internal Medicine. All qualifications must be met by the time of appointment.

This position is clinically based in the section of hospital medicine, with the expectation of a minimum of 26 weeks annually related to clinical duties that can include inpatient and post-acute care activity as well as academic responsibilities. There is ample opportunity for additional shifts considered internal moonlighting. We are a growing academic hospitalist section that affords the faculty member teaching opportunities of residents, medical students, and advanced practice providers in both a one-on-one setting, as well as rounding teams covering inpatient consults for the Department of Medicine. We are a large tertiary care center that has extensive consultation support and cross department/section collaboration for those faculty members interested in subspecialty fellowship training. In addition, our section has numerous specialty service lines that offer an opportunity for providers to manage a wide variety of patients including cardiovascular, oncology, end stage renal disease, long term antibiotics, complicated infectious disease, and post-acute care patients.

WVU Medicine is West Virginia University's affiliated health system, West Virginia's largest private employer, and a national leader in patient safety and quality. The WVU Health System is comprised of eighteen member hospitals and three hospitals under management agreements, anchored by its flagship hospital, J.W. Ruby Memorial Hospital in Morgantown, a 700+ bed academic medical center that offers tertiary and quaternary care. WVU Medicine has more than 1,000 active medical staff members and 18,000 employees who serve hundreds of thousands of people each year from across the state of West Virginia and the nation.

The WVU Health System has been ranked number 180 out of 500 businesses selected for the Forbes list of "America's Best Employers 2021."

Morgantown, West Virginia is located just over an hour south of Pittsburgh, PA and three hours from Washington, D.C. and Baltimore, MD. Morgantown is consistently rated as one of the best small metropolitan areas in the country for both lifestyle and business climate. The area offers the cultural diversity and amenities of a large city in a safe, family-friendly environment. There is also an excellent school system and an abundance of beautiful homes and recreational activities.

Build your legacy as you serve, teach, learn and make a difference from day one. To learn more, visit <http://medicine.hsc.wvu.edu/medicine/sections-of-medicine/hospital-medicine/> and apply please contact to Annette Belcher, Sr. Physician Recruiter, at belchera@wvumedicine.org.

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



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

ALBERT S. COOK LIBRARY
Performing Arts Librarian – Librarian I

Towson University's Albert S. Cook Library seeks a dynamic and innovative individual to serve as the Performing Arts Librarian. Towson University places a high priority on the importance of diversity, equity, and inclusion. Candidates will be expected to explain how they have been and could be involved in advancing this campus goal. This position is a 12-month faculty status position available in Fall 2021. **Required:** Master's degree in library or information science from an ALA-accredited institution or equivalent and a commitment to issues of diversity, equity, and inclusion are required. Strong commitment to supporting the academic and research needs of students, faculty and staff. Background in assigned disciplines and understanding of teaching and research trends in that subject area. Strong positive collaborative skills; ability to work in a team environment. Excellent oral, written and interpersonal communication skills. Demonstrated initiative and ability to work independently and collaboratively on a variety of projects simultaneously. Demonstrated excellent organizational, analytical, time management and project management skills. Ability to work flexibly and creatively in a changing and fast paced environment with a diverse population. Demonstrated ability to meet the University's criteria for promotion and permanent status of library faculty, through professional development and service accomplishments. **Preferred:** Bachelor's degree in area of liaison responsibility preferred. Master's degree in area of liaison responsibility desirable. Experience with or course work related to information literacy instruction preferred. Knowledge of and ability to apply learning theory, pedagogy and instructional technology to information literacy instruction. Demonstrated ability to provide traditional and virtual reference and research assistance in a variety of disciplines. Proficiency in the use of digital and print resources. Experience using web page authoring tools and social networking applications. Demonstrated competencies as outlined in "Professional Competencies for Reference and User Services Librarians" <http://www.ala.org/rusa/resources/guidelines/professional>. Interest in digital humanities digital scholarship tools and methodologies. The Performing Arts Librarian serves as a research and instruction librarian and as liaison and subject specialist to the Departments of Dance, Interdisciplinary Fine Arts, Music, and Theatre Arts and related disciplines as assigned. Plans and teaches information literacy in liaison area and other disciplines. Participates in the development, implementation and assessment of the library's information literacy program. Evaluates and selects resources for the assigned collection and related areas; creates instructional materials; provides research assistance and reference services to students, faculty and members of the university community. Participates in design and implementation of library initiatives. Participates in library assessment initiatives. Librarians are expected to progress successfully along the promotion and permanent status track and participate fully as members of the library faculty. Rank is determined by qualifications at time of appointment. **LIB-3432**

Assessment & Analytics Librarian

Towson University's Albert S. Cook Library seeks a dynamic and innovative individual to serve as the Assessment & Analytics Librarian. Towson University places a high priority on the importance of diversity, equity, and inclusion. Candidates will be expected to explain how they have been and could be involved in advancing this campus goal. This position is a 12-month faculty status position available in Fall 2021. **Required:** Master's degree in library or information science from an ALA-accredited institution or equivalent; a background in statistics, analytics, research methods, or assessment; and a commitment to diversity, equity, and inclusion are required. Current knowledge of assessment issues, trends, and methodologies for academic libraries and archives. Knowledge of data analysis methodologies and the application of data to library assessment initiatives. Excellent interpersonal skills, with the ability to establish positive and productive collaboration working with diverse audiences and colleagues throughout the Libraries and beyond. Demonstrated initiative and ability to work independently and collaboratively on a variety of projects. Demonstrated excellent organizational, analytical, time management and project management skills. Demonstrated ability to effectively collaborate and build partnerships in a culturally diverse community. Demonstrated ability to meet the University's criteria for promotion and permanent status of library faculty. **Preferred:** Experience working with library-specific assessment tools in an academic or research library. Experience designing surveys, analyzing data, and providing recommendations for service improvements. Experience with Tableau or other data visualization software. Experience with R-Studio, Advanced Excel or other data analytics tools. Ability to articulate the value of academic libraries through quantitative and/or qualitative assessment methodologies. Demonstrated skill in library instruction and information literacy. Experience with or course work related to information literacy instruction. Knowledge of and ability to apply learning theory, pedagogy and instructional technology to information literacy instruction. Demonstrated ability to provide traditional and virtual reference and research assistance in a variety of disciplines. Proficiency in the use of digital and print resources. Experience using web page authoring tools and social networking applications. Rank is determined by qualifications at time of appointment. The Assessment and Analytics Librarian will foster a culture of assessment within the library and will lead the design and implementation of a successful, sustainable, comprehensive assessment program. Leads library-wide assessment initiatives including data gathering, analysis and reporting and supports data visualization projects. Coordinates library department and committee-based assessment projects and supports colleagues engaged in assessment work, ensuring shared actions and broad understanding toward assessment and assessment measures. Participates in the team supporting the library's Data Studio. Contributes to integrating assessment with data-driven planning and decision-making related to collections, services, instruction, technology, physical spaces, outreach, archives, and overall library initiatives. Supports library and university diversity, equity, and inclusion initiatives. Plans and teaches information literacy in liaison area and other disciplines. Evaluates and selects resources for the assigned collection and related areas. Librarians are expected to progress successfully along the promotion and permanent status track and participate fully as members of the library faculty. Review of applications begins immediately and continues until the position is filled. **LIB-3433**

For detailed information on these positions, please visit:
<http://www.towson.edu/provost/prospective/openpositions.html>

Please be sure to visit <http://www.towson.edu/inclusion/equity/diversity/employment/data.html> to complete a voluntary on-line applicant data form. The information you provide will inform the university's affirmative action plan and is for statistical-related purposes only. The information will not be used for any other purpose.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity, as detailed in A More Inclusive TU: Advancing Equity and Diversity (2020 – 25). TU is a national leader in inclusive excellence, the only institution in Maryland with zero achievement gap, and 68% growth in minority enrollment over the past 5 years. We encourage application from a variety of (dis)abilities, cultural, ethnic, race, sex, gender identity/expression, national origin, age, veteran status, color, religious, socio-economic, sexual orientation and belief backgrounds.



The University of Michigan
Department of Communication and Media
Faculty Opening Beginning Fall 2022
Media and Marginalized Communities, Open Rank

The Department of Communication and Media in the College of Literature, Science, and the Arts at the University of Michigan invites applicants for one tenure-track or tenured position to complement and expand our strengths in Media and Marginalized Communities.

We welcome applications from scholars who analyze media texts, audiences, industry practices, and/or technologies as they intersect with issues related to race and ethnicity in either a U.S.-national or global context; who study trans-national flows of media and information, including from a comparative perspective; and/or study the relationship between the media and those excluded from mainstream social, economic, educational, and/or cultural life. We seek a scholar whose research methods include one or more of the following: textual and discourse analysis, archival research, close analysis of industry records, trade press, and government documents, or ethnographic methods including participant-observation, in-depth interviews, and focus groups. This position will play an important role in further strengthening our qualitative and critical study of media, culture, and society.

The department is particularly interested in applicants who contribute to the diversity of the unit through research, teaching, and service.

Job duties include research activity, teaching of graduate and undergraduate courses, and service to the department, school, university, and profession. The anticipated starting date for this university-year appointment is August 29, 2022. All applicants should send a cover letter, a vita, two representative publications, a statement of teaching philosophy and experience, evidence of teaching excellence, a statement of current and future research plans, and a statement of contributions to diversity. Completed Ph.D. by September 2022, required. Junior applicants should provide names of three references.

Information on our research initiatives and scholarly interest of current faculty can be found on the Department's website: <http://www.lsa.umich.edu/comm>. All applications must be submitted electronically to: <https://webapps.lsa.umich.edu/Apply/1424>

For full consideration, complete applications should be submitted by **August 23, 2021**.

The University of Michigan conducts background checks on all job candidates and may use a third party administrator to conduct background checks. Background checks will be performed in compliance with the Fair Credit Reporting Act.

The University of Michigan is committed to fostering and maintaining a diverse work culture that respects the rights of each individual, without regard to race, color, national original, ancestry, religious creed, sex, gender identity, sexual orientation, gender expression, height, weight, marital status, disability, medical condition, age, or veteran status. The University of Michigan is supportive of the needs of dual career couples and is an Equal Opportunity/Affirmative Action Employer.

For questions about your application please email media.marginalized@umich.edu.



The University of Michigan
Department of Communication and Media
Faculty Opening Beginning Fall 2022
Political Communication, Open Rank

The Department of Communication and Media in the College of Literature, Science, and the Arts at the University of Michigan invites applicants for one tenure-track or tenured position to complement and expand our strengths in political communication.

The department seeks a scholar who studies political communication in the context of digital and/or traditional media and whose methods include experiments, surveys, longitudinal studies, content analysis, meta-analyses, data analytics, network analysis, or other quantitative social science techniques. We are particularly interested in political communication scholars who are able to contribute meaningfully to the teaching and mentoring mission of the department.

Sub-areas of particular interest in political communication include but are not restricted to: the effects of digital and/or traditional media on political attitudes, beliefs, and behavior; the role of communication technologies in the political process; platforms and politics; the contemporary news media environment and politics; journalism and politics; political misinformation and disinformation; the effects of political communication on attitudes towards social identity groups (e.g. race, gender, religion, class, or immigration status); media and political movements; political communication, authoritarianism, and autocracy; public opinion and civic engagement; the interplay between politicians and the media; and political communication in a comparative context.

The department is particularly interested in applicants who contribute to the diversity of the unit through research, teaching, and service.

Job duties include research activity, teaching of graduate and undergraduate courses, and service to the department, school, university, and profession. The anticipated starting date for this university-year appointment is August 29, 2022. All applicants should send a cover letter, a vita, two representative publications, a statement of teaching philosophy and experience, evidence of teaching excellence, a statement of current and future research plans, and a statement of contributions to diversity, and the names/emails of three references. Completed Ph.D. by August 29, 2022, is required. Information on our research initiatives and scholarly interest of current faculty can be found on the Department's website: <http://www.lsa.umich.edu/comm>. All applications must be submitted electronically to: <https://webapps.lsa.umich.edu/Apply/1425>

For full consideration, complete applications should be submitted by **August 23, 2021**.

The University of Michigan conducts background checks on all job candidates and may use a third party administrator to conduct background checks. Background checks will be performed in compliance with the Fair Credit Reporting Act.

The University of Michigan is committed to fostering and maintaining a diverse work culture that respects the rights of each individual, without regard to race, color, national original, ancestry, religious creed, sex, gender identity, sexual orientation, gender expression, height, weight, marital status, disability, medical condition, age, or veteran status. The University of Michigan is supportive of the needs of dual career couples and is an Equal Opportunity/Affirmative Action Employer.

For questions about your application please email poli.comm@umich.edu.



Electrical Engineering Laboratory Director

The University of Nevada, Las Vegas invites applications for Electrical Engineering Laboratory Director, Department of Electrical and Computer Engineering ECE, UNLV Howard R. Hughes College of Engineering.

The ECE electrical engineering laboratory director will be responsible for the day-to-day teaching and assessments of the undergraduate laboratory and capstone courses in electrical engineering with the help of the graduate teaching assistants. The ECE electrical engineering lab director will work closely with the professors in modifying the existing teaching laboratories.

The ECE electrical engineering laboratory director must have a Master's degree in electrical engineering, or a closely related field and 2 academic years of teaching or teaching assistant experience in electrical engineering related courses and laboratories, such as circuits, electronics, digital signal processing, etc.

Please email your resume/CV to ECE.Chair@unlv.edu in the Department of Electrical and Computer Engineering or call (702) 895-4183 if you need assistance.

EEO/AA/Vet/Disability Employer



Assistant Professor (Tenure-Track) Business Analytics/Management (22-23)

The Department of Management and Entrepreneurship at DePaul University's Driehaus College of Business invites applications for a full-time assistant professor tenure-track position in business analytics, with a focus on Business Analytics, beginning academic year 2022-2023.

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

This position will contribute to the leadership, growth, and reputation of the MS in Business Analytics program and includes teaching undergraduate Business Analytics courses.

Apply: <https://apply.interfolio.com/88963>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Assistant Professor (Tenure Track) School of Accountancy & MIS (22-23)

The School of Accountancy & MIS at DePaul University seeks to fill a tenure-track Assistant Professor position with a teaching focus in accounting information systems, data analytics, and/or financial accounting. Candidates should possess a doctorate or be close to completion of a doctorate in accounting from an AACSB accredited University.

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

The ideal candidate will be able to teach courses at both the undergraduate and graduate levels.

Apply: <https://apply.interfolio.com/88952>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Assistant Instructional Professor in General Biology

Description

The Biological Sciences Collegiate Division at the University of Chicago is accepting applications for one or more positions as Assistant Instructional Professor (AIP) in general biology. This is a full-time teaching position with a start date of September 1, 2021. Appointment will be made at the rank of Assistant Instructional Professor for an initial term of two years with reappointment and progression possible following review.

Responsibilities include teaching six lecture and/or laboratory courses for biology majors and non-majors. Expected course topics include introductory cell biology, genetics, developmental biology, and molecular biology for biology majors and general introductory biology for non-majors. Additional duties include hiring, training, and supervising teaching assistants. Instructional Professors of all ranks are required to engage in regular professional development.

Qualifications

Applicants must have a PhD in the Biological Sciences in hand prior to start date and at least one year of teaching university level biology lecture and laboratory courses.

Application Instructions

Applicants must apply online at the University of Chicago's Interfolio website at apply.interfolio.com/89633. An application must include: 1) a cover letter; 2) a curriculum vitae; 3) a sample course syllabus; 4) course evaluations or evidence of past teaching performance; 5) the names and contact information for three references

Review of applications will begin on **July 28, 2021** and will continue until the position is filled or the search is closed.

This position will be part of the Service Employees International Union.

We seek a diverse pool of applicants who wish to join an academic community that places the highest value on rigorous inquiry and encourages diverse perspectives, experiences, groups of individuals, and ideas to inform and stimulate intellectual challenge, engagement, and exchange. The University's Statements on Diversity are at <https://provost.uchicago.edu/statements-diversity>.

The University of Chicago is an Affirmative Action/Equal Opportunity/Disabled/Veterans Employer and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the University's Notice of Nondiscrimination.

Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-1032 or email equalopportunity@uchicago.edu with their request.



MARTHA AND SPENCER LOVE SCHOOL OF BUSINESS TENURE-TRACK POSITIONS beginning Fall 2022

Elon University is a dynamic private, co-educational, comprehensive institution that is a national model for actively engaging faculty and students in teaching and learning in a liberal arts-based, residential campus. To learn more about Elon and these positions, please visit the University website at www.elon.edu.

Assistant/Associate Professor in Organizational Behavior and Human Resource Management

To apply: Please send a letter of interest, curriculum vitae, teaching and research statements, information on teaching evaluations, and a list of three references to buschair@elon.edu (subject line: Management Opening).

Assistant Professor of Marketing

To apply: Please send a letter of interest, curriculum vitae, information on teaching evaluations, and a list of three references to mktsearch@elon.edu (subject line: Marketing Position).

Elon University is an equal employment opportunity employer committed to a diverse faculty, staff and student body and welcomes all applicants.

tory Harvard University Faculty of Arts and Sciences Department of the Classics Position Description: The Department of the Classics seeks to appoint a tenure-track professor in Ancient History. Applications are invited from candidates specializing in any aspect of the ancient Mediterranean world from the Bronze Age to Late Antiquity. The appointment is expected to begin on July 1, 2022. The tenure-track professor will be responsible for teaching at the undergraduate and graduate levels and will be expected to participate fully in the activities of

the Department of the Classics, the Ancient Studies program, and Harvard's broader community of scholars of the ancient world. The appointment is for one year, with the possibility of renewal for a maximum of two further years, contingent on performance, position availability, curricular need, and divisional dean authorization. Keywords: *assistant, associate, faculty, instructor, tenure track Boston, Cambridge, Massachusetts, MA, Northeast, New England Classics, ancient history, Greek history, Roman history, ancient Mediterranean studies Basic



Term Faculty (Non-Tenure Track) Economics (21-22)

The Department of Economics has an opening for a full time, non-tenure track faculty. This is a one-year position with the possibility of renewal pending performance review and university funding.

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

The department will consider candidates where responsibilities include teaching nine (quarter) classes per academic year (face-to-face and online modality) for both undergraduate and graduates students, holding office hours, and participating in general department activities.

Apply: <https://apply.interfolio.com/88951>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Term Faculty (Non-Tenure Track) Finance (21-22)

The Department of Finance within the Driehaus College of Business at DePaul University invites expressions of interest in a one year position for a full-time Term (Instructor) level faculty member. Job duties include teaching eight courses, including risk management, corporate finance, and analytics.

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

The position will also serve as the Director of the Arditti Center for Risk Management and co-Director of the BS in Actuarial Science.

Apply: <https://apply.interfolio.com/88949>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Assistant Professor (Tenure Track) Sports Communications/Public Relations and Advertising/Journalism (22-23)

The College of Communication at DePaul University seeks a tenure-track assistant professor to teach in the area of sports communication, with teaching and research expertise in sports-related journalism, strategic communication, or sports media production to begin August 2022.

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

This candidate will teach in DePaul's rapidly growing B.A. program in Sports Communication which began in Fall 2018.

Apply: <https://apply.interfolio.com/89002>

DePaul University is an Equal Opportunity / Affirmative Action employer.

HEMATOLOGY/ ONCOLOGY

Assistant Professor

Louisiana State University Health Sciences Center-Shreve

Teach medical students and residents, treat patients, maintain an active research agenda and perform faculty service. MD; BE/BC Hematology and Oncology as of start date. LA license or eligible. Interested persons should send a cover letter and CV to: Sarah Thayer, MD, Direc-

tor, Feist-Weiller Cancer Center, Louisiana State University Health Sciences Center, 1501 Kings Highway, Shreveport, LA 71103

HISTORY

Tenure-track Assistant or Associate Professor in Ancient History

Harvard University, Faculty of Arts & Sciences
Tenure-Track Assistant or Associate Professor in Ancient His-



COLLEGE OF
EDUCATION
& HUMAN
DEVELOPMENT

Positions for Fall 2022

Communication Sciences and Disorders

Clinical Instructor/Clinical Assistant Professor in Speech-Language Pathology
(Log #23-006)

Communication Sciences and Disorders

Clinical Instructor in Audiology
(Log #23-007)

Early Childhood and Elementary Education

Tenure-Track Assistant Professor in
Elementary Mathematics Education (Two Positions)
(Log #23-004)

Educational Policy Studies

Tenure-Track Assistant/Associate Professor in Qualitative Research
(Log #23-001)

Educational Policy Studies

Tenure-Track Assistant Professor in Quantitative Research
(Log #23-002)

Educational Policy Studies

Tenure-Track Assistant Professor in Social Foundations of Education
(Log# 23-003)

Kinesiology and Health

Clinical Instructor/Clinical Assistant Professor in Health and Physical Education
(Log# 23-005)

Applicants may view these positions at:

<https://education.gsu.edu/facultypositions>

About the College of Education & Human Development

Georgia State University’s College of Education & Human Development is committed to high quality instruction and high impact research to a student population that reflects the diverse composition of our state and nation. The college offers undergraduate, graduate and non-degree programs for professionals in education, human development and health-related fields.

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

excellence in undergraduate education is preferred. The successful candidate will help students understand the practices, social impact and ethical conundrums of documentary filmmaking committed to social change, human rights, and activism. The candidate will take a leading role in the development of documentary filmmaking in the unit; this will involve collaborating with production and studies faculty on the crafting of a holistic curriculum for documentary production, history and theory. They will also mentor undergraduate students in their professional careers. Conscious of the lack of diversity in both the film industry and academia, we embrace an inclusive environment and are particularly interested in receiving applications from members of under-represented groups and strongly encourage women, persons of color, and LGBTQ+ individuals to apply. Responsibilities Academic duties require teaching two courses per semester at the undergraduate level as well as occasional independent studies and honors projects. Candidates should be qualified to teach a range of production courses in addition to documentary filmmaking. Required Qualifications “ MFA or equivalent terminal degree in moving image production, or equivalent professional experience. “ Robust and active record of documentary filmmaking as a director or writer/director, along with the promise of continued productivity. “ A commitment to social justice production and teaching, and ideally demonstrable teaching excellence in higher education. “ Demonstrated ability to engage with students at all skill levels and to value the diversity of the student population in their pedagogy. How to Apply Candidates should send a letter of application, curriculum vitae, portfolio, and three recommendations electronically to <https://webapps.lsa.umich.edu/apply/FTVM> . The portfolio should include an artist statement that addresses both previous and current work as well as future plans, a statement of teaching philosophy and experience, a diversity statement that discusses demonstrated commitment to diversity, equity, and inclusion through art, and/or teaching/mentoring, and/or service/engagement and links to creative work. If available, the portfolio may also include evidence of teaching excellence and reviews of the work (if available.) Application Deadline For full consideration, complete applications should be submitted by September 3, 2021. Background Screening The University of Michigan conducts background checks on all job candidates prior to receipt of a formal offer letter and uses a third party administrator to conduct background checks. Background checks are performed in compliance with the Fair Credit Reporting Act. Contact Information For questions, please contact ftvm-search2021@umich.edu Decision Making Process The search committee will begin reviewing applications on Tuesday, September 7, 2021. U-M EEO/AA Statement The University of Michigan is an equal opportunity/affirmative action employer and is supportive of the needs of dual career couples.

monology and will hold or have applied for an Illinois physician’s license. The position includes teaching medical students and residents, scholar activities and providing clinical services for outpatients and inpatient services for patients hospitalized at OSF Healthcare Children’s Hospital of Illinois, UICOMP’s main clinical partner. The pulmonary program includes ventilator dependent program, accredited CF center sleep medicine program, asthma clinics and general pulmonary clinics as well as bronchoscopy and PFTs. The primary teaching hospital of UICOMP is the Children’s Hospital of Illinois at OSF Saint Francis Medical Center (CHOI), a tertiary care facility serving a 37 county region with a population base of over two million. CHOI provides comprehensive services to children, including Level IV NICU and a state-designated Pediatric Critical Care Center. CHOI is a major medical facility with 124 beds and a 32-bed critical care unit and the only Level 1 trauma center in Illinois outside of Chicago. The Jump Trading Simulation Education Center, a state of the art simulation facility with over 40,000 square feet of space for faculty and other resources, is a joint venture between UICOMP and CHOI and is located on the OSF campus. Malpractice insurance is provided by the University of Illinois system along with an excellent benefits package that includes vacations, sick time, CME, health and life insurance and retirement plan. 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=1411899> For fullest consideration, please apply by 08/02/2021 at the following link: <https://jobs.uic.edu/job-board/job-details?jobID=149034>

POLITICAL SCIENCE

Tenure-Track Professor of Government - American Politics and/or Quantitative Methods

Harvard University, Faculty of Arts & Sciences The Department of Government seeks to appoint a tenure-track professor in Political Science, with a strong preference for scholars specializing in American Politics and/or Quantitative Methods. The appointment is expected to begin on July 1, 2022. The tenure-track professor will be responsible for teaching at the undergraduate and graduate levels. Candidates are encouraged to apply by October 1, 2021; applications will be reviewed until the position is filled. Doctorate or terminal degree in Political Science or related disciplines required by the time the appointment begins. Demonstrated excellence in teaching is desired. Submit the following materials through the ARIeS portal (<https://academicpositions.harvard.edu>). The Committee will begin reviewing applications on September 15, 2021. 1. Cover letter 2. Curriculum Vitae 3. Teaching statement (describing teaching approach and philosophy) 4. Research statement 5. Names and contact information of 3-5 referees, who will be asked by a system-generated email to upload a letter of recommendation once the candidate’s application has been submitted. Three letters of recommendation are required, and the application is considered complete only when at least three letters have been

received. 6. A statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. 7. Writing samples and publications, if applicable. Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law.

PSYCHIATRY

Faculty Psychiatrist

University of Michigan The University of Michigan (Ann Arbor, Michigan) Department of Psychiatry announces recruitment for a Faculty Psychiatrist to work in the Ambulatory Psychiatry Programs; serve as an attending psychiatrist in the Depression and Bipolar Disorder Clinics; teach medical students, residents, fellows and staff; conduct research; and provide service to department. Requirements: M.D. degree or foreign equivalent, unrestricted Michigan Medical License, and Board Certification in Psychiatry. Please send CV to kimweber@med.umich.edu. The University of Michigan is An Affirmative Action - Equal Opportunity Employer.

Assistant Professors (Department of Psychiatry)

Yale University Assistant Professors (Department of Psychiatry)?Multiple positions available in New Haven, CT.Participate in clinical, administrative, teaching and research activities in Psychiatry. Provide mental health care medical services in Psychiatry for patients.??Train fellows, students, and residents of the School of Medicine.RequiresM.D. or foreign equivalent + BE/BC (Board Eligible or Board Certified) in Psychiatry. Must be eligible for medical licensure in the State of Connecticut.Yale University is an Affirmative Action, Equal Opportunity Employer and welcomes applications from women, persons with disabilities, protected veterans, and members of minority groups. Email resume to VictoriaD'Agostino, Director of Faculty Affairs and Staff Administration at victoria.dagostino@yale.edu.

ment 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. Contact Information: Professor David F. Elmer, Chair, Search Committee, Department of the Classics, Faculty of Arts and Sciences, Harvard University, Cambridge, MA 02138. Contact Email: ttwu@fas.harvard.edu

MATHEMATICS

Assistant Professor

Tougaloo College Teach mathematics and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Mathematics. Interested persons should contact Ms. Sharon Streeter, Tougaloo College,

500 West County Line Road, Tougaloo, MS 39174.

MEDIA STUDIES

Documentary and Social Change-Open Rank Search in Production

University of Michigan-Ann Arbor Documentary and Social Change-Open Rank Search (Assistant/Associate Professor) In Production Job Summary The University of Michigan’s Department of Film, Television, and Media (FTVM) invites applications for a full-time, tenure-track production position in Documentary and Social Change to begin August 29, 2022. This is a university year, tenure track appointment and will be at the level of an Assistant Professor or Associate Professor with Tenure. Located in the nation’s largest liberal arts college, the

Department of Film, Television, and Media integrates critical studies, screenwriting, and production. Our undergraduate curriculum encourages a deep dialogue between creative practice and critical studies, offering a vibrant intellectual and artistic community fostered by award winning scholars and artists. Applicants should have a significant and active record in nonfiction film and media making as a director or director/writer-evidenced by festival and museum screenings, theatrical and online distribution, or other comparable exhibition venues. We are interested in candidates whose creative interests and pedagogies engage areas pertaining to social change, environmental justice, race and ethnicity, indigenous rights, LGBTQ+ issues, and immigration, particularly within the context of the United States. A strong background of

PEDIATRICS

Assistant/Associate Professor of Clinical Pediatrics-Pulmonology

University of Illinois College of Medicine at Peoria The University of Illinois College of Medicine at Peoria (UICOMP) is seeking board-certified or board-eligible pediatricians to fill a full-time position in the Department of Pediatrics’ pulmonology division. The ideal candidate will have an MD, DO, or equivalent degree, completed 3 years of pediatric residency/3 years pediatric pulmonology fellowship, be BC/BE in Pediatrics and Pediatric Pul-

New Chief Executives



Kristin Esterberg, president of the State University of New York College at Potsdam, will become chancellor of the University of Washington at Bothell on October 1. She will succeed Wolf Yeig, who plans to step down and return to the faculty.



David P. Haney, interim president of Hiram College since the fall, has been named to the post permanently. He became interim president in September 2020, after Lori E. Varlotta left to become president of California Lutheran University.



Jaime R. Taylor, provost and senior vice president for academic affairs at Marshall University, has become president of Lamar University. He succeeded Ken Evans.

Chief executives (continued)

APPOINTMENTS

Star Rivera-Lacey, vice president for student services at the San Diego College of Continuing Education, the noncredit division of the San Diego Community College District, has been named superintendent/president of Palomar College.

RESIGNATIONS

Dean Bresciani, president of North Dakota State University since 2010, plans to step down.

Anthony G. Collins, president since 2003 of Clarkson University, in New York, plans to step down at the end of the 2022 academic year.

RETIREMENTS

John J. Hurley, president of Canisius College since 2010, plans to retire on June 30, 2022.

Shirley Jackson, president of Rensselaer Polytechnic Institute since 1999, plans to retire on July 1, 2022.

Leslie Roe, chancellor of the University of North Texas System since 2017, plans to retire on March 31, 2022.

Chief academic officers

APPOINTMENTS

Chris Bracey, vice provost for faculty affairs at George Washington Univer-

sity, has been named interim provost and executive vice president for academic affairs. He succeeds M. Brian Blake, who stepped down after being named the next president of Georgia State University.

Mark L. Kornbluh, dean of the College of Arts and Sciences at the University of Kentucky, will become provost and senior vice president for academic affairs at Wayne State University, in Michigan, on July 1.

Other top administrators

APPOINTMENTS

Constance Brooks, vice president for public affairs and diversity at the Las Vegas Convention and Visitors Authority and vice president for regional government affairs at MGM Resorts International, will become vice chancellor for public affairs and advancement at the Nevada System of Higher Education on July 29.

Sylvia R. Carey-Butler, chief diversity officer at Kennesaw State University, will become vice president for institutional equity and diversity at Brown University on August 16.

Kauline Cipriani, associate dean of inclusive excellence in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill, will become vice president for diversity and inclusion at Colorado State University at Fort Collins on August 1.

Shawna Cooper-Gibson, vice president for student services at Seton Hall University, will become vice president for student affairs at Boston College on August 9.

Cynthia Evers, interim vice president for student affairs at Howard University, has been named to the post permanently.

Submit items to
people@chronicle.com

Douglas A. Gage, interim vice president for research and innovation at Michigan State University for the past year, has been named to the post permanently.



DAVID P. GLASER

Maj. Gen. David P. Glaser (retired), deputy commanding general of the United States Army North (Fifth U.S. Army), will become chief strategy officer at Sam Houston State University on August 23.

Mary Ann Schwartz Graffeo, senior associate dean of advancement at the University of Southern California's Viterbi School of Engineering, has been named vice president for advancement at Colorado College.

Allen W. Groves, dean of students at the University of Virginia, has been

named senior vice president for student experience at Syracuse University.

Klara Jelinkova, vice president for international operations and IT at Rice University, will become vice president and university chief information officer at Harvard University on September 13.

Kathleen G. Kerr, associate vice president for student life at the University of Delaware, will become vice president for student affairs at the State University of New York College at Oswego on August 1.

Olga Osaghae, director of enterprise applications and deputy project manager for the Workday Human Capital Management system at Howard University, has been named interim chief information officer and head of enterprise technology services.

Ishwar K. Puri, dean of the engineering school at McMaster University, in Ontario, has been named vice president for research at the University of Southern California.

Nicole Reaves, provost of the Medical Education Campus of Northern Virginia Community College, has been named executive vice president for programs at Wake Technical Community College.

Michael Sanseviro, associate vice president and dean of students at Georgia State University, has been

named vice president for student engagement and programs.

Richard Sears, interim vice president for business and finance at Columbus State University since January, has been named to the post permanently.

RETIREMENTS

Peter Hayashida, president of the UCR Foundation and vice chancellor for university advancement at the University of California at Riverside since 2009, plans to retire in December.

Deans

APPOINTMENTS

Estella Atekwana, dean of the College of Earth, Ocean, and Environment at the University of Delaware, will become dean of the College of Letters and Science at the University of California at Davis on August 1.

Richard Corsi, dean and professor of engineering and computer science at Portland State University, has been named dean of the College of Engineering at the University of California at Davis.

Georita M. Frierson, interim vice president for academic affairs at D’Youville College, has been named dean of the College of Arts and Sciences at Seton Hall University.

Monica Jackson, interim deputy provost and dean of faculty at American University for the past year, has been named to the post permanently.

Julie Petherbridge, interim dean of the Stetson-Hatcher School of Business at Mercer University since June 2019, has been named to the post permanently.

Agustín Rayo, a professor of philosophy at the Massachusetts Institute of Technology, has been named interim dean of the School of Humanities, Arts, and Social Sciences.

Lynne Richardson, dean of the College of Business at the University of Mary Washington, has been named dean of the LaPenta School of Business at Iona College.

Santiago Schnell, chair of the department of molecular and integrative physiology at the University of Michigan Medical School, has been named dean of the College of Science at the University of Notre Dame.

Julie Sease, a clinical professor and senior associate dean in the College of Pharmacy at the University of South Carolina at Columbia, has been named interim dean of the college. She succeeds Stephen Cutler, who was named the university’s interim provost.

Carroll Ann Trotman, associate dean of faculty development and chair of the department of orthodontics in the School of Dental Medicine at Tufts University, has been named dean of the College of Dentistry at Ohio State University.

RETIREMENTS


Vincent P. Verdile, dean of Albany Medical College, plans to retire on December 31.

Other administrators

APPOINTMENTS

Mimi Calter, deputy university librarian at Stanford University, has been named vice provost and university librarian at Washington University in St. Louis.

Patricia L. Clark, a professor of chemistry and director of the Biophysics Instrumentation Core Facility at the University of Notre Dame, has been named associate vice president for research.

 **Brie Gertler**, a professor of philosophy in the College and Graduate School of Arts and Sciences at the University of Virginia, has been named vice provost for academic affairs.

Art Markman, interim director of the Extended Campus at the University of Texas at Austin, has been named vice provost for continuing and professional education and new education ventures.

Prita Patel, associate vice provost for academic administration at American University, has been named vice provost for academic administration.

Wilmore Webley, an associate professor of microbiology and the director of the pre-med/pre-health advising program at the University of Massachusetts at Amherst, will become associate dean of the Office of Inclusion and Engagement in the Graduate School on September 1.

Faculty

APPOINTMENTS



TA-NEHISI COATES

Ta-Nehisi Coates, a journalist and author, has been named a faculty member in the College of Arts and Sciences at Howard University.

Nikole Hannah-Jones, a journalist with The New York Times and winner of a Pulitzer Prize for “The 1619 Project,” has been named chair in race and journalism and a faculty member at the Cathy Hughes School of Communications at Howard University.

Malinda Maynor Lowery, a professor of history and director of the Center for the Study of the American South at the University of North Carolina at Chapel Hill, has been named a professor of American history in the College of Arts and Sciences at Emory University.

Organizations

APPOINTMENTS

Jason Delisle, a nonresident fellow at the American Enterprise Institute, has been named a senior policy fellow at the Urban Institute.

Susan Margulies, chair of the biomedical-engineering department at the Georgia Institute of Technology and Emory University, has been selected to lead the National Science Foundation’s Directorate of Engineering.

Barmak Nassirian, director of federal relations and policy analysis at the American Association of State Colleges and Universities, has been named vice president for higher-education policy at Veterans Education Success.

Deaths

Lauren Berlant, a professor of English language and literature at the University of Chicago, died on June 28. They were 63.

Sister Maureen Fay, president emerita of the University of Detroit Mercy, died on May 27. She was 87. She served as president of the university from its founding, in 1990, until 2004.

Frederick S. Humphries, former president of Florida A&M University, died on June 24. He was 85.

David Michaels, a professor of linguistics at the University of Connecticut, died on May 26. He was 83.

Roger Oettli, a financial officer at several universities, last at the University of Washington, died of complications from cancer on May 15. He was 70.

Marilyn Schlack, president of Kalamazoo Valley Community College from 1982 to 2018, died on June 22. She was 85.

David Shrider, a professor and director of global business programs in the Farmer School of Business at Miami University, in Ohio, died on June 25. He was 52.

Deborah Swackhamer, a former professor of environmental chemistry and public affairs and director of the Water Resources Science Program at the University of Minnesota-Twin Cities, died on June 23. She was 66. She served on the Science Advisory Board to the International Joint Commission and the U.S. Environmental Protection Agency’s Science Advisory Board, and was chair of the EPA’s Board of Scientific Counselors until dismissed by the Trump administration, in 2017.

- COMPILED BY JULIA PIPER

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ADVANCING KNOWLEDGE



The University of Toledo is dedicated to discovery. Faculty researchers across our campuses are solving problems and exploring possibilities. In just the last year, UToledo scholars have advanced the efficiency of solar energy technology, opened our eyes to the ways artists fight oppression, expanded hands-on science opportunities for students across the country and better connected how our gut health affects our heart.



As one of the top solar energy programs in the nation, UToledo received \$12.5 million from the U.S. Air Force to develop space-based solar energy sheets to transmit power back to Earth or satellites in orbit. **Randall Ellingson, Ph.D.**, professor of physics, is advancing his photovoltaic technology to creatively harness renewable energy above the atmosphere where sunlight is 37% stronger.



A scholar of African American literature and American popular music explored how blues artists resisted oppression through their work. In her latest book, "Fictional Blues: Narrative Self-Invention from Bessie Smith to Jack White," **Kimberly Mack, Ph.D.**, assistant professor of English, writes how they reclaimed their power in the face of racism, patriarchy and poverty.



The best learning is done by doing. UToledo is working to transform K-12 science curriculum using more direct observations to solve environmental problems. With \$11 million in additional support from NASA, **Kevin Czajkowski, Ph.D.**, professor of geography and planning, is expanding his program that engages thousands of students in hands-on experiments using NASA resources.



UToledo is a leader in innovative research connecting high blood pressure, genetics and gut bacteria to unravel causes of hypertension beyond one's diet and exercise routine. **Bina Joe, Ph.D.**, Distinguished University Professor and chair of the Department of Physiology and Pharmacology, is examining new testing of the bacteria in the digestive track to screen for cardiovascular disease.



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