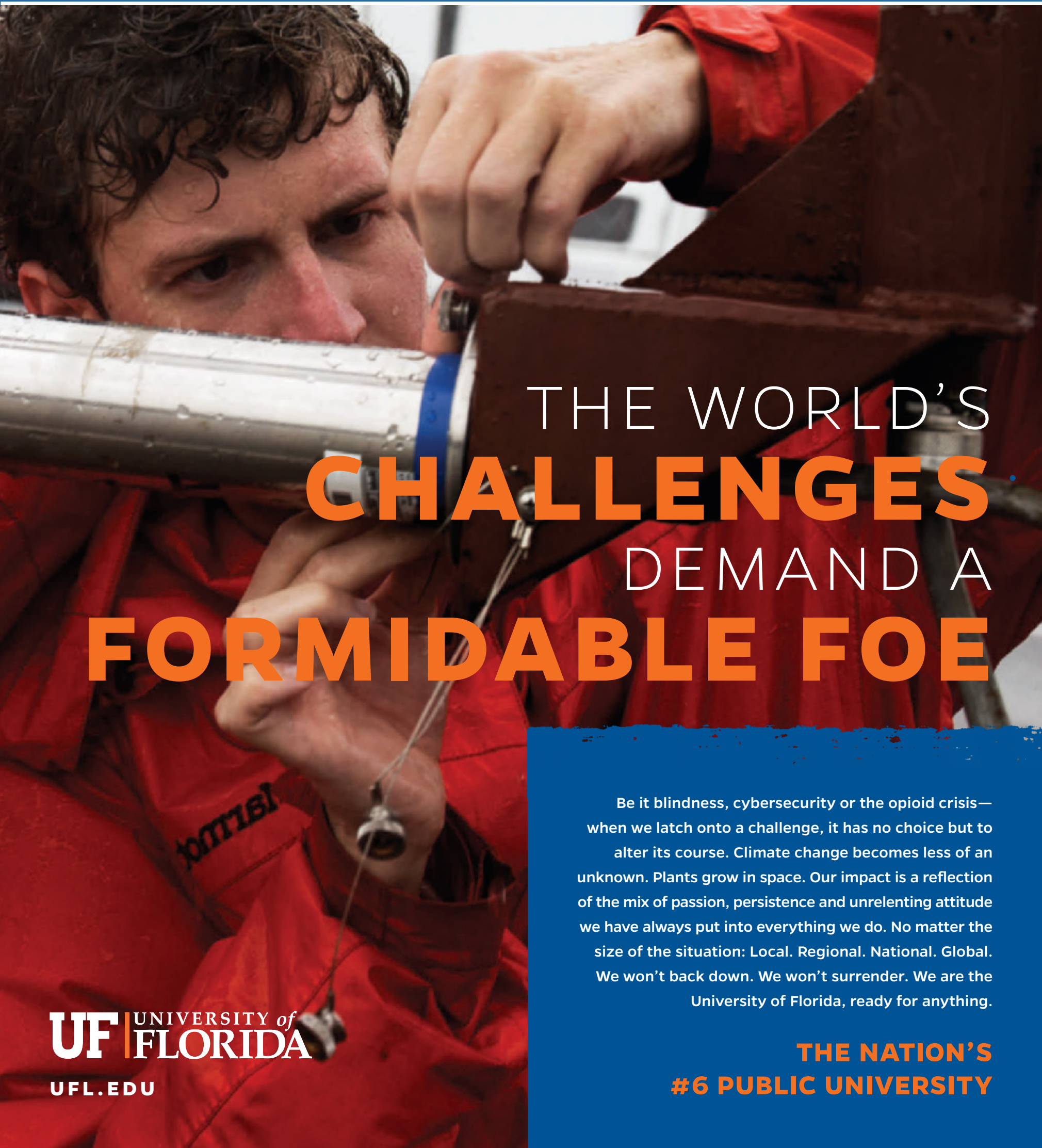




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WASHINGTON MONTHLY MAGAZINE

#8

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MONEY MAGAZINE

\$16.9B

**AMOUNT UF AND RELATED
ENTITIES CONTRIBUTED
TO FLORIDA'S ECONOMY**
IN FISCAL YEAR 2017-18

100

**NEW FACULTY BEING
HIRED FOR ARTIFICIAL
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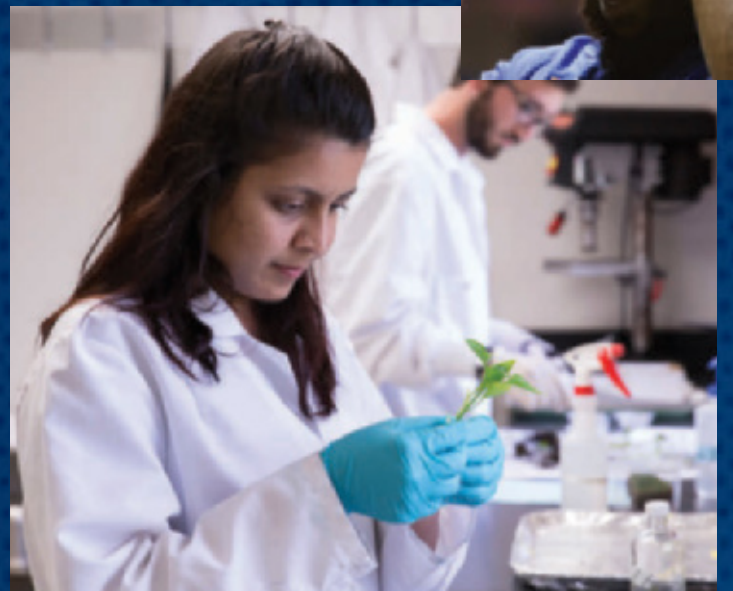
\$929M

IN RESEARCH EXPENDITURES
IN FISCAL YEAR 2019,
THE LARGEST AMOUNT
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#6

BEST PUBLIC UNIVERSITY
U.S. NEWS & WORLD
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THE CHRONICLE OF HIGHER EDUCATION

chronicle.com | Volume 67, Number 6 | November 13, 2020

FIRST READS

A Grim Forecast

Moody's Investors Service anticipates a widespread drop in tuition revenue. **6**

Holiday Dilemma

How colleges can prevent the spread of Covid-19 when students leave for Thanksgiving. **7**

Daunting New Semester

Many universities are replaying their fall plans this spring. But some campuses are making a change. **8**

The Election, by the Numbers

It was a long campaign season, and higher ed played a role throughout. **9**

INSIGHT

What Higher Ed Has Learned From Covid-19

The spring and summer were full of predictions, many of which were wrong.

LEE GARDNER **34**

What Does a College Student Look Like?

Stock images from the quad are getting an update.

ERIC HOOVER **36**

Reformers Want Faster Ph.D.s. They're Wrong.

A doctorate takes time. That's a good thing.

THE REVIEW HEATHER STEFFEN **38**

CAREERS

It's Time to Leave This Job. Why Are You Still Here?

When to leave a sinking ship.

ADVICE ALLISON M. VAILLANCOURT **40**

INDEX of jobs by category and region. **42**

JOB LISTINGS **43**

12,952

TOTAL POSITIONS ONLINE
jobs.chronicle.com

TOP JOB



Massachusetts College of Liberal Arts
Vice Presidents of Academic Affairs, Student Affairs
and Finance & Administration

GAZETTE **50**

FEATURES

10

Higher Ed's War With Trump

After four years of fighting, college leaders are still learning how and when to punch back.

JACK STRIPLING

18

The Great Divide

The college degree has become a partisan symbol. What does that mean for higher education?

ERIC KELDERMAN

22

The Class of Trump

As freshmen, they voted for the president. Did four years of college change their minds?

VIMAL PATEL

28

Death of a President

A visionary took charge of a college in a moment of crisis. Then he caught Covid-19.

LINDSAY ELLIS



On the cover: Chronicle illustration, iStock

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‘A Deep and Enduring Schism’

ON THE AFTERNOON following Election Day, when we sent this issue to the printer, the U.S. presidential contest was mired in uncertainty.

The lack of an immediate result wasn’t much of a surprise; experts had cautioned that a pandemic-ravaged America would have to take its time counting millions of mail-in ballots. But the lack of a timely, clear result stoked searing anxieties in higher education, which, as Jack Stripling shows in this issue (Page 10), spent much of President Trump’s first term being brow-beaten by an

executive branch that has defined itself, in part, in opposition to the intellectualism and internationalism that the academy sees as a large part of its mission.

This much is clear: Any hopes of a resounding repudiation of Trumpism were dashed on election night. What does that mean for higher education in the years to come? This is a divided country, and higher education finds itself increasingly on one side of the fault line. As Eric Kelderman notes in his examination of the divide (Page 16): “The Trump era may foreshadow a deep and enduring schism between those who have a college credential and those who do not.”

For college students, many of them politically liberal, the uncertainty comes at an already anxious time. Covid-19 continues to surge, fueling both fears about their health and the health of loved ones, as well as the isolating effect of remote learning. For college leaders, planning for the spring must now take into account the possibility that the White House will continue to be occupied by a president who consistently downplays the severity of the pandemic.

As Laura E. Skandera Trombley, president of Southwestern University, in Texas, told our Stripling on election night, her campus had reached a breaking point. “People are just flat-out exhausted: physically, emotionally, intellectually,” she said. “There is just a very strong feeling, myself included, that we are all desperate for a little blue sky.” — ANDY THOMASON, SENIOR EDITOR



CHRONICLE PHOTO

New from the Chronicle Store

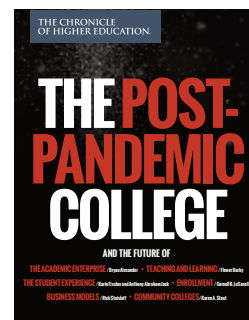
Colleges have seen demand for campus counseling grow at five to six times the pace of enrollment. This discrepancy has left a gap in services in its wake. **Manage demand for counseling and mental-health services by focusing on prevention**, and learn how to make well-being a campus-wide priority.



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FIRST READS

Moody's blues | Holiday dilemma | Pandemic lessons | Quantified campaign

Moody's blues

A Grim Forecast

PEOPLE LOOKING FOR CLUES about higher education's future fiscal health saw reasons for worry in a new report by Moody's Investors Service. The bond-rating agency announced last month that, for the first time in the 12-year history of its annual tuition survey, both private and public colleges are likely to lose net tuition revenue in the 2021 fiscal year.

Private institutions are expected to experience a median 3-percent decrease in net tuition revenue, while public institutions are expected to see a median 1-percent decrease. Last year's report projected slight, softening growth for both sectors, due to tough competition for students in an increasingly challenging environment. This year's report is comparatively bearish.

So what does this mean? Why do such small changes in this nerdy-sounding number make a critical difference for colleges, and bode ill for higher-ed finances for years to come?

Net tuition revenue matters more than enrollment.

Much attention has focused in recent weeks on whether enrollment is up or down, as if the number of students sitting in class is the key indicator of a college's financial health. That matters, but the more granular — and more important — indicator is net tuition revenue: how many tuition dollars actually come in, minus how much financial aid goes out. Net tuition revenue is, essentially, the bulk of the operating margin at private colleges and many public colleges; it's the money they use to operate.

On the surface, it would seem that a college could increase its revenue by raising what it charges for tuition. But it's not so simple. In reality, that often means that more students will find the institution difficult to afford (even with grants, loans, etc.), which may lead it to hand out more financial aid, which cuts into the money it gained by charging more tuition — a zero-sum game for net tuition revenue.

Of course, neither enrollment, nor net tuition revenue, is likely to go up during a global pandemic, when enrollment is down, family finances have suffered, and institutions may need to expend more financial aid. Another worrying sign for colleges: International students, long seen as cash cows because they often pay full tuition, have been trending down.

Private colleges face a big problem. Generating net tuition revenue has become more and more fraught for many private colleges. Their tuition prices have been creeping up for years, but, as described above, so have the amounts they hand out in financial aid, also known as tuition discounts, even as the number of col-

lege-bound high-school graduates declines in many parts of the country. Many observers were calling this model unsustainable long before Covid-19.

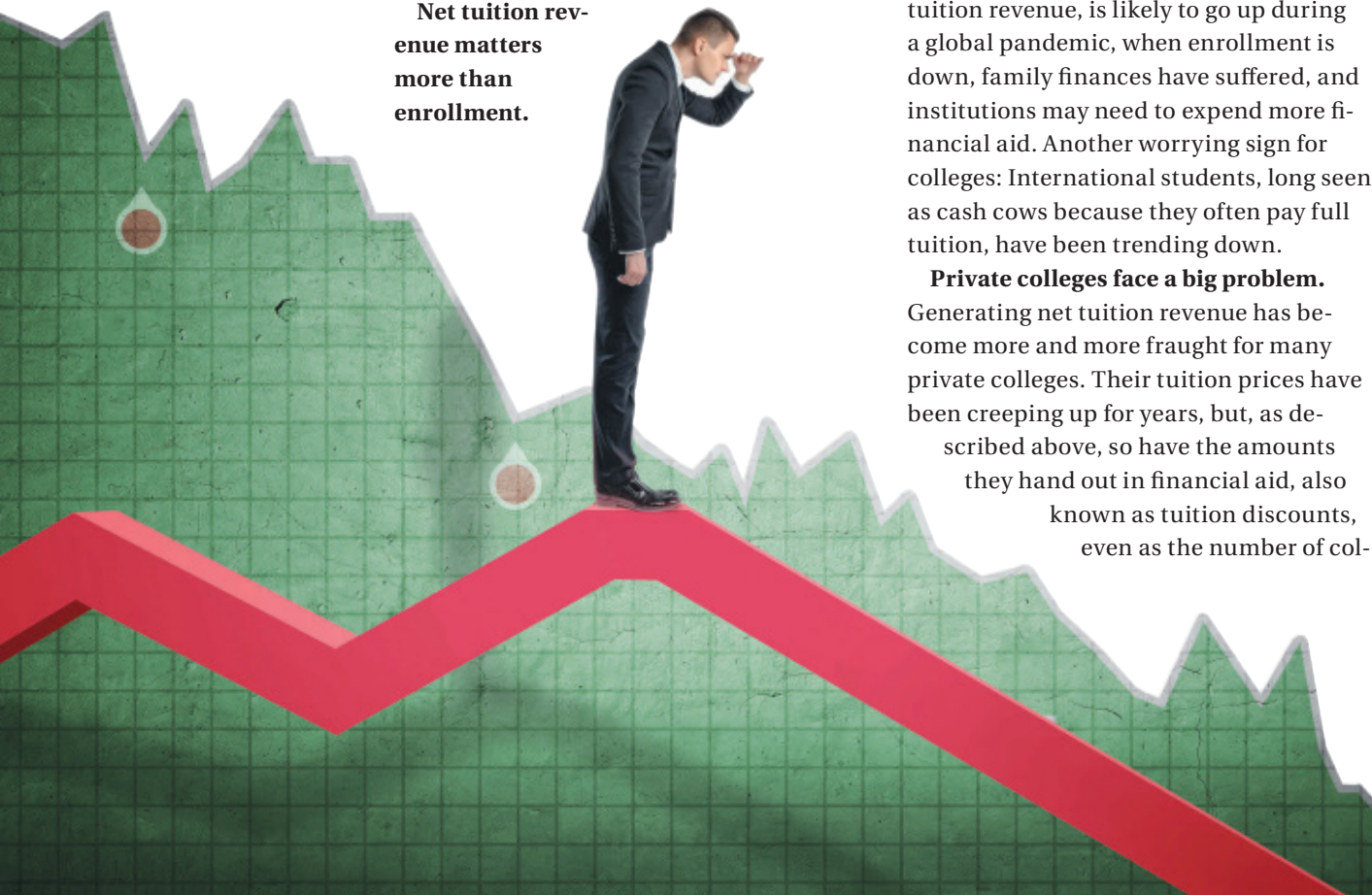
Many admissions offers for the fall of 2020, and their accompanying financial-aid packets, went out before the pandemic started rewriting all the rules. But some colleges nonetheless offered additional aid, tuition-payment deferrals, discounts, and other deals designed to appeal to students who might not otherwise attend, and also to secure paying customers for years to come. Fewer students means less net tuition revenue. Fewer students — and more aid — means even less. Seventy-five percent of the private institutions surveyed projected a net-tuition-revenue decline for the 2021 fiscal year.

Public colleges face problems of their own. Public institutions tend to operate in a different ecosystem than private colleges. Their obligations, to the state and its residents, can be complicated. They are also competing for a limited number of students in a challenging environment, with private colleges and sometimes with peer institutions in the same system.

Again, it's all about net tuition revenue. If, say, a flagship is short of its enrollment target next summer, it could go deeper into its wait list — which might take students away from one of its four-year-public peers. A consultant recently relayed a story about a public flagship university that went deeper into its wait list for this fall and met its enrollment goal — but mostly with in-state students, who pay in-state tuition, instead of the always-desirable out-of-state students who pay more. The enrollment was right on target. The net tuition revenue was not.

Since public colleges are public, they get part of their financial support from their states, and while it may be a much smaller percentage of their operating budgets than it was before the 2008-9 recession, every dollar counts these days. The pandemic is expected to ravage state tax revenues. Education is typically one of the largest pieces of a state's discretionary budget, so public colleges can count on some of the pain being passed on to them in the form of cuts in support. That's not in the Moody's tuition report, but it hangs over public higher education like a storm cloud.

— LEE GARDNER



GETTY IMAGES

Holiday dilemma

Through the Woods, Safely

COLLEGES SHOULD URGE students to be tested for Covid-19 before they leave for Thanksgiving, should be ready to quarantine and isolate them over the holiday break, and should ensure that no one travels home while sick, the American College Health Association recommends.

The guidelines came as Covid-19 cases continued to spread rapidly. Health experts have warned colleges that sending students home in the midst of a pandemic could have disastrous public-health consequences. But many colleges have already announced that they'll end in-person classes right before Thanksgiving, and students have already made travel plans.

The association hopes to minimize the chances that asymptomatic students will spread the virus to their families and communities. The guidelines also recommend that anyone feeling ill, or with a Covid-19 diagnosis in the past 10 days, or exposed to someone with the virus should self-isolate and delay travel, and that colleges should remind students to be vigilant in the weeks before leaving campus.

Madeline Buitendorp is a junior at Davidson College who serves as director of communications for the College Crisis Initiative, which has been studying campus-re-opening plans. They acknowledge colleges' worries about

losing control of students when they leave for the holiday, she said. "You'll be sending them out of this little safety bubble that you've built." Without testing students on their way out, colleges "could be sending a bunch of asymptomatic spreaders."

The State University of New York system recently announced one of the nation's most sweeping plans for exit testing. Jim Malatras, the chancellor, said all students using on-campus facilities would have to test negative for Covid-19 within the 10 days before they planned to leave campus. (Thanksgiving is November 26.) The system's 64 colleges and universities may need to test as many as 140,000 students during that time. Most SUNY campuses, under previously announced plans, will transition to fully remote instruction after Thanksgiving.

SUNY colleges will have to work with their county health departments to isolate or quarantine residential students who test positive or are exposed to Covid-19 within 14 days of the end of the fall semester.

Binghamton University, part of the SUNY system, had already asked people traveling home for the holiday to be tested during the two weeks before they leave.

If students test positive, they'll be put in quarantine, said Brian T. Rose, vice president for student affairs. If those students can show that they can safely return home, won't expose any vulnerable people to the virus, and ideally have a bathroom they don't share, they'll be allowed to go home. The university did not specify how students could show any of those things.

"The last thing we want is for someone to be quarantined on campus, to be miserable, and break quarantine," Rose said. If someone who had tested positive insisted on flying home, he said, "Fortunately, I've never had to face that problem."

The White House Coronavirus Task Force has recommended that Missouri, a state with rising counts of Covid-19 cases, "test all university students before dismissing them for Thanksgiving."

Nevertheless, the University of Missouri at Columbia plans to continue testing only students who are symptomatic, said Christian Basi, a university spokesman. "That, along with strict enforcement of those who don't abide by the guidelines and county requirements, has served us well as we've continued to have in-person and hybrid classes this semester," he wrote in an email.

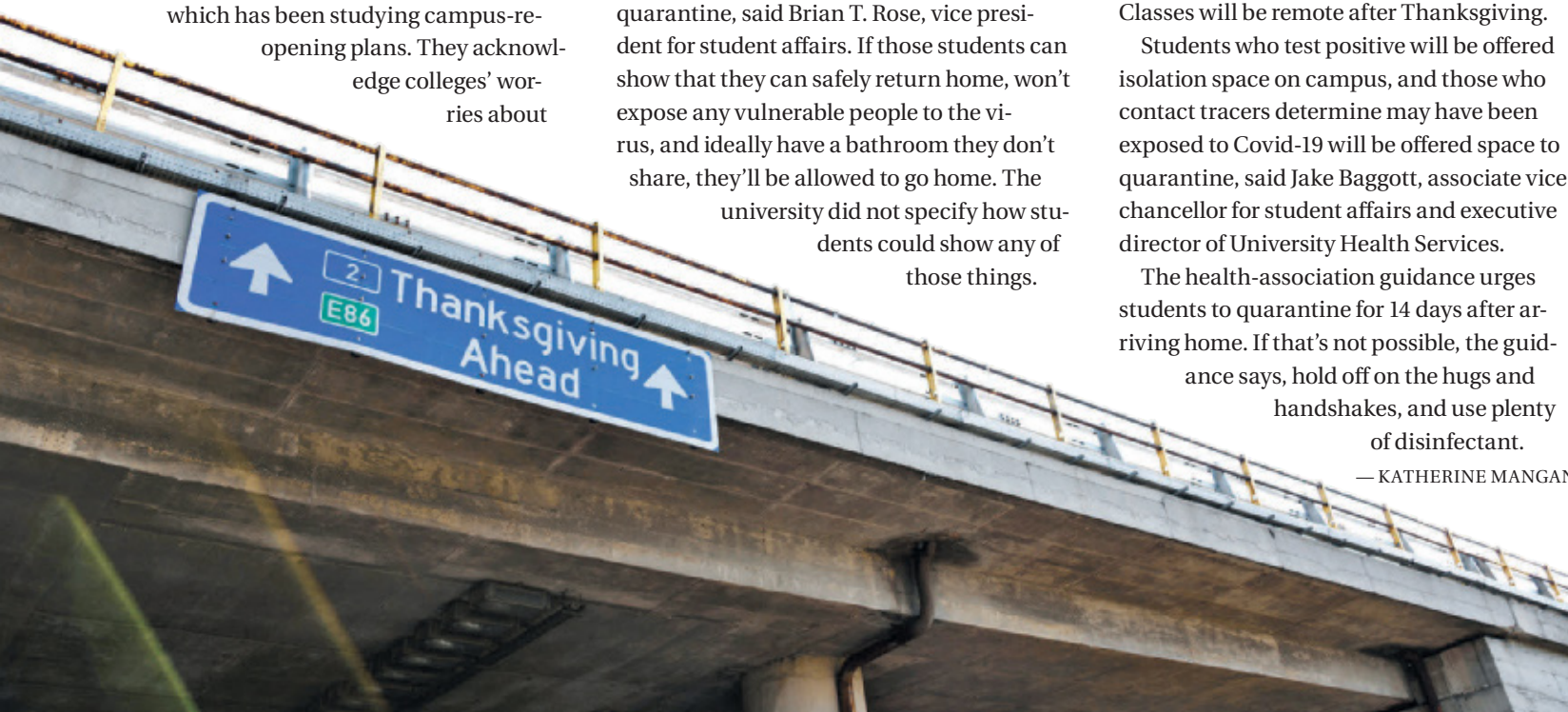
To minimize the chances of coronavirus spread as students travel, the university plans to offer special meals and activities to encourage students to stick around over the break. Testing will not be required for students to return to campus, Basi said.

At the University of Wisconsin at Madison, exit testing will be voluntary, despite the state's status as a coronavirus hot spot. Classes will be remote after Thanksgiving.

Students who test positive will be offered isolation space on campus, and those who contact tracers determine may have been exposed to Covid-19 will be offered space to quarantine, said Jake Baggott, associate vice chancellor for student affairs and executive director of University Health Services.

The health-association guidance urges students to quarantine for 14 days after arriving home. If that's not possible, the guidance says, hold off on the hugs and handshakes, and use plenty of disinfectant.

— KATHERINE MANGAN



ISTOCK

Pandemic lessons

Colleges Pivot on Plans for Spring

IN SOME WAYS, it's July all over again. Coronavirus cases are surging across the country to previously unheard-of numbers while colleges are creeping closer to a daunting new semester. They're sending out plans for how they'll reopen, but filling those messages with caveats that the plans could change.

Many institutions have decided not to change much from the fall. If they are remote now, they will probably be remote again in the spring.

But administrators at a few universities have looked at the data, the availability of testing, and missteps from the fall, and have decided to make some changes.

Two of the institutions are in the same state, but they have vastly different profiles.

The University of North Carolina at Chapel Hill, for one, invited undergraduate students back last summer and started in-person classes on August 10. But a spike in coronavirus cases, particularly in residence halls and fraternities, forced the university to quickly shift to online instruction and ask students to leave the campus. Most of the 5,800 students living there moved out, and the number of cases dropped sharply.

Recently university leaders announced the spring 2021 plan, and it includes a series of changes that they hope will prevent what happened in August from happening again in January.

First, they'll bring back

3,500 students rather than 5,800. (In normal times the university has upward of 9,000 students living on campus.)

Second, those students will live in single-occupancy rooms, and the university will increase the amount of space available for students who need to isolate.

Chapel Hill will also require students to take a Covid-19 test when they return to campus. Officials are piloting sever-

classrooms, libraries, or the student union. Single-occupancy housing should help with spread in residence halls, but off-campus parties are hard to control.

Almost 150 miles away, Queens University of Charlotte is making changes that will bring more people together compared with what was envisioned in its fall plan. After seeing a spike of new cases in the area in July, Queens officials decided that

"We built a strong, detailed plan for our fall semester. Some of it worked out really well, and other parts of the plan did not work well."

al types of tests and testing locations around campus with the 1,500 students who are still there, to determine what will work best for the larger group in the spring.

"We built a strong, detailed plan for our fall semester," Kevin M. Guskiewicz, the chancellor, said in an interview. "Some of it worked really well, and other parts of the plan did not work well."

Through contact tracing, he said, the university was able to determine that the spread of the virus happened in places where people live and at off-campus gatherings — not in dining halls,

classes would be remote this fall.

"A huge piece of it was testing," said Jen Johnson, vice president for enrollment management and marketing. "Testing was unavailable, the turnaround time was seven to 10 days, a lot of people couldn't get a test without symptoms."

Given that the university is in the middle of the city, and that students work and have internships, she said, officials knew they couldn't create a "bubble" or a protected zone free from outside contagion, as other small colleges have tried to do.

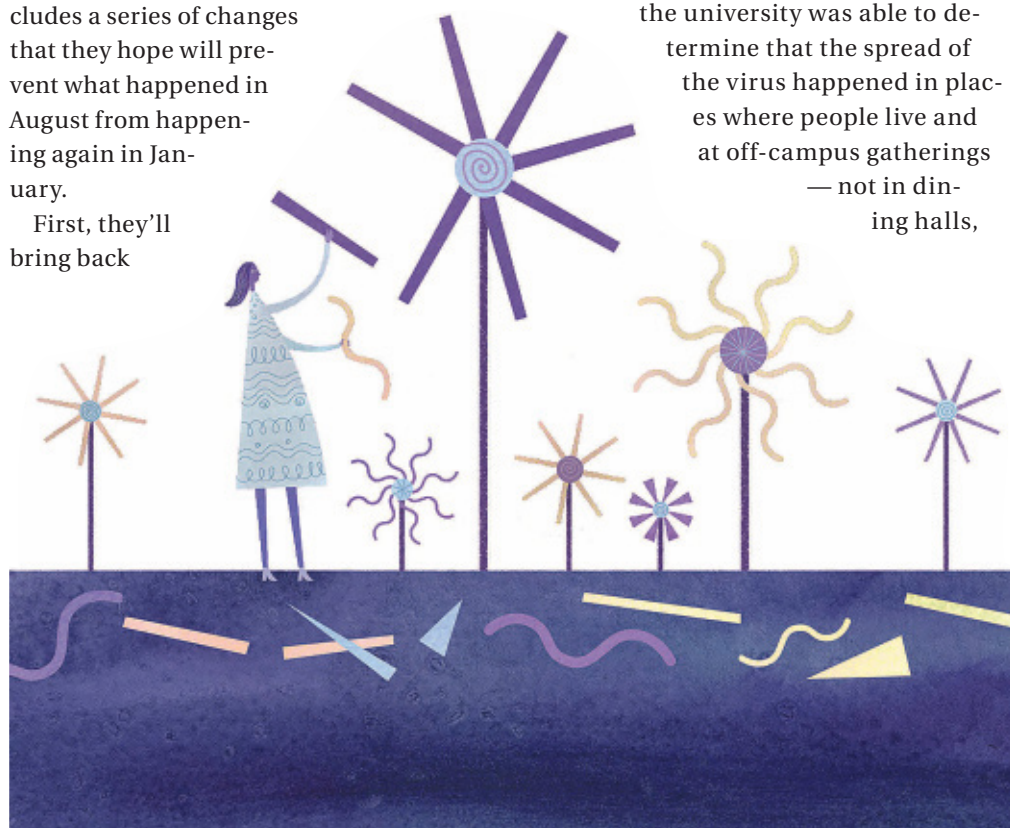
But now things are looking a little different. Queens has new technology that will allow professors to teach some students in person and others online, simultaneously. Testing is easier and more available. And the university has had success, so far, with bringing a small group of athletes back to campus.

So Queens will make in-person classes "available" this spring, although a letter from the president said "those courses will be hybrid in order to keep density low." The university will also have fewer students in the residence halls than during a normal semester.

Still, Johnson noted, the university had hoped to hold in-person classes in the fall and had to change course as cases rose. That could happen again.

"Just when one decision is behind you," Johnson said, "the other is on top of you."

—NELL GLUCKMAN



JOYCE HESSELBERTH

The Election, by the Numbers

POLARIZING political ads. Heated rhetoric. Election anxiety.

It's been a long presidential-campaign season.

And colleges and universities have played a role throughout. They've hosted presidential debates, served as popular stops on the campaign trail, and been at the center of efforts to get young people to vote. Meanwhile, a college degree has become the dividing line in American politics.

The data on this page paint a picture of some of the ways that higher education has intersected with the 2020 election, both publicly and behind the scenes.

— AUDREY WILLIAMS JUNE

1

Day for the University of Georgia to reverse its decision not to host an on-campus voting site.

For students at the University of Georgia, early voting in recent years has meant taking a trip to the student center in the heart of campus. But this fall, the university decided that the possibility of long lines of people indoors during a pandemic would make voting too risky. Officials scrapped on-campus early voting and instead offered to shuttle students to a polling place in downtown Athens, Ga.

UGA Votes, a student-led voting-rights group that had worked to get early voting hosted at the student center, announced the institution's decision in a statement posted on Twitter at 9:55 a.m. on September 16.

Right away, critics noted that Georgia had found a way to accommodate football games on campus but couldn't do the same for voting. The university responded, in a tweet sent from its official account at 5:11 p.m., by saying football is played outdoors and the stadium crowds wouldn't be at full capacity.

But in a state that has been the focus of national battles over voter disenfranchisement, the backlash was effective.

At just after noon the following day, the university tweeted that it was "pleased" to announce that its offer to use Stegeman Coliseum, home of Georgia basketball and gymnastics, had been approved as an early voting site by state and local officials.

UGA Votes reported in a tweet that 1,214 people had voted at Stegeman.

2

Universities backed out of hosting a presidential debate.

Last fall, the University of Michigan proudly announced that it had been selected to host one of three presidential debates before the 2020 election.

But the anticipation was short lived. In June, three months into the global pandemic, Michigan decided that its efforts to bring students safely back to campus in the fall would be compromised by hosting the October 15 debate — now with layers of social-distancing protocols to consider in addition to everything else.

In a twist of events, this debate, which was moved to a performing-arts center in Miami, was ultimately canceled after President Trump was diagnosed with the coronavirus.

About a month after Michigan backed out, the University of Notre Dame did, too. That event, scheduled to be the first debate between former Vice President Joe Biden and President Trump, was moved to the Health Education Campus of Case Western Reserve University and Cleveland Clinic.

5

Students at Prairie View A&M University who filed a federal lawsuit alleging voter suppression.

For years, students at Prairie View A&M have fought for voting rights in Waller County, Tex., where the historically Black college is located. Their

latest lawsuit was filed in October 2018 when, during the first week of early voting in the mid-term elections, there was no early voting site on the campus.

The plaintiffs asked a federal judge to give residents in the majority Black city of Prairie View and the university the same access to early voting as other cities in Waller County, which is mostly white.

The judge had not issued a ruling as of Election Day. The students and alumni, all five of whom were students when the latest suit was filed, represented by the NAACP Legal Defense and Education Fund, saw their case go to trial, and closing arguments ended a few weeks before Election Day.

Early voting in Prairie View for the 2020 election was held at a community center a mile away from the campus of more than 9,000 students.

100

Level of interest in the term "Howard University" in Google searches.

When former Vice President Biden named Sen. Kamala Harris, the California Democrat and a Howard alum, as his running mate in early August, historically Black colleges and universities everywhere took pride. But the choice sparked the most joy among Howard students and graduates, of course — and thrust the institution into the spotlight.

Google-search interest in the term "Howard University" was at its highest since the beginning of the year during the week in August when the Biden-Harris ticket became official, according to Google Trends data.

On an index of 0-100, a value of 100 is the peak popularity of a term. The week before, Howard University as a search term had a value of 50.

113

Visits to colleges by presidential hopefuls.

Last year, when campaigning meant traveling to meet potential voters in person, the Democratic candidates for presidents made it a point to stop at college campuses

From May 1 to October 2019, the four leading Democratic presidential candidates

at the time — former Vice President Biden, Sen. Bernie Sanders, Sen. Elizabeth Warren, and Pete Buttigieg, the former South Bend, Ind., mayor — mixed and mingled with students in 15 states and the District of Columbia between them.

Sanders was the most likely to be found on a college campus during that period. He visited 37 institutions.

555

Students working as interviewers for the Quinnipiac University Poll since polling for the 2020 election season began.

For years, Quinnipiac polls have been synonymous with election season. And behind every poll is the work of 11 staff members. But also integral to the operation are students, who reach out to registered voters to get their opinions.

What's their work like? According to the Poll's website, interviewers call from 6 p.m. to 9 p.m. on weekdays, with additional hours on the weekend. If no one answers, they call back at least four times. Quinnipiac's polling for the 2020 presidential race began in 2018, said Doug Schwartz, the Poll's associate vice president and director.

The Poll's interviewers are a mix of students and nonstudents, all professionally trained and monitored. Great candidates for the job, the Poll's website says, are Quinnipiac students "interested in learning the art and science of survey research."



Higher Ed's War With Trump

After four years of fighting, college leaders are still learning how and when to punch back.

BY JACK STRIPLING

IN THE EARLY MORNING HOURS of November 9, 2016, Miriam Feldblum walked the grounds of Pomona College, where she was vice president for student affairs and dean of students, trying to assuage the fears of international students. Some were getting texts or calls from their parents overseas, who urged them to come back home before it was too late. Too late for what, none could say, but there was a palpable sense that they were targets.

"Students were in distress," Feldblum said.

Donald J. Trump's election the night before, which had followed a campaign that centered on building a wall at the U.S. border and vilifying Mexican immigrants as "rapists," had shocked many on the campus of the private college in Claremont, Calif., about 35 miles east of Los Angeles. So, too, had it set the stage for continuous conflicts between the White House and college leaders, whose views on the value of globalization and international collaboration could not have been in sharper contrast with those of the newly elected president.

In his first days in office, Trump issued an executive order banning travel to the United States from seven largely Muslim countries. The decree sent colleges into a panic, as they tried to encourage students from the affected countries to remain calm — while also advising them not to travel abroad, lest they be barred re-entry.

The ensuing months, filled with a flurry of orders with far-reaching implications, challenged the deliberative nature of academe, forcing swift legal action on multiple fronts.

"There was going to have to be a more active, personal, sustained focus," said Feldblum, who is now executive director of the Presidents' Alliance on Higher Education and Immigration. "That was already clear by the end of 2017. But even at that point, we had no idea what was coming."



PABLO MARTINEZ MONSIVAIS, AP

President Donald Trump meets with leaders of historically black colleges and universities in the Oval Office in February 2017.

What has followed over the next four years is a series of frenetic and uneven responses from college leaders, who have been forced to determine when and if to challenge a president prone to running roughshod over their favored policies and cherished ideals. From globalism to diversity, from civility to safety, from sexual assault to science, there are few areas of public policy in which the Trump administration has not been in tension, if not outright war, with higher education.

Covid-19 has ratcheted up the stakes, as college leaders reckon with a public-health crisis that has been made all the more difficult to manage because of the intense politicization around it. Preaching social distancing and mask-wearing, college leaders are competing with the cacophony of a president who questions public-health guidelines and calls his top scientists “idiots.”

The 2020 election, therefore, has represented what one former college president calls a “break the glass” moment for higher-education leaders, whose traditional risk aversion and desire to project political

“I don’t see a difference in how much money HBCUs are getting as a result of Trump being in office, good or bad.”

neutrality may be ill-suited to a moment in which so many core institutional values appear under threat. College leaders have thus far responded with occasional legal action, but they’ve mostly waged this fight with sober messages and carefully worded press releases that stop just short of calling Trump out by name.

Nearly four years on, it’s still an open question: Has this presidency taught higher education anything about fighting back? Or is the sector just riding this one out, white-knuckled and squirming as the roller coaster careens along another blind curve?

IT WAS A BIT UNEXPECTED, in the first weeks of his presidency, when Trump cozied up to historically Black colleges and universities. Leaders of HBCUs, long unsatisfied with federal funding, had learned to be skeptical of U.S. presidents bearing gifts. Was this the real deal, John Silvanus Wilson Jr. wondered, or just a photo op?

Like so many other college leaders during those first months of Trump’s presidency, Wilson wondered: Can we do business with this man?

Wilson, who was at the time president of Morehouse College, had served as executive director of the White House Initiative on HBCUs under President Barack Obama, and he knew that if Trump wanted to do something truly historic with the sector, he would have to secure more than \$2.4 billion for the institutions. That was the watermark for funding, reached through an extraordinary appropriation, in 2009-10, as the nation recovered from the Great Recession.

Despite his trepidation, Wilson felt he had to attend a meeting of HBCU leaders and White House officials. Whatever Trump’s motivations, Morehouse and other historically Black colleges stood to benefit. If Wilson, as an Obama-era official, skipped the meeting, it could create “an unfortunate headline, and that would not be good for HBCUs,” he said. “So I had to go.”

Wilson calculated in real time the risk that his presence at the White House might be seen as an endorsement. As the college presidents gathered outside the Oval Office, Wilson seized on what he thought was his only chance to ensure that the event would produce something tangible. The White House power broker on this issue, Wilson surmised, was Omarosa Manigault Newman, an HBCU graduate and aide to Trump, who had gained fame as a cutthroat competitor on Trump’s reality-television show, *The Apprentice*.

Newman was hurrying past the HBCU presidents when she stopped for a moment to greet them.

“I saw that as my only chance,” Wilson recalled. “So I said something like, ‘Well, if he wants to make the announcement historic and record-breaking, he will have to boost HBCU funding by over a billion dollars.’”

“If she heard me, she didn’t act like it,” Wilson continued. “She kept moving ... and we eventually went in for the pictures.”



ERIK JEPSON

A Safe Reopening Informed by Science

Under the University of California San Diego's Return to Learn program, fall quarter has been off to a safe start.

"Since mid-March, UC San Diego has relied on the expertise of our world-renowned faculty and medical doctors to thoughtfully plan for returning to in-person teaching and research on campus in the safest way possible," said Chancellor Pradeep K. Khosla. "We were the first university to announce a commitment to incrementally repopulating our campus, and we have taken the necessary time to develop a flexible Return to Learn plan to do so prudently."

About 5,730 undergraduate students moved on campus over a 10-day period, Sept. 19-29. The university mapped out a staggered move-in process to allow for physical distancing as well as mandatory testing, all in an effort to provide a world-class education to students amid the COVID-19 pandemic.

At the time of student move-in, the UC San Diego Center for Advanced Laboratory Medicine (CALM) averaged 1,500 tests daily for two weeks straight. Most test results were returned the next day, with an average turnaround of 15 hours.

Thousands of tests were administered to students over the 10 days. Only 10 students tested positive and more than 5,700 tested negative.

These students were found to be asymptotically shedding the virus, equating to a positivity rate of 0.17% out of the nearly 6,000 undergraduates who moved on campus. These students received clinical guidance and were promptly moved to isolation housing (the university currently has more than 600 beds to accommodate such needs). They will move back into their general campus housing as soon as they are no longer potentially infectious to others.

Move-in is just one part of UC San Diego's nationally recognized, evidence-based

comprehensive safety program to incrementally return to in-person activities on campus. The plan includes face-covering requirements, frequent asymptomatic and symptomatic testing, wastewater monitoring, case isolation, exposure notification and contact tracing, aided by the use of a new mobile exposure notification system that lets users know if they've had contact with infected people. Additionally, the campus is maintaining a low-density population.

"Our Return to Learn approach is guided by three key pillars: risk mitigation, virus detection and intervention. During the spring and summer, we successfully tested this approach on our campus with a limited number of students, researchers, faculty and staff. This approach is currently working very well for our campus," Khosla added. "With that said, the adaptability of our plan is key to our continued success. If necessary, our campus operations will shift should we see significant changes in the public health of our campus or of the larger San Diego community."

In addition to guidance from public health agencies, the Return to Learn program is driven by the expertise from the UC San Diego School of Medicine, Herbert Wertheim School of Public Health and Human Longevity Science and health-care experts from UC San Diego Health.

"Our Return to Learn approach is guided by three key pillars: risk mitigation, virus detection and intervention."

DETAILED SAFETY PROTOCOLS DURING MOVE-IN

All students living on campus reside in apartments or residence-hall suites and have their own bedrooms. As students and families arrived in their vehicles during move-in, they participated in drive-through testing for SARS-CoV-2 and were allowed to proceed to their residential area. Walk-up testing was available as well.

Move-in was staggered to avoid congestion at the residential units. While test results have been available within less than 24 hours, students continued to remain masked (except when showering or when alone in their personal bedroom) and maintain social distancing for the following two weeks while others continued to arrive.

All UC San Diego students residing on campus or coming to campus for any reason will be required to have testing for SARS-CoV-2 twice a month throughout the academic year. Each test is at least 12 days apart, with no more than 16 days between tests.

CUTTING-EDGE WASTEWATER MONITORING

Wastewater monitoring is also part of the campus's viral detection strategies. UC San Diego has been testing sewage from two health facilities, a research building and one residence area. These efforts have already proven helpful in identifying individuals shedding virus and potentially exposing others. The virus was detected on Sept. 4 from the waste stream on the southern part of the campus, and prompt messaging notified those on campus of the situation, urging them to be tested as soon as possible. More than 657 campus community members responded by getting screened for the virus within three days. The process helped identify two asymptomatic employees who self-isolated.

The campus will scale up wastewater testing considerably in the coming months, through advanced technologies provided by the Knight Lab within the campus's Center for Microbiome Innovation.

FIGHTING COVID-19 WITH TECHNOLOGY

Contact tracing is another vital part of the Return to Learn plan, and the campus is leveraging new technology on Apple and Android smartphones to help rapidly control COVID-19 outbreaks. Students and staff can voluntarily opt in to an anonymous exposure notification system that lets users know if they have come into contact with someone who later tests positive for COVID-19.

For every person who adds and uses the notification system on their smartphone, the greater the possibility of quick detection. This voluntary program is the first pilot for the state of California and will be followed by a pilot at UC San Francisco. If the pilot is successful, it will set the foundation for the state to offer voluntary exposure notifications to all Californians using smartphone-based technology.

THE POWER OF PEER EDUCATION TO PREVENT VIRAL TRANSMISSIONS

More than 200 peer educators called Triton Health Ambassadors are working to educate students on the importance of wearing masks and staying six feet apart. In addition, resident advisers (RAs) have been trained in health and safety best practices. Together, the ambassadors and RAs have helped welcome and support students during the move-in process and serve as role models for responsible behavior to ensure the health and safety of the entire UC San Diego community.

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

4 Years of Fighting

2016



REDUX

NOVEMBER 8: After a campaign that often targeted intellectual elites and political correctness, Donald J. Trump is elected president of the United States.

2017

JANUARY 27: Trump signs an executive order imposing a travel ban on visitors from seven largely Muslim countries, sending shock waves across colleges and universities about the fate of international students.

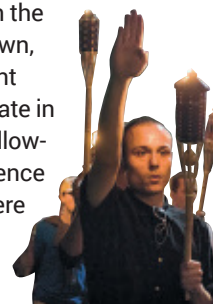
FEBRUARY 22: Trump rescinds a directive, put into place during Barack Obama's presidency, that required public colleges and schools to allow transgender students to use restrooms that match their gender identity, rather than the gender on their birth certificates.

FEBRUARY 27: Trump holds an Oval Office meeting with leaders of historically Black colleges and universities. During the event, Kellyanne Conway, counselor to the president, knelt on a couch, which was considered by some to be disrespectful. The event was further marred by comments made by Education Secretary Betsy DeVos, who said that HBCUs, which were founded under racial segregation, were "pioneers" of "school choice."



AP PHOTO

AUGUST 11: Torch-bearing white supremacists descend on the University of Virginia's Lawn, marking the start of violent protests that would escalate in Charlottesville, Va., the following day. At a news conference days later, Trump says there were "very fine people on both sides" of the protests.



THE NEW YORK TIMES

SEPTEMBER 5: Trump announces a plan to phase out an Obama-era program that allowed hundreds of thousands of people, who had come to the United States illegally as children, to work and attend college. The proposed cancellation of the Deferred Action for Childhood Arrivals program, or DACA, was later rejected by the U.S. Supreme Court.

2018

JUNE 26: The U.S. Supreme Court upholds Trump's travel ban, three iterations of which had been challenged in federal court.



GETTY IMAGES

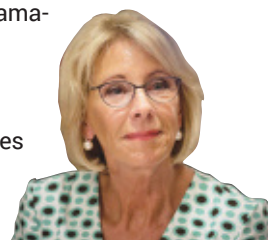
2019

MARCH 21: Trump signs an executive order on free speech, saying colleges have "tried to restrict free thought" and silenced "the voices of great young Americans."



SIPA, AP PHOTO

JUNE 28: DeVos, the education secretary, repeals an Obama-era regulation, known as the gainful-employment rule, that aimed to crack down on for-profit colleges that leave students with high debt and poor job prospects.



GETTY IMAGES

2020

MAY 6: The U.S. Department of Education introduces sweeping new guidance on how colleges handle sexual-assault allegations, giving accused students more due-process rights and allowing colleges to raise evidentiary standards for determining misconduct.

May 29: With Trump's veto of a bipartisan bill, the Education Department moves ahead with new "borrower defense" rules that make it harder for students defrauded by colleges to get relief.

July 6: As colleges grapple with the threat of Covid-19, the Trump administration says it will not allow international students to stay in the United States if they are taking online classes only. Faced with litigation and a public outcry, the administration soon withdraws the directive.

August 13: The Justice Department says Yale University discriminated against white and Asian-American students in admissions. The move is part of a pattern of scrutiny of alleged discrimination at Ivy League institutions, including Princeton and Harvard Universities.



ALAMY

September 22: Trump issues an executive order, "Combating Race and Sex Stereotyping," that prohibits federal-grant recipients from holding diversity training "rooted in the pernicious and false belief that America is an irredeemably racist and sexist country." Colleges, scrambling to understand the order's implications, cancel diversity talks and other programming.

— JACK STRIPLING

Many pictures were taken, but the indelible one was that of Kellyanne Conway, counselor to the president, kneeling on a couch in a pose sufficiently casual to invite charges of disrespect toward the assembled guests and undermining the supposed gravity of the event.

The meeting was further marred by Education Secretary Betsy DeVos, who had sparked a brushfire by suggesting that HBCUs were “pioneers” of “school choice.” Nothing could be further from the truth. These were institutions created for Black people living under Jim Crow, who had scarcely any choices at all under segregation.

Beyond a symbolic commitment to move the operations of the federal initiative for HBCUs from the Education Department into the White House, little came of the meeting. Federal appropriations for HBCUs in 2017-18, the most recent year for which full data are available, were a bit lower than the average of the previous decade, and the \$2.4-billion peak hasn’t been topped, a recent analysis found.

“I don’t see a difference in how much money HBCUs are getting as a result of Trump being in office, good or bad,” said Ivory A. Toldson, a professor of counseling psychology at Howard University and editor in chief of *The Journal of Negro Education*, who conducted the analysis.

This hasn’t stopped the president from portraying himself as the sector’s savior.

It is true that Trump, in 2019, signed into law the Future Act, which restored about \$255 million to historically Black colleges and other minority-serving institutions, after Congress had let the funding lapse. Making that funding permanent, as the bill did, was welcome news for historically Black colleges. But the president’s role in securing the money wasn’t particularly significant in the eyes of those close to the process.

“The president speaks about that, but the action on that happened in Congress,” said Lodriguez V. Murray, senior vice president for public policy and government affairs at UNCF (United Negro College Fund).

For HBCUs, working with allies in Congress, including Sen. Kama-

la Harris, a Howard University graduate who became Joe Biden’s vice presidential running mate, has proved more valuable than the actions of any one president, Murray said. Still, he said, Trump has “normalized” historically Black colleges by speaking of them as legitimate players in higher education, rather than relics of a bygone era.

At the end of the day, UNCF has made the same calculation with Trump that many other higher-education associations and leaders have: We’ll do business with anyone willing to help us — for whatever reason.

“We can’t wait on the president that people think is popular, because we really do believe in our motto that ‘A mind is a terrible thing to waste,’” Murray said. “We have to get the resources from those that Americans elect.”

AS TRUMP SAVORED his burgeoning relationship with Black college leaders, something sinister was brewing. White supremacists, empowered and organized, were forging a secret plan to march across the University of Virginia’s historic Lawn in a torch-bearing demonstration reminiscent of Nazi Germany.

The episode would not only lay bare a growing strain of racist nationalism but also reveal the limits of higher education’s capacity or will to respond to it.

Devin D. Willis was a rising sophomore at UVa when the so-called Unite the Right rally came to Charlottesville. The loosely organized group had planned on August 12, 2017, to protest the pending removal of a statue of Robert E. Lee, the Confederate general, from what was then known as Emancipation Park. But the marchers made a show of force the night before at the foot of a statue of Thomas Jefferson, the university’s founder, on the UVa grounds. A melee, fueled with fire and pepper spray, ensued between the white supremacists and a group of counterprotesters, including Willis.

Willis and his allies had formed an arm-locked circle around the



EDU BAYER, THE NEW YORK TIMES, REDUX

White nationalists, met by counterprotesters, march through the U. of Virginia campus in August 2017. Trump said there were “very fine people” on both sides.

statue, as a ring of flaming torches drew closer. At some point, the circle broke, he said, and he recalls being punched and kicked as he struggled to escape. From a distance, he said, it would have been hard to discern who the aggressors were. Willis, who is Black, immediately feared the worst.

“I was worried about a Nazi shooting me,” he said. “These guys had been wanting to shoot somebody all day.”

Willis and other counterprotesters felt abandoned by the campus police officers, who appeared slow to intervene, as well as by administrators who had underestimated the threat.

The next day, the rally took place as scheduled, and before it was over, three people would be dead. Heather Heyer, a counterprotester, was mowed down by a car. Two state troopers, who were monitoring the event, died in a helicopter crash.

In a press conference days later, Trump infamously said there were “very fine people on both sides” of the conflict. But his response wasn’t the only one that disturbed people. At UVa, critics on and off the campus faulted Teresa A. Sullivan, who was then the university’s president, for being slow to call out the marchers as racists and anti-Semites.

Trump’s response to the violence in Charlottesville was central to Biden’s campaign announcement. Biden condemned the president and described counterprotesters like Willis as “a courageous group of Americans.”

But the episode and its aftermath have shattered any faith that Willis may have had in the power of appointed leaders — be they politicians or university presidents — to protect him or address systemic racism. He is exhausted, he said, from being used as what he describes as a tool in higher education’s standard damage control any time racism rears its head.

“It was a big moment of radicalization for me,” said Willis, who graduated in May and now lives in Mexico, where he teaches English online.

Willis did not “turn toward militancy and violence,” he said. But he came to resent the tools of liberal education that are so often employed

in the wake of race-related incidents: the call for dialogue, the forming of commissions, the removal or “contextualization” of Confederate symbols. Those are empty gestures, Willis concluded, or, worse yet, feel-good public-relations stunts that rely upon his Blackness to make things right.

Trump, with his rhetoric, had helped to create an environment that emboldened white supremacists, Willis said. But he saw another problem as well: The higher-education playbook of dialogue and reconciliation was simply no longer operative.

“I don’t exist to enlighten privileged young white people at a university,” Willis said. “I’m not the curriculum. If you say the response to violence is dialogue in the hopes that I can open the eyes of some super-rich kid, that’s ridiculous. That is something that optically serves UVa. It gives them the impression that they’re dealing with something, which they’re not.”

THE TRUMP PRESIDENCY has often offended the sensibilities of college leaders, but as a rule this is a group that avoids the political fray. There are both practical and legal reasons for this.

Most college presidents are reluctant to say or do anything that may be seen as partisan, if only to avoid offending donors or lawmakers upon whom colleges rely for support. Under the Internal Revenue Code, the leaders of tax-exempt 501(c)(3) organizations, which include private nonprofit colleges, are forbidden in their official capacities to endorse or oppose political candidates. They can speak out on public-policy issues, and some college leaders have personally endorsed presidential candidates. But many simply don’t stick their necks out.

“University presidents do not give up their individual First Amendment rights,” said Ellen P. Aprill, a tax-law professor at Loyola Marymount University, in Los Angeles. But there is “prudence as well as law” for presidents to consider before taking political stands, she said.

Prudence may be overrated at this moment. As Brian C. Rosenberg, president emeritus of Macalester College, wrote recently in *The Chronicle Review*, Trump is an “epistemological hand grenade,” whose hostility toward so many of the central tenets of higher education presents “a challenge to the existence of the university itself.” Publicly opposing Trump, rather than vaguely rearticulating values, constitutes a “break the glass” emergency for presidents — and it is fair to ask, Rosenberg wrote, “whether it is time to break the glass.”

Rather than engage in open warfare with U.S. presidents, college leaders often rely on associations and lobbyists to push back. Even old Washington pros, though, have struggled to get a handle on how to deal with the Trump administration. A presidential tweet can spark a new policy debate — and it is often difficult to square the president’s public statements with the administration’s policies.

Terry W. Hartle, the American Council on Education’s vice president for government relations, said he attended one meeting at the White House during Trump’s first term. It was, ironically, about encouraging international students to remain in the United States.

“The gap here between their rhetoric and their policy actions is Grand Canyon,” Hartle said.

Higher-education lobbyists had their disagreements with the Obama administration. Private colleges strongly opposed a plan that would have tied federal aid to a new college-ratings system, and community colleges were fearful that their own programs could be threatened by policies designed to crack down on for-profit colleges. But there was a coherence to Obama’s approach, which combined an interest in consumer protection with an underlying belief that higher education has a vital role to play in the production of human capital.



MARTIN H. SIMON, REDUX

Bill Nye, whose television show has explained how science works, spoke at the Washington location of the global March for Science, in April 2017.

The Trump administration, on the other hand, has had “a remarkably confused and scattershot approach to governing,” Hartle said. The hallmarks of its positions on higher education, he said, have been a distrust of establishment elites and a willingness “to throw high-level research under the bus of political expediency.” The latter tendency, he said, has helped to cement public skepticism of science at the worst possible moment.

“Like the smile from the Cheshire cat,” Hartle said, “I fear that will be with us for a long time.”

EVEN BEFORE THE PANDEMIC, Trump’s election presented a tricky proposition for scientists, who, not unlike college presidents, see the value of publicly maintaining political neutrality. There are exceptions, but widespread protests aren’t the norm for the lab-coat set. That is what gave the March for Science, an unprecedented demonstration in 2017, a particular air of defiance and even desperation. An official motto might well have been: To hell with it.

Anchored in Washington and featuring a speech by Bill Nye, “the Science Guy,” the march spanned more than 500 cities across the globe. Organizers insisted the event was nonpartisan, even though it had the flavor of an anti-Trump rally.

Naomi Oreskes, a professor of the history of science at Harvard University and an affiliate professor of earth and planetary sciences, was among the participants in Boston’s march. For too long, she said, scientists had clung to the notion that they must appear nonpartisan in order for their work to be accepted as objective. The “supply-side model,” in which scientists crunch numbers and passively let policy makers decide what to do with them, “isn’t really working for us,” Oreskes said.

“If the findings of scientific research threaten people’s interests, their ideology, they will reject that work,” said Oreskes, co-author of the 2010 book *Merchants of Doubt*, which examines how scientific consensus on issues like global warming is undermined by industry-friendly researchers. “It doesn’t matter how lily-white the scientists are, how strict they are. Scientists could bend over backwards to prove how open they are to criticism, and it has no influence on the rejection of the science. Because people are not rejecting it because scientists weren’t objective. They’re rejecting it because they don’t like the consequences.”

One of the troubling aspects of the Covid-19 crisis, in which public-health guidelines are being followed or rejected along partisan lines, is that it reveals how deeply ideology and self-interest govern the way people evaluate scientific information, Oreskes said.

Climate scientists have long assumed that if the effects of climate change were more readily discernible to the average person — if carbon dioxide were purple — people would wake up and do something about it. But now, even after more than 230,000 people have died in the United States from Covid-19, experts can’t persuade everyone to wear a mask.

As it turns out, the abstract nature of climate change “wasn’t actually the problem,” Oreskes said. “The problem was actually politics. It was the politicization of knowledge.”

“That’s something that’s really hard to swallow,” she said. “It’s really hard for scientists to swallow, because we don’t want it to be political. We want to believe that if we just supply good information, that will do the trick.

“But what we’ve now seen, beyond any reasonable doubt, is it just doesn’t work that way. Not in America. Not in 2020.”

IT WASN’T UNTIL THIS SUMMER, after four years of skirmishes with President Trump, that higher education had what could be described as a pure and swift victory.

Lawrence S. Bacow, Harvard’s president, had gone to bed on July 6 unsure how to respond to the Trump administration’s latest salvo: an order that foreign college students would have to take in-person classes in the midst of the pandemic or face possible deportation. By 6:30 the next morning, Bacow, who was still in bed at the time, was on the phone with his lieutenants, mapping out a legal strategy to fight back.

A line had been crossed. This was political pressure that flew in the face of public-health guidelines, Bacow realized, a step that would force Harvard and other colleges to reopen fully or abandon thousands of students. (At Harvard, 15 percent of the student body is international.) Over the course of the next 24 hours, the university’s lawyers crafted a legal complaint, securing affidavits from administrators about the deleterious effects of an order whose “cruelty,” Bacow said at the time, was “surpassed only by its recklessness.”

Harvard is the biggest name in the higher-education business, but Bacow, who is a lawyer, wanted more muscle. He recruited L. Rafael Reif, president of the Massachusetts Institute of Technology, to join the lawsuit. Soon 18 state attorneys general were backing the plan. Even the U.S. Chamber of Commerce, hardly a liberal bastion, got on board. An avalanche of support came from colleges across the nation.

Trump backed down. In a blink, the order was rescinded.

“When our students’ ability to study is threatened, we move,” said Bacow, “and we try to move quickly.”

Was this successful full-court press, led by two prominent universities, an indication that higher education had learned something

“The gap here between their rhetoric and their policy actions is Grand Canyonesque.”

about how to respond to Trump? Perhaps. Harvard’s legal team was ready to go in part because it had plenty of practice. The university had spent the previous two years fighting with Trump’s Justice Department over affirmative action.

But there are other battles that haven’t been waged as vociferously. A recent order banning federal grant recipients from providing certain diversity and sensitivity training, for example, sent colleges scrambling to cancel speakers and programs. There has been push-back from higher education, but not at the scale or speed with which colleges mobilized over the deportation threat — an order that, along with threatening colleges’ values, had financial implications for those that rely on international students’ tuition dollars.

After all of these fights — some lost, some won, some unfought — it’s still hard to say what it all was for. What has Trump’s skewering of higher education really been about?

In the days after the 2016 election, some professors and presidents tried to figure that out. After all, they were the elites against whom Trump had run and won. Their campuses, often blue dots surrounded by red counties, surely had something to learn from the nearly 63 million people who had cast ballots for Trump. There’s little indication, though, that this kind of soul-searching has happened on any significant scale, and every indication that higher education — like the rest of the country — is even more dug in than before.

Much of what the Trump administration has accomplished in the higher-education sector has been through executive orders or regulatory guidance that, if Biden is elected, are likely to be reversed. It is hard to imagine, though, that the nation hasn’t changed in some fundamental ways, with far-reaching implications for higher education, regardless of the outcome of the election.

The calculation, unchanged, is whether college leaders serve their institutions best by acting as cooling saucers or Bunsen burners. Do they preach calm or call the moment what many think it is: an emergency? John Silvanus Wilson Jr., the former Morehouse president, said the latter is the only course.

“Silence is unacceptable,” he said, “because too much is at stake.” ■

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

THE GRE

The college degree is becoming a partisan symbol.
What does that mean for higher education?

WITH A PASSING PHRASE during a speech in the 2016 Republican presidential primary, Donald Trump seemed to open a wide, new chasm among the American electorate.

“I love the poorly educated,” then-candidate Trump said at a rally celebrating a victory over his rivals in the Nevada caucuses. The candidate was, at the time, enumerating some of the voting blocs that were paving his path to the nomination.

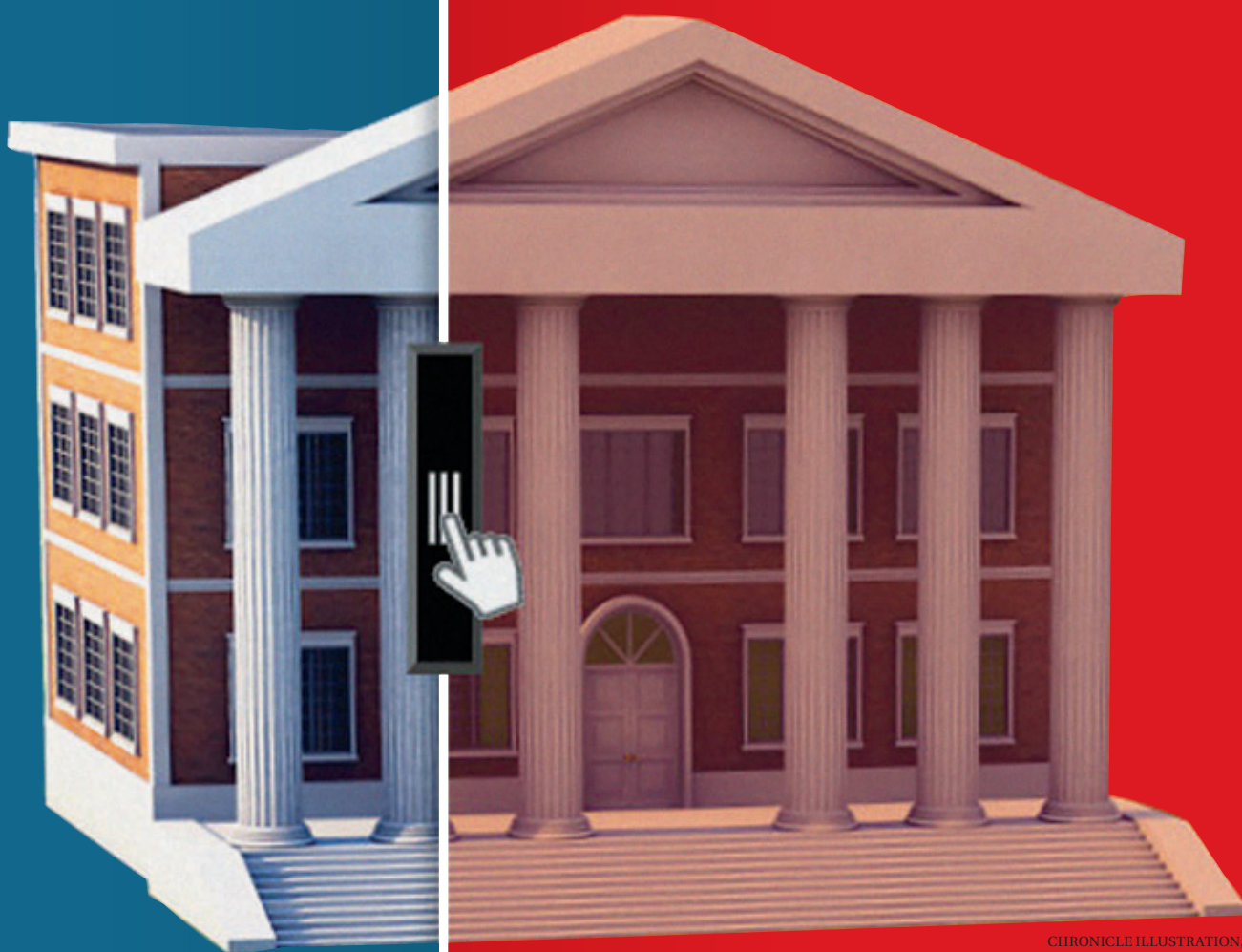
BY ERIC KELDERMAN

That simple sound bite signaled a clear connection between education levels and political affiliation rarely articulated so explicitly by a presidential candidate.

Less-educated white voters embraced Trump’s particular brand of populism through both the primary and general elections. The opposite was also true; unlike in most past elections, a majority of white voters with higher levels of education favored Democrats in 2016. Polling this election cycle showed an even greater percentage of college-educated voters supporting the Democratic nominee Joe Biden.

The Trump era may foreshadow a deep and enduring schism between those who have a college credential and those who do not. What would that mean for the future of higher education?

AT DIVIDE



CHRONICLE ILLUSTRATION,
ORIGINAL IMAGE BY RANDY LYHUS

Patricia McGuire, president of Trinity Washington University, says conservative criticism of higher education is nothing new. But the president has taken it to a new extreme, seeking to undermine confidence in not only institutions but also to discredit individuals because of their academic expertise.

“Conservatives across the decades always found reason to be grumpy about the generally liberalizing effects of a college education,” McGuire said in an email. “The Trump era has raised the stakes considerably.” The president has spent his first term “trashing advanced knowledge, from denying climate science to dismissing Dr. Fauci and other learned epidemiologists as ‘idiots,’” she wrote.

Mitch Daniels, president of Purdue University and the former Republican governor of Indiana, blames some in academe who, he says, have too long looked down their noses at those without credentials. “I’ve been troubled for quite some time about the very manifest drifting apart of Americans along educational lines,” Daniels said.

Regardless of whose fault it is, Daniels and McGuire agree, a rift between voters based on the college degree would mean declining support

that is popular in some quarters that a college education inculcates ‘liberal’ ideas that translate into political affiliations,” McGuire said in her email.

For example, U.S. Education Secretary Betsy DeVos told a 2017 Conservative Political Action Committee conference that liberal college faculty were trying to indoctrinate students and tell them “what to do, what to say and, more ominously, what to think.”

BUT THIS is an oversimplification. The divide between those who have college degrees and those who don’t may not be as deep as polling would suggest, said several scholars, and college faculty have far less power to change students’ political views than many believe.

Hasan Kwame Jeffries, an associate professor of history at Ohio State University, said the split among voters of different education levels is limited largely to Caucasians. “What we’re really talking about there is the split in white voters,” he said. Regardless of their education levels, Black voters, Jeffries said, vote overwhelmingly for Democrats.

Trump’s attacks on higher education and the highly educated, Jeffries said, create a scapegoat for white voters who feel they have been left behind by the economy and can’t afford a college degree. “Education becomes politicized because education becomes the enemy to the white working class,” he said.

The perception doesn’t reflect reality, Jeffries said, “but it’s potent and it’s flexible. Conservatives will rally behind a conservative appointee from Yale in a heartbeat; that lets you know it’s the politics, but it should not be a wedge.”

Katherine S. Conway-Turner, president of the State University of New York College at Buffalo, said higher education challenges students’ beliefs, but campuses are far less political than is typically portrayed.

“Something very special happens in college communities” that’s different from the partisan disputes so common in politics, she said. “If you’re outside of higher education, you might not see this,” Conway-Turner said.

Even some conservative thinkers within higher education are skeptical that the campus turns otherwise-conservative students into liberals. Jonathan Marks, a professor of politics and chairman of the department of politics and international relations at Ursinus College, is the author of the forthcoming book *Let’s Be Reasonable*, which “presents the case for why, now more than ever, conservatives must not give up on higher education.”

While faculty are overwhelmingly left-leaning, the political climate still varies widely by campus, Marks said in an email, and students are very capable of finding one that fits their views. Polling by College Pulse found that Trump’s approval rating is above 50 percent at Clemson, Marks wrote, while the president gets just a 7-percent approval at Brown University.

In addition, Marks said, the shift in college-educated voters from Republicans to Democrats has largely occurred during Trump’s time as a candidate and president.

“It’s true that polls suggest a big shift in the white, college-educated vote in 2020,” Marks said, “but if Betsy DeVos wants to blame liberal professors for this, she’ll need to explain why the shift is so recent. Romney won this group easily in 2012.”

“Liberal classroom indoctrination — much less successful liberal classroom indoctrination that could explain a shift between support for Romney in 2012 and support for Trump in 2016 and 2020 — is an overblown, undersourced explanation for the views of college graduates.”

PERCEPTION, even when it doesn’t reflect reality, still matters — especially in a political climate fueled by the president’s frequent falsehoods, hyperbolic and dangerous allegations, and refusal to disavow conspiracy theories and white supremacists.

If politicians and large portions of the public believe that colleges are simply factories that produce liberal voters, then higher education could see an even greater erosion of support from elected Republicans and their supporters.

“Everything falls along partisan lines now,” said Adam Gismondi, director of impact at the Institute for Democracy & Higher Education at

“If you look down your nose long enough at people, eventually they will punch you in it.”

for higher education among both the electorate and lawmakers, at a time when colleges face historic challenges from the pandemic and the coming enrollment cliff.

LIKE SO MANY OTHER facets of civic life in the United States, views of higher education have fractured along partisan lines. But it hasn’t always been such a controversial issue.

As recently as 2015, a majority of people from both parties had a positive view of colleges, according to polling from the Pew Research Center. But the following year, only 43 percent of Republicans held that view, compared with 72 percent of Democrats.

More recent polling has shown that a majority of respondents from both parties have concerns about the price of a college degree. Conservatives, however, are more concerned about professors introducing their political and social views in the classroom.

In the early 20th century, the GOP was the party of the wealthy, who were more likely to attend college, said David N. Smith, a professor of sociology at the University of Kansas, while Democrats were the party of labor and wage earners. That began to change, he said, when the baby boomers flocked to college campuses, from mostly blue-collar backgrounds.

The culture wars that followed began the conservative political backlash against higher education, Smith said, but the current political climate has put the college degree at the center of the discourse in a new way.

“There’s no question that having a college degree has emerged as a bright dividing line,” he said, but it’s been used to create a stereotypical image. At the same time, the term “working class,” used as a rallying cry by Trump and his supporters, has been narrowed to mean only people without college degrees, rather than everyone who works for wages.

The president has shown very little interest in higher-education policy, broadly speaking, but he and other administration officials have acted on and amplified some of conservatives’ most common concerns about colleges.

Since the beginning of his term, Trump and other administration officials have threatened to take away federal funding for colleges over free-speech disputes, moved to limit enrollment of international students, and investigated colleges for alleged bias in admissions against Asian Americans, among other things.

At the same time, the administration’s rhetoric “fuels a perception

Tufts University. “We are cutting out half of the applicants for college if Republicans decide college doesn’t have value.”

Without the support of Republicans in statehouses, higher education is unlikely to see any greater budget support. Conservative philanthropists may look for other places to donate their money.

“The perception among Republicans is that higher education has lost its trust,” said Phillip W. Magness, a senior research fellow at the American Institute for Economic Research, a think tank that leans right. “It’s going to make the typical Republican voters ask questions about whether they should fund higher education,” he said.

Aligning solely with Democrats doesn’t necessarily ensure that higher education gets an easy pass from that party either, said McGuire, of Trinity Washington University. Politicians in both parties blame higher education for being inefficient and unproductive, she said.

“Does the fact that the Trump years have ostensibly pushed higher education even farther to the left mean that our ‘liberal’ enterprise will have better friends and greater support in a Biden administration? Possibly not. Those who forget the regulatory frenzy of the Obama years will be shocked to realize that we could be heading for a repeat scenario.”

Daniels, of Purdue, said that without support from both sides of the political divide, higher education can expect Republicans to enact more of the kinds of actions that have been taken by the Trump administration.

“The cost of it all has gotten out of the reach of people of more modest means,” Daniels said, and there is a “profound sense” that academics are looking down on the less educated. “If you look down your nose long enough at people, eventually they will punch you in it,” he said.

“My point is, the things this administration has done or tried to do, to me these are consequences, not causes,” he said.

Still, whatever political traction the president gets by railing against

higher education, it is unlikely that most conservatives would abandon colleges altogether. Surveys from New America have found that, while many say they are unhappy with “higher education,” they support their local college and acknowledge that a college credential is important for finding a good job.

Employers still rely heavily on the college credential as a signal, at least, of job preparation, with surveys showing that they prize the kinds of thinking emphasized in the liberal arts. In addition to the individual economic benefits of a degree, many colleges in rural areas are major employers for the region — one reason politicians of both stripes find it impossible to close public colleges in such areas.

If Republicans reject higher education on a larger scale, the party and its supporters could find themselves more isolated culturally, economically, and politically, especially if the party membership continues to trend more white and male.

The Democratic electorate, as well as the demographics in higher education, looks more like the emerging demographics of the country, which will include a majority of nonwhite residents, said Walter M. Kimbrough, president of Dillard University, a historically Black college. “The backlash is, ‘I don’t see myself in those kids, I don’t connect with that part of America, that’s not me,’” said Kimbrough.

Jeffries, the history professor at Ohio State, says that demonizing higher education and college-educated voters may work for the GOP in the short term but cause real and lasting damage to the nation from “the assault on knowledge and truth.”

“The burden of the calculation is on the Republican Party,” he said. “Is this a winning formula? Is denouncing higher education a winning formula?” ■

Eric Kelderman covers issues of power, politics, and purse strings in higher education.



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Pictured: Dobo Hall, which sustained significant damage during Hurricane Florence, reopened for fall 2020 following extensive renovation.

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**As Freshmen,
They Voted
for Trump.**



Has College Changed Their Minds?

Campuses can be places to encounter new ideas. Others see bastions of indoctrination.

By **VIMAL PATEL**

CAROLYN KASTER, AP



Kayla Bailey attended Liberty University.

KRISTIAN THACKER FOR THE CHRONICLE

**“What I believe was already marked
in stone when I got there.”**



Bobby Gannon went to North Central College, in Illinois.

THEY WENT TO COLLEGE in surreal times, bookended by a brutal election in which a reality-TV star upended American politics, and a global pandemic that derailed their in-person graduation plans. They were all college freshmen when Donald Trump was elected president, and they all supported the businessman in 2016.

Bobby Gannon, a physics major at North Central College, in Illinois, thought Trump's trolling of liberals was funny. Kayla Bailey, from Liberty University, lamented Trump's personal conduct but felt he was the best candidate for her beloved West Virginia, a state torn by poverty and drug abuse. Regan Stevens, from the University of Northern Iowa, traveled to Trump's inauguration, the prize for working full time knocking on doors for the long-shot candidate. And Rebecca, who graduated from Ohio State University and asked, for professional reasons, that her last name not be used, voted for Trump partly because she thought Hillary Clinton was “extremely corrupt.”

Many of these students came from Republican households, in conservative areas, where supporting the GOP was what most people they knew had done for as long as they could remember. So after four years or so of college, have their views changed?

College cleaves American society. Republicans are increasingly distrustful of higher education, viewing it as a bastion of liberal indoctrination. The American public in general has soured on higher education in recent years, but the distrust has become most intense among Republicans, according to the Pew Research Center: In 2019, only 33 percent of Republicans said college has a positive effect on the country, a 20-percentage-point plummet from 2012.



CAROLINA SÁNCHEZ FOR THE CHRONICLE

**“When you go to college,
you get exposed to a lot
of people who are smarter
than you. It was a bit humbling.”**

Voting data from 2016, meanwhile, showed that a college degree was a major fault line between Trump supporters and those who backed Clinton. A post-election analysis of exit polls and federal data by the Brookings Institution found that Trump won every state below the national average for percentage of residents with bachelor's degrees except Maine, Nevada, and New Mexico. Hillary Clinton won every above-average state except Kansas and Utah. Trump, it seems, was onto this trend from the nascent days of his political career. As he put it during the 2016 Republican primary, “I love the poorly educated.”

But what about the well educated? The ones who supported him even before they went to college, and then earned a bachelor's degree? What role did the college experience itself have on their support for Donald Trump?

The Chronicle attempted to contact more than 15 people who were college freshmen when President Trump was elected, and who indicated in newspaper stories at the time that they supported him. Four agreed to speak about how college has shaped their political thinking, and whether they were planning to vote for Trump again in 2020.

They had different reasons for supporting Trump as freshmen. Some were more politically active than others. But Trump had a gravitational pull for each.

Bobby Gannon thought Trump projected strength. He liked that the candidate promised to restore international respect for America. Trump was an outlaw, and it was exciting to support a candidate who didn't care what people thought. The social-media outbursts also weren't a problem. “I think the tweets are

funny,” Gannon told the *Naperville Sun* in 2017, in a story about Trump's inauguration.

Similarly, Regan Stevens was attracted more to Trump's style than to his position on any particular issue. “He gets a lot of hate for it at times, but I liked his persona of not being a politician, and saying what he wanted,” she says. “That resonated with me as a young person.” Trump was Stevens's first choice in the Republican primaries. As a freshman, she worked 40 hours a week for his campaign.

Kayla Bailey was more issue oriented, and her singular issue was West Virginia. The former Liberty University student, who graduated in three years and then entered a master's program in business at West Virginia University, voted for Trump in 2016 because her primary concern was the health of her home state, which she said national politicians ignored. “We've seen a really big decline in our economy,” she told NPR before Trump's inauguration, “and a lot of people are addicted to drugs and don't have any hope anymore.”

At Ohio State, Rebecca was predisposed to vote for Trump because of her aversion to Clinton, but experiences she had as a freshman before the election sealed her support. Administrators and fellow students tried to police speech, Rebecca says. Right before the election, her dorm had a discussion about Halloween costumes. A student said you couldn't dress like Princess Jasmine from *Aladdin* because that would be cultural appropriation.

“I pushed back against that,” Rebecca remembers. “I was like, ‘Well, I think it would be terrible if someone dressed up like an Arab, but being a certain character wouldn't.’” She was

frustrated that there didn't appear to be room for nuance in liberal campus orthodoxy. "There was nothing in the discussion about the intent behind why someone said something or wore something."

As evidence of the open exchange of ideas on college campuses, it was not an auspicious beginning.

COLLEGES are much maligned as liberal bubbles. A thriving campus-outrage industry has sprung up on the right, dedicated to exposing leftism run amok. Trigger warnings. Safe spaces. Snowflakes. But college is also a place where ideologies are challenged, and some students encounter different people and ideas for the first time in their lives. For some, college is a foray outside of the indoctrination machine.

That was the case for Gannon. His friends were Republicans. He attended a conservative Roman Catholic high school. He consumed a steady diet of right-wing media, and visited chat rooms and websites where he was bombarded with extremist and unmoderated content.

College exposed him to different people and ideas. His appreciation for science started to grow.

The summer after his freshman year, something happened that shook Gannon's confidence in Trump: The president announced his intention to pull out of the Paris Climate Agreement, rejecting the consensus of 147 nations that had ratified it by that time. This was no longer trolling. This was a president who seemed to be opposing the scientists, the kinds of people Gannon put his trust in for his academic training.

His support was further tested later that summer, when Trump announced in a series of tweets his intention to ban transgender Americans from serving in the military. Gannon knows people who are gay, and he had thought that Trump was friendly toward LGBT rights. After all, the Log Cabin Republicans, a GOP gay-advocacy group, vouched for him during the campaign. And the event that had sealed Gannon's decision to vote for Trump in 2016 was the shooting at Pulse, a gay nightclub, by a man who pledged allegiance to ISIS. Gannon had believed Trump's strong immigration policies and rhetoric were needed to prevent future massacres.

Gannon's thinking was challenged again during a trip to Europe his senior year. His college-football program traveled to Prague to play another team there. During a bus ride in Berlin, a part-time German tour guide, who was also a history profes-



Regan Stevens, shown here after the election in 2016, attended the University of Northern Iowa.

MATTHEW PUTNEY, THE WATERLOO COURIER

sor, told Gannon that he had grown up admiring America, but that Trump was driving a wedge in the relationship between the two countries. Trump had promised that the world would respect the U.S. more with him as president. College gave Gannon a chance to see firsthand how some outsiders actually viewed the U.S. under Trump.

BUT WHILE college challenged Gannon's support for Trump, it caused Rebecca to embrace him more tightly.

The Halloween-costume debate at Ohio State was just the start. Weeks after the 2016 election, as she was sitting in a Greyhound station waiting for an Uber back to campus after Thanksgiving break, she received an urgent call from a cousin. Do not go to campus. Active shooter.

A Somali immigrant, who authorities would later say was inspired by the Islamic State, slammed his car into a group of people on the Columbus campus and went on a stabbing spree, injuring 11 people. A passing officer shot and killed the transfer student. Back in Rebecca's dorm later that night, everyone was talking about the incident. A liberal friend, she says, told her the next morning that the suspect did not deserve to die and would not have been fatally shot if he had been white. The friendship ended that day.

"I was like, 'That's ridiculous,'" she says. "I'm even someone who thinks there's racial bias in shootings, but to believe something so adamantly that every single situation perpetuates your narrative? I could never support this party if that's how people act in it."

The frustration over what she believed to be the excesses of the left on campus continued into the classroom. She took a class about the history of the 1960s, and says she was asked to write about Bill Ayers, a leader of the Weather Underground and a liberal bogeyman in right-wing circles, after reading an autobiography on the radical activist. "The prompt for the paper was something like, Talk about how he positively exhibited the radical fight for justice in the 1960s," Rebecca says. "I basically wrote this man is a terrorist. He used political violence. I'm not going to write about how he's some kind of hero for doing that."

She got a D on the paper, bumping her grade to an A-minus — the only academic blemish in her overall 3.97 grade-point average.

"It was so worth it," she says.

Outside of the classroom, supporting Trump exacted a social penalty. Her roommate and good friend was a liberal. Other students, Rebecca says, would ostracize her friend when they learned she was friends with a Trump supporter. Rebecca was never especially vocal about her support for the president, but now, in law school, she doesn't talk about it at all. Going public, she thinks, could cost her too much.

She cast her vote early for Donald Trump.

REGAN STEVENS, meanwhile, was vocal off campus and in class at the University of Northern Iowa. She attended Trump's inauguration decked out in a Make America Great Again hat and holding a "Women for Trump" sign. She wasn't afraid to discuss her politics. Often, she says, it was "me versus the whole classroom."

Even if it wasn't the professor's intention, she says, the culture in class was not hospitable to conservatives. While she would be the only one expressing her point of view during dis-

cussions, Stevens says, students would frequently tell her after class that they agreed with her. "I like the term 'silent majority' to describe Trump supporters," she says.

Her faith in Trump was strong as a high-school student, it never wavered during college, and she'll vote for him next week.

Gannon, the physics major, voted early for Joe Biden.

He's not sure when he knew he could no longer support President Trump. It was a gradual process. He thinks he might still be a Trump supporter had he not attended college.

"I was in sort of a conservative bubble," he says. "College opened me up to different viewpoints. Not just different viewpoints, but the logic behind different viewpoints. Part of it was also that I was a good student in high school — I got mostly As and Bs — so I sort of had maybe a bit of a superiority complex when it came to my opinions. 'I'm smarter than this person; therefore my political opinion's right.' When you go to college, you get exposed to a lot of people who are smarter than you. It was a bit humbling."

Gannon says he did not experience liberal bias on campus at North Central College. He recalls writing a paper about "pro-life stuff" — "in a gender-studies class in a liberal-arts college, the belly of the beast" — and received an A. Aside from some dirty looks when he wore his MAGA hat on campus the day after the 2016 election, he found his fellow students to be tolerant of his political beliefs.

Bailey never felt like an outsider at Liberty. She describes it as two universities: one where earnest people came to learn more about their faith and how to use it to improve the world, and the other embodied by Jerry Fallwell Jr., the recently deposed president, who in her view used it as a steppingstone for politics and media attention. She gravitated toward the former. Liberty affirmed her belief in her faith and politics and her desire to seek out truth, Bailey says.

"What I believe was already marked in stone when I got there," she says. "Growing up in West Virginia, and seeing people struggle, and knowing that I believed in God and that my faith was strong — all of that I knew before I got there."

Bailey says she is clear-eyed about Trump. What does she think about the \$130,000 payment he made to the porn star Stormy Daniels? "Obviously that doesn't look great," she says, but "my politics and my faith are very separate." What about Trump's holding of political rallies as a deadly pandemic rages? "It doesn't make sense. It goes against what most scientists and doctors are saying. That's upsetting to me." Does she think Trump cares about people? She pauses several seconds before answering. "I don't know," she says.

She didn't know who she was going to vote for this time around. Then she watched the first presidential debate. Her main concern remains the health of West Virginia, and she was hoping to hear something, anything, from Joe Biden making an economic case against Trump. She didn't get it. She's voting for Trump again.

"I'm not Trump's cheerleader. I'm not campaigning for him. I have an understanding of who he is, and what he is," Bailey says. "That's why I'm stripping the emotion from it and saying, 'How's the economy? How's business? How have people's lives been improved?' West Virginia has seen progress in the past several years, and that's something I want to continue."

Ultimately, for Bailey, college didn't make any difference in her politics at all. ■

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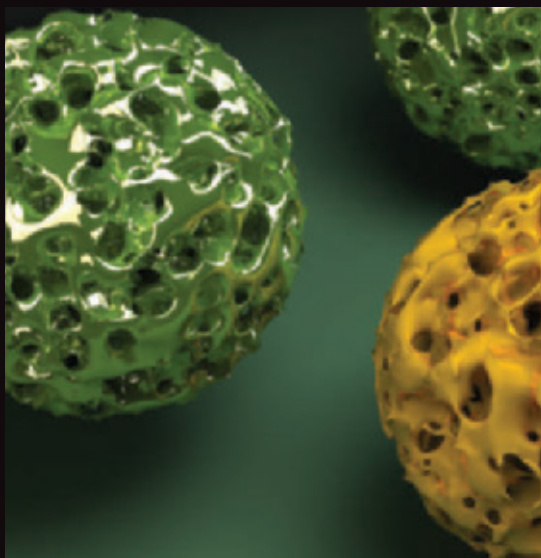
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IN THIS ISSUE

Developing tools to help create
smart porous materials

Enhancing the skills of robots
and robot operators

Designing next-generation UV LEDs

Research snapshots

Q&A with Omowunmi Sadik



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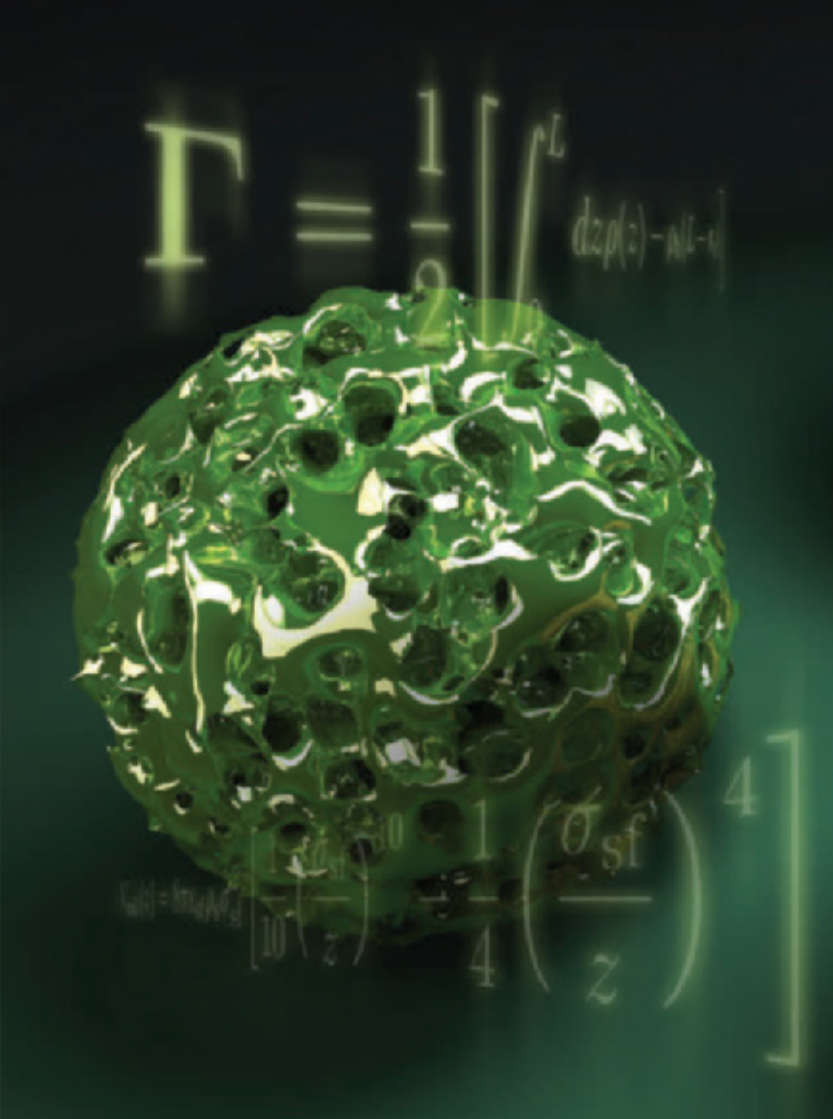
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4

NSF CAREER award winners in 2020



Developing tools to help create smart porous materials

Gennady Gor, assistant professor of chemical and materials engineering, aims to help engineers develop a new generation of smart materials. He and his team are creating computer-based models and tools to guide engineers in the design of “intelligent” porous materials that respond in controlled ways to stimuli like heat, pressure or electricity and can be used in the making of advanced membranes, sensors and soft robotic devices.



The research, funded by a Faculty Early Career Development (CAREER) grant from the National Science Foundation (NSF) and carried out in the Computational Lab for Porous Materials at NJIT, has a wide range of applications. These include new technologies to improve gas sensing, gas separation and, in particular, carbon sequestration.

An educational component of Dr. Gor’s research includes the development of an online course to teach high school and undergraduate students how to use the powerful Python programming language for chemical engineering calculations.



Enhancing the skills of robots and robot operators

The global robotics market is valued at approximately \$40 billion, with analysts forecasting strong growth and seeing robots as key to the future of manufacturing, surgery and home assistance. To realize that potential, however, robots will need to evolve — which is why the research of NJIT’s **Cong Wang** is so important.

An assistant professor of electrical and computer engineering, Dr. Wang is tapping the power of crowdsourcing and artificial intelligence to enable robots to learn by remotely interacting with large numbers of humans. Among the goals of his research are improving the dexterity of robotic hands and enabling robots to gradually develop “physical intelligence,” or skills that can be transferred to new situations. Sensory, motor and machine vision data collected from the human/robot interactions will be used to study whether robots can subsequently draw on the database to develop new skills or to refine existing ones. In addition, the project aims to actively guide and improve the robot teleoperation skills of humans.



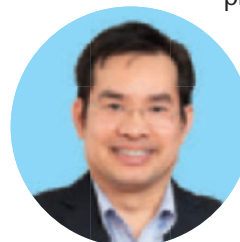
The five-year research effort is funded by a CAREER grant from the NSF.



Designing next-generation ultraviolet LEDs

The research of **Hieu Nguyen**, an associate professor of electrical and computer engineering at NJIT and an expert in photonics, focuses on the development of a new form of ultraviolet light-emitters. This new generation of UV photonic devices

promises to have valuable and far-reaching applications. These range from solid-state lighting, data storage and high-speed communications to sterilization and water purification, medical technologies and zero-emission cars.



Funded by a Faculty Early Career Development (CAREER) grant from the National Science Foundation (NSF), Dr. Nguyen aims to be among the first to demonstrate ultraviolet LEDs built using nanowire semiconductors made from group III-nitride materials, which have the potential to replace silicon as the heart of electronic chips.

This research program will also offer interdisciplinary research opportunities to NJIT students to gain experience in nanostructure development, hands-on device fabrication and characterization of semiconductor devices.



Finding a better way to crowdsource online tasks

Online crowdsourcing platforms like Amazon Mechanical Turk enable individuals and companies to hire large groups of remotely located workers for a variety of tasks that humans can still do more effectively than computers. These include such things as writing product descriptions, translating sentences, summarizing articles and tagging objects in images.

Assistant Professor of Computer Science **Senjuti Basu Roy**, an expert on optimizing machine learning techniques, is investigating ways to streamline the painstaking process of specifying task and worker criteria and devising task deployment strategies to organize, divide and distribute the work in the most efficient and economical way. The goal of her middleware system — a middle layer that sits between multiple stakeholders in a crowdsourcing ecosystem — is a user-friendly, optimization-driven and customizable framework for specifying task deployment goals and constraints. Dr. Basu Roy also aims to make it easier for the individual, organization or company to crowdsource a task on multiple platforms.

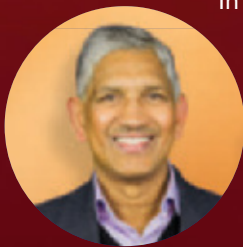


Her work is made possible by a CAREER grant from the NSF.

Recognizing outstanding research at NJIT

This year, NJIT recognized two faculty members with one of its highest accolades. The 2020 Excellence in Research Prize and Medal was awarded to Dr. Namas Chandra and Dr. Lou Kondic.

Namas Chandra, distinguished professor of biomedical engineering, heads NJIT's Center for Injury Biomechanics, Materials and Medicine and is co-director of the university's Institute for Brain and Neuroscience Research. The goal of Dr. Chandra's research is to better understand blast-induced and blunt-induced traumatic brain injury and to identify more effective diagnostic techniques, protections and therapeutic treatments.



In the university's blast simulation lab, Dr. Chandra and his team are examining the connection between the strength, distance, speed and positioning of a blast, and the type and degree of injury it causes. They also are assessing the physical damage to both the structure of brain cells and their capabilities, including the ability to transmit signals. Recently, Dr. Chandra conclusively demonstrated for the first time that pure shock waves can cause concussions and that repeated exposures to them definitely pose serious risk factors for neurodegenerative diseases, including

Parkinson's and Alzheimer's diseases. He is a fellow of both the American Society of Mechanical Engineers and the American Institute for Medical and Biological Engineering.

Lou Kondic is a distinguished professor of applied mathematics and director of NJIT's Center for Applied Mathematics and Statistics. Through mathematical modeling and simulations, he investigates materials science on the micro- and nanoscale. His research yields new insights into the physical properties of specific materials and how they perform under different circumstances. Of particular interest are metallic particles, thin liquid films, granular materials and colloidal particles — microscopic "building block"



particles that are key to the composition of everything from milk and tea to household electronics and 3D printing technology. He recently devised a new computational model, for example, that is capable of tracking how extreme heat impacts the evolution of thin metal films on thermally conductive solid substrates such as the silicon used in photovoltaic panels. Dr. Kondic was named a 2017 fellow of the American Physical Society in recognition of his

outstanding contributions to physics and the understanding of complex fluid dynamics. His modeling methods and numerical analyses are relevant to water and wastewater treatment, the oil and gas industry, solar cells, and medical and pharmaceutical applications, among others.



**NJIT PROFESSOR
HONORED BY NATIONAL
ACADEMY OF INVENTORS**

Nirwan Ansari, a pioneer in the field of communications whose research on telecom networks helped lay the foundation for broadband access and later FIOS networks, was recently named a fellow of the National Academy of Inventors (NAI). NAI fellow status is the highest professional distinction accorded solely to academic researchers.

A distinguished professor of electrical and computer engineering, Dr. Ansari was one of a class of 168 new fellows, described by the academy as "prolific academic innovators" who collectively hold more than 3,500 issued U.S. patents.

Over his career, Dr. Ansari has been granted 42 U.S. patents. His inventions have been licensed for use in technologies that trace and mitigate cyberattacks; improve the energy efficiency of 5G networks; manage resources and reduce energy usage in data center networks; and enhance intelligent control of power transmissions in smart grids.

Dr. Ansari joins six other colleagues from NJIT who have been inducted as NAI fellows since 2014.



Using the Internet of Things to teach computer science to high school students

The Internet of Things (IoT) is a network of billions of devices like cell phones, cars, smart TVs and home alarms connected to the internet. It's also the idea behind the innovative curriculum that **Pramod Abichandani** and **Prateek Shekhar** are developing to teach computer science and software engineering to high school students. Funded by the National Science Foundation, the curriculum will use low-cost, IoT hardware kits to challenge 300 students and 27 teachers to build internet-connected real-world projects, like smart health-monitoring devices, that will relay information to the users through websites and apps. By sharing content and teaching strategies through online platforms, museums and camps, the research team expects to reach an even wider K-12 audience.

Restoring and enhancing mobility

Carlotta Mummolo, whose research is at the intersection of biomechanics, robotics and dynamical systems, seeks to help people affected by conditions that impair mobility — the elderly, individuals recovering from strokes and accidents, and those living with disorders that affect movement, such as Parkinson's disease. She and her team develop robotic prototypes as well as algorithms and theories to understand fundamental principles of motor skills such as balance, locomotion and manipulation. Ultimately, her goal is to translate the team's multidisciplinary research into better bioengineered solutions and devices that aid rehabilitation and restore, enable and enhance mobility.



Research S



Reclaiming brownfields as community assets

Building on a successful track record of helping communities across the Northeast position brownfield sites for redevelopment, NJIT recently launched the **New Jersey Brownfields Assistance Center @NJIT** with funding from the New Jersey Economic Development Authority. This first-of-its-kind center offers counties and municipalities free technical assistance to return contaminated properties to productive use. Led by **Colette Santasieri** and a team of engineers, planners, and social and environmental scientists, the center provides a multidisciplinary approach to helping local governments plan, fund, assess, clean up and redevelop former industrial and commercial properties.

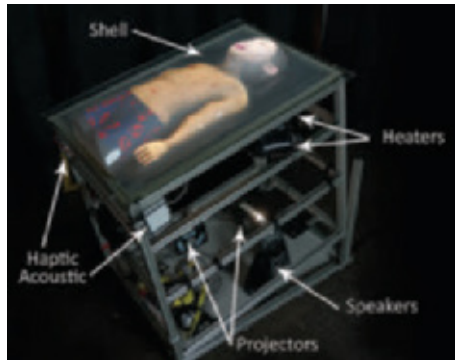
Exploring the effect of technology on mental health during the pandemic

Director of NJIT's cyberpsychology program, **Julie Ancis** has written about the double-edged impact of technology during the pandemic. Recently, she explored the helpful uses of technology to enhance social connections during the physical isolation brought about by COVID-19. She also looked at negative uses that can damage mental health, such as obsessively watching and reading news about the pandemic. An internationally recognized scholar on the subject of multiculturalism, Dr. Ancis has also written extensively about the crossroads between diversity and technology and was among the first to focus on teaching cultural competence online.



Improving training simulations

Salam Daher uses augmented reality (AR) to combine virtual content with the real world. Her expertise includes creating 3D synthetic environments and modeling interactive 3D virtual humans that employ animated facial expressions, speech and body language for the purposes of simulation and training. In the health care domain, her AR simulators, called Physical-Virtual Patients, allow trainees to experience real-time physical tactile cues, such as temperature and pulse, in simulated human patients.



Increasing fire safety in tunnels

Bruno Goncalves da Silva is working to find ways to strengthen a tunnel's structural integrity in the event of a fire. A geotechnical engineer and geoscientist, he employs theoretical and numerical modeling to study the fundamental physical mechanisms involved in thermally induced fracturing of concrete. His research aims to support the development of new construction and modeling strategies as well as new materials to maintain tunnel resiliency.

120

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increase in external
academic research funding
since 2015

napshots



Using data analysis to rank the helpfulness of online reviews

Jorge Fresneda researches the role of online information in e-commerce consumer decision-making. Studying more than 20,000 online reviews of appliances and appliance supplies on Amazon, he devised a new way to measure the helpfulness of the reviews themselves. Rather than relying on readers to provide a vote-up/vote-down evaluation of a review's helpfulness, Dr. Fresneda uses data analysis of consumer review language to determine rank. This approach removes human bias from the assessment process.

Inculcating ethics in engineers

J. Britt Holbrook, a philosopher who specializes in science policy, is designing an innovative course in engineering ethics that focuses on justice and societal impact. The goal of the course is to help engineering students better understand how their future actions and decisions as engineers can directly affect the lives of individuals and communities at large. Supported by a grant from the National Science Foundation, the project is a collaboration with the University of Florida and is advised by a board of experts in anthropology, community engagement, and science and technology studies.



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Q&A

Omowunmi “Wunmi” Sadik

Distinguished Professor of Chemistry and Chair, Department of Chemistry and Environmental Science



Omowunmi “Wunmi” Sadik is distinguished professor of chemistry, chair of the Department of Chemistry and Environmental Science, and director of the BioSensor Materials for Advanced Research and Technology (BioSMART) Center. Her research areas include surface chemistry — interactions at the interface between different molecules; sensors for biological systems and the environment; and new measurement approaches to solve problems such as early diagnosis of cancer, DNA testing, detection of pain biomarkers and food safety.

About NJIT — One of only 32 polytechnic universities in the United States, New Jersey Institute of Technology (NJIT) prepares students to become leaders in the technology-dependent economy of the 21st century. Rated an “R1” research university by the Carnegie Classification®, which indicates the highest level of research activity, NJIT conducts more than \$160 million in research activity each year. NJIT is ranked No. 1 nationally by Forbes for the upward economic mobility of its lowest-income students and one of the top 100 U.S. colleges and universities for mid-career earnings of graduates by PayScale.com. NJIT also is ranked in the top 10% of universities nationwide by QS World University Rankings® 2020.

How do chemical sensors work?

Chemical sensors are small devices coated in spots with specific compounds that react to, or recognize, targeted chemicals in the air, water and biological systems. The devices’ transducers convert the results to a measurable signal. They can provide a one-time yes or no answer or deliver continuous information as they monitor changes in the environment or the body. I got my start at the Environmental Protection Agency developing environmental immunosensors that employ antibodies that bind with PCBs — toxic industrial compounds — at polluted sites. Sensors are portable and conduct analysis on site, thus eliminating travel and lab-processing time.

How does your newest sensor detect COVID-19?

Most current testing methods for COVID-19 are time-consuming, expensive, vulnerable to false positives and negatives, and often require specialized training. This makes rapid detection difficult. I’m developing a disposable, paper-based biosensor with a modified version of the sugar compound that the coronavirus spike binds with to gain entry into cells. It’s designed as a point-of-care test for saliva that not only detects the presence of the virus, but how much is there, thus giving us a sense of the disease’s progression. It will be read using a smartphone powered by a small rechargeable battery. This device is an adaptation of an earlier sensor I developed and patented to detect E. coli in fresh food in grocery stores and distribution centers.

How can biosensors help us measure pain?

Pain triggers both cognitive analysis and emotions, making its objective measurement challenging. Determining its intensity, and the underlying cause it signals, is critical not only to effective pain management, but to diagnosis and treatment as well. People addicted to opioids may exaggerate their pain. Children, the unconscious and people with disabilities may not be able to describe their symptoms at all. This is a real problem, because pain is protective — it tells us we’re in trouble. To this end, I’ve developed a biosensor to measure two pain biomarkers, cyclooxygenase-2 (COX-2) and inducible nitric oxide synthase (iNOS), biochemical compounds that appear in the bloodstream when pain is present, including in cancer patients, and have proved sensitive indicators of true pain.

What are the challenges in sensor research?

A major hurdle we face is speed. The rate at which we make measurements, then transmit and process that information is very slow. When we take sensors into the field — produce shelves at the grocery store, patients’ rooms at the hospital or factories processing toxic materials — we need data transfer, processing and mining to happen quickly at central locations with large computing capacity. We also need to make sensors smaller, so they can be widely dispersed and are almost invisible. COVID-19, or similar pathogens, could be weaponized, and so these devices would be critical for defense applications, such as detecting potential terror threats in buildings or airports.

What new COVID-related applications are on the horizon?

In the near-term, we will see new technologies that allow us to discover COVID-19 without even touching a person. Our goal is to do detection at the population or community level as an alternative to individual testing. Installing sensors on-site in wastewater systems that transmit that information rapidly will be a first step.

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Death of a President

A visionary took charge of a college in a moment of crisis. Then he caught Covid-19.

BY LINDSAY ELLIS

THE NEW PRESIDENT'S Jeep Cherokee, with its out-of-state tags, wasn't in its usual campus parking spot.

It took Kengie Bass several days to notice. At first, the dean of the general college at Saint Augustine's University wondered if the president was out of town, raising money. Maybe he was working from home. On a nice day, Bass speculated that he had started walking to work.

The new president was Irving Pressley McPhail, and he had big plans for the private, historically black university in Raleigh, N.C. But when a meeting about the university's strategic plan was postponed, Bass started to wonder. After a dip in the state's Covid-19 cases, the trajectory of the virus had begun to rise anew. Had the president been infected?

One evening in October, Bass lay in bed, scrolling through emails on his phone. One had come in just before 10 p.m.

"Dr. Irving Pressley McPhail is recovering from Covid-19," the email read. "He is receiving expert care and treatment at a local hospital."

Bass turned to his wife. "He really has it."

No leader arrives with guarantees. But tapping McPhail as the new president of Saint Augustine's, effective July 15, was an exciting step. His long administrative career intersected constantly with issues of racial equity and student success, and the university had ambitious goals for retention and graduation rates. Enrollment had fluctuated around 1,000 students for several years, and many were

the first in their families to go to college, administrators told *The Chronicle*.

The university's previous president retired in 2019 after resolving a two-year probation from the university's accreditor, the Southern Association of Colleges and Schools Commission on Colleges, which cited financial instability as a major problem. By early 2020, the campus had increased enrollment, but it was on its second interim president.

The board wanted to appoint a seasoned leader who could raise money and enhance programs in science, technology, engineering, and mathematics, said James Perry, the board's chairman, a retired Florida Supreme Court justice, and an alumnus.

Campus leaders met McPhail virtually. Perry was impressed by the candidate's résumé. He had led Lemoyne-Owen College, the Community College of Baltimore County, and St. Louis Community College at Florissant Valley.

"He was the complete package. He was our dream president," Perry said. But the chairman also wondered why McPhail would want to come to Saint Augustine's in this moment. McPhail was in his 70s, decades into his career, and the pandemic was throwing all of higher education into disarray.

He wanted to give back, McPhail told the board. McPhail grew up in Harlem, and while he attended a specialized public high school, he saw less fortunate students fall through the cracks. Perry left the interview with the impression that McPhail wanted to benefit similar-



MICHAEL BENABIB, SAINT AUGUSTINE'S U.

Faculty, staff, and students pay their respects at the home of Saint Augustine's late president.

ly situated students. In five years, the board chair thought, Saint Augustine's would be on its way.

McPhail told his wife, Christine McPhail, that Saint Augustine's was a place where he could make a difference. In a week, he said, he would know everyone at the small campus. Its location in the Research Triangle of North Carolina could enable partnerships with other campuses. Her husband had an innate ability to organize and plan, she said, and he would train those talents on the university.

He told the *Raleigh News & Observer* that he wanted to start a center at Saint Augustine's to study racial disparities, as well as incorporate discussions of activism and the pandemic into classes.

"It just seemed like it was all coming together," Christine McPhail said. He wasn't approaching this job to prove something — "This one is for them," he would say. "This one is for the next generation."

GALVANIZED by George Floyd's killing in police custody, that next generation was turning to protest, just as McPhail had as a college student.

For 36 hours in 1969, McPhail and other members of the Afro-American Society participated in an armed occupation of Cornell University's student union that brought a reckoning of students' demands."

It was prompted by a campus atmosphere that, McPhail would later say, was "hostile to our cultural needs." Society members felt that

student-conduct hearings were stacked against Black students, and that administrators were slow-walking the creation of a Black-studies department. And then, one April morning on the front steps of housing for Black women, someone lighted ablaze a wooden cross. And so the students filed into the student union over parents' weekend.

**"This one is for them.
This one is for the next
generation."**

McPhail would devote much of his career to pursuing equity in education for Black students far beyond Cornell.

"For the Black freshman class of 1966, race became the major organizing principle of our lives," McPhail would later say in a speech at the Cornell Club of Maryland. "Our learning began to take on meaning relative to Black experience, self-education began largely through reading African and African American history and culture and sharing the results of our enlightenment, and knowledge began to take on goal-directed meaning."

McPhail's father and mother, an upholsterer and a homemaker, taught him "never to take on something I think I can't accomplish," he told *The Baltimore Sun* in the 1990s. At one institution, he published unflattering data about student outcomes in an effort to spur positive change. As president and chief executive of the National Action Council for Minorities in Engineering, he sought to diversify the field through distributing scholarship dollars and investing in pre-college education.

After years at the association, he and his wife worked as higher-education consultants. Early in the pandemic, he and a former coworker at the engineering association, Aileen Walter, emailed articles on



colleges and Covid-19 back and forth, commenting on the challenges that higher-education leaders faced.

Soon he decided to come off the sidelines, to lead a college himself in a moment of crisis for American higher education. There were students' lives to change in a campus environment that brought a small, familial culture.

"You," he told the Class of 2024 early in his term, "are today's Talented Tenth."

ROPENING THIS FALL posed existential questions for campuses coast to coast — including the fundamental question of whether to bring students back. Private universities like Saint Augustine's knew their revenues were largely dependent on students' decisions to enroll or live on campus.

There were other factors to consider. Perry, the board chair, maintained that Saint Augustine's students would be safer on campus than off. At home, they might live in multi-generation homes or not have enough food. And if they stopped progressing toward their degrees, their shot at a college diploma might vanish, he said. For some students, this could be their only chance.

"Our campus represents for many of our students a safe haven," McPhail told the *News & Observer*. "My kids want to come back to school."

But responding to Covid-19 had strained even well-resourced in-



ROBERT WILLETT, NEWS & OBSERVER, ZUMA

stitutions, including nearby North Carolina State University, which moved all courses online after two weeks. That campus's shutdown unnerved Bass, the dean. Finalizing the details of reopening Saint Augustine's had felt like playing whack-a-mole.

Like other colleges nationwide, the university proposed far-reaching regulations on student life — on outside visitors, laundry-room occupancy, stairway traffic. The campus pledged to send each student nine masks, and over the first two weeks, dining halls would offer only carry-out meals.

Saint Augustine's did not mandate testing, Bass said, but it set up a testing site at a campus athletic complex. The university does not have a public-facing dashboard of Covid-19 cases, but a university spokeswoman said on Monday that six students and four staff members had confirmed cases.

The tight community, administrators said, was helpful in encouraging adherence to public-safety protocols. McPhail told the *News & Observer* he drove around the campus after work every day. If students were not wearing masks he would open the car window and remind them to put one on.

The president was present constantly in those early days. Frequently, he recommended articles for Bass to read. At the end of a virtual faculty retreat, McPhail spoke, referring to specific presentations and ideas. It was clear he had sat in on every session, the dean said. One day, McPhail hosted an ice-cream social for honors students in

his back yard. Toward the end of the event, Bass said, McPhail joined students in dancing the Electric Slide.

The presidency wasn't all faculty meetings and ice-cream socials. Early in the semester, McPhail and Perry, the board chair, traveled to Atlanta to respond to a complaint from the accreditor. The agency gave the university a warning on September 9, citing questions of governance and board management that, *HBCU Digest* reported, had unfolded before McPhail's arrival. The new president got context on the situation and heard directly from the accreditors, Perry said.

Christine McPhail, herself a former college president, saw her husband advocating for strong Covid-19 protocols as he began at the university. McPhail was serious about staying safe, she said — he often wore two masks and kept hand sanitizer in the car.

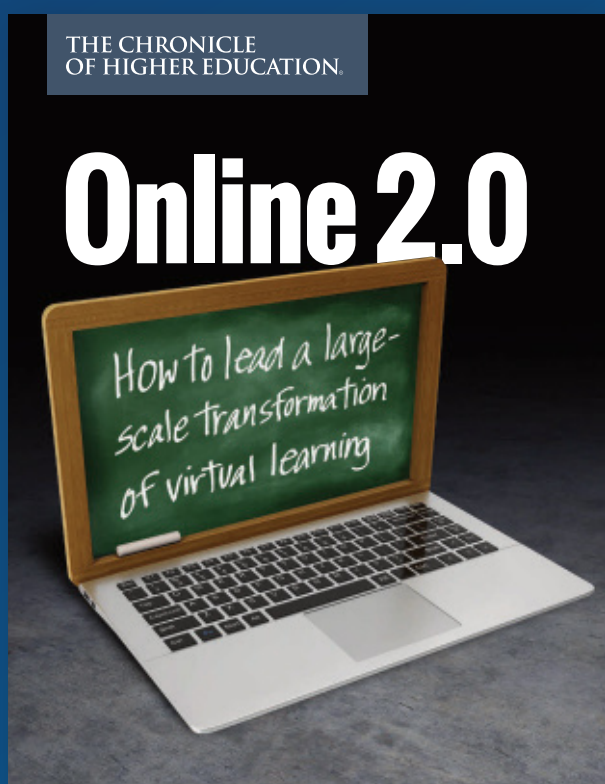
"We are both students, very much students, of what's going on in America," she said. "We are not paranoid, but we are not fools either."

The campus needed to walk the line between the community-centered environment and the social-distancing procedures. Maria Lumpkin, who had served as interim president, became McPhail's chief of staff and vice president.

She remembered the many questions that preoccupied the leadership team: "Are all the protocols in place? Do we need to revisit anything else? Have we considered this? Do we have the resources to do this? Are resources more important than lives? Or meeting our enrollment goals, more important than lives? If we have to pivot to a

Online 2.0

How to lead a large-scale transformation of virtual learning



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

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

"Effective online teaching depends more on building engagement than on mastering complicated technology."

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ROBERT WILLETT, NEWS & OBSERVER, ZUMA

Mourners lay roses to express their heartbreak at losing Irving McPhail to Covid-19 just three months into his presidency at Saint Augustine's U.

different scenario, how will that impact the university? How will that impact students that need to be here?"

On September 14, McPhail learned that someone he had been in contact with had tested positive for Covid-19, Lumpkin and Perry said. After he got the news, Lumpkin said, McPhail left campus to be tested.

She notified her colleagues that they could have been exposed. But she had worked closest with McPhail. Lumpkin and McPhail had begun every morning talking through his schedule. They took some meals together.

After McPhail tested positive, Lumpkin, who declined to share her test results, had to quarantine. At first, both worked remotely. He spoke at convocation virtually.

Lumpkin said McPhail contracted the disease from someone unconnected to the campus. It's hard to be 100 percent sure, Christine McPhail said — who can be? — though she expressed support for the university's stance that he did not contract Covid-19 on campus. "I don't see any evidence of any clusters or anything like that at the university."

One evening in late September, Lumpkin got a call from the campus public-safety department. There was an ambulance at the president's house, just down the street from her own.

THE WORK OF THE FALL SEMESTER continued despite the president's absence. Lumpkin assumed the role of acting president. Without permission from McPhail or his wife, Lumpkin said, Saint Augustine's didn't or "couldn't" say publicly that McPhail had contracted Covid-19. Rumors and speculation on campus filled the gap of information.

Perry, the board chair, said Christine McPhail gave him regular reports that were candid and at times hopeful. The president's health wavered. There would be good days, but then McPhail needed oxygen and ultimately had to be put on a ventilator, Perry said. On October 12, the university emailed the campus, announcing that McPhail was in the hospital, recovering.

Bass wondered what the email meant. "Recovering" could indicate

the president might rebound quickly. But it could also point to something else. It could mean that McPhail wasn't doing well at all.

Lumpkin was in her kitchen at home when she got the call three days later. McPhail had died. She immediately looked through her back window, her eyes toward the president's house down the street. She wanted to go over, or call, but she stopped herself. *It isn't the right time.*

Later that day she sat with a senior leader in her dimly lighted living room. On the table between them was a history of the university and the book *Across That Bridge*, by John Lewis, the late congressman.

Lumpkin shook her head in disbelief. In the coming days there would be memorials to plan, and the business of the university would roll on — the admissions recruiting materials to post, the virtual homecoming logistics to execute, the goals to realize. But first there was this night, this moment.

They called cabinet members to break the news. Their colleagues were silent. And then they prayed.

That evening — three days after announcing McPhail's diagnosis — the university sent another campuswide email. The new president had died after three months at Saint Augustine's.

Christine McPhail prays that scientists will find a way to turn around the pandemic. She rejects President Trump's position that contracting Covid-19 isn't a big deal. "He does not know what he is talking about," she said. But she doesn't want the public to feel sorry for her husband, or for her. "He was doing what God brought him here to do. He had a purpose."

The next morning she got a text, urging her to look outside. There she saw a display that she says she will never forget.

Gathered outside in the rain were staff, faculty, and students — *his kids*, she has since thought — walking toward their home with red and white roses. They waved at her as she stood, masked, inside the screen door. And then, one after another, they lay the flowers on the short brick wall near her hedges. ■

Lindsay Ellis is a senior reporter covering research universities.

What Higher Ed Has Learned From Covid-19

The spring and summer were full of predictions, many of which were wrong.

THE PANDEMIC has locked down parts of the country for more than seven months now, and colleges have made it at least halfway through their fall terms. What have they learned? Which predictions from the spring came true?

The pandemic still poses many uncertainties, but some lessons for college leaders have emerged and can help them better weather the months, and possibly years, of Covid to come. Many of these lessons have upended the assumptions of the spring.

The pandemic would quickly subside. In the scramble in March to get students safely off campus, many college leaders perceived Covid conditions

Fall would be a financial bloodbath for colleges. After years of predicted waves of college closures, this was it. Covid-19 was going to knock the legs out from under financially tottering institutions everywhere. And it's true, most colleges bled money all spring and into the summer — room-and-board refunds, lost revenue from athletics and events, additional expenses from adapting to Covid-19, and more. The University of Wisconsin system, for example, lost \$212 million through the summer semester. George Washington University lost \$38 million through the end of the 2020 fiscal year.

Fall semester was supposed to deliver the coup de grâce. A survey of collegebound high-school seniors conducted in March by the Art & Science Group, a consulting company, found that 17 percent of respondents were rethinking their plans to attend a four-year college full time. If that sort of student uncertainty translated into enrollment drops, and thus tuition-revenue losses, across the board, the consequences could be devastating.

The sky didn't fall. Enrollments dropped only slightly on average (see below). But the financial losses continue, though often with wide variation from campus to campus. Many of the colleges hemorrhaging the most money are small private institutions or regional public universities that were already losing the competition for the dwindling number of collegebound graduates in their regions. Ithaca College, a private institution in New York, for example, faces a \$30-million budget gap, in part due to a 16 percent drop in fall enrollment. It plans to lay off about 25 percent of its 547 faculty members — and may well be a harbinger of what's to come for other institutions.

Financial losses could continue into the spring and beyond, and get even worse. Public institutions, especially, face cuts in state support due to losses in state tax revenues, on top of any losses in tuition income.

While most colleges have been able to avoid major cuts in their personnel

or their operations so far, the most financially vulnerable may not be able to avoid major structural change, or even financial ruin, for much longer, says Paul N. Friga, a clinical associate professor of strategy at the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill, and founder of ABC Insights, a consulting firm and HelioCampus company. Some institutions, he says, “are going to get crushed.”

Students wouldn't come to campus in a pandemic. Many observers predicted in the spring that fall enrollments at four-year institutions would be anemic at best, down sharply at worst. The health threat and the uncertainty of what a fall semester under Covid-19 would be like would lead many students to just stay on their couches.

Undergraduate enrollment is down 4 percent from last fall overall, according to data compiled by the National

uling firm Ad Astra and Davidson College's College Crisis Initiative, found that 40 percent of colleges that conducted fall classes fully or primarily online experienced enrollment drops of more than 10 percent, compared with only 13 percent of colleges that were primarily in person.

The notion that students would be eager to sit at home all fall after doing so in the spring and summer doesn't hold up in hindsight. Before becoming the chief executive of the National Association for College Admission Counseling, known as NACAC, in July, Angel B. Pérez was recruiting a class for Trinity College, a private institution in Connecticut. The students and families he spoke to “were just dying to get back to some sense of normalcy, even though they knew going onto campus this way was not going to be normal,” he says. “They had been on lockdown for so long, they craved a different environment.” That ended up working in



Lee Gardner

writes about the management of colleges and universities, higher-education marketing, and other topics. Follow him on Twitter @_lee_g

as a temporary challenge that a society-wide lockdown would bring under control by summer. “In April, we were definitely thinking of this as a short-term something,” says Sean M. Decatur, president of Kenyon College, a small private institution in Ohio. In the months since, with no coordinated national response to the virus, and with distribution of an effective vaccine unlikely until next year, college leaders have reached a fuller understanding of the pandemic's tenaciousness, and are shifting their perspective and planning, accordingly. “My mind-set is changing to thinking that this is a 24-months-plus crisis to navigate,” Decatur says.

“My mind-set is changing to thinking this is a 24-months-plus crisis to navigate.”

Student Clearinghouse Research Center. Anecdotal, some college leaders were pleasantly surprised by enrollment numbers that exceeded, or at least met expectations. The University of Kentucky welcomed its biggest ever fall class, exceeding its target of 4,500 new freshmen by about 500 students. Utica College, a private institution in upstate New York, planned for an 11-percent enrollment decline, but its fall class came in only 2 percent below its original, pre-Covid-19 projection. “We're seeing a pretty significant revenue surplus right now,” says Laura M. Casamento, the president.

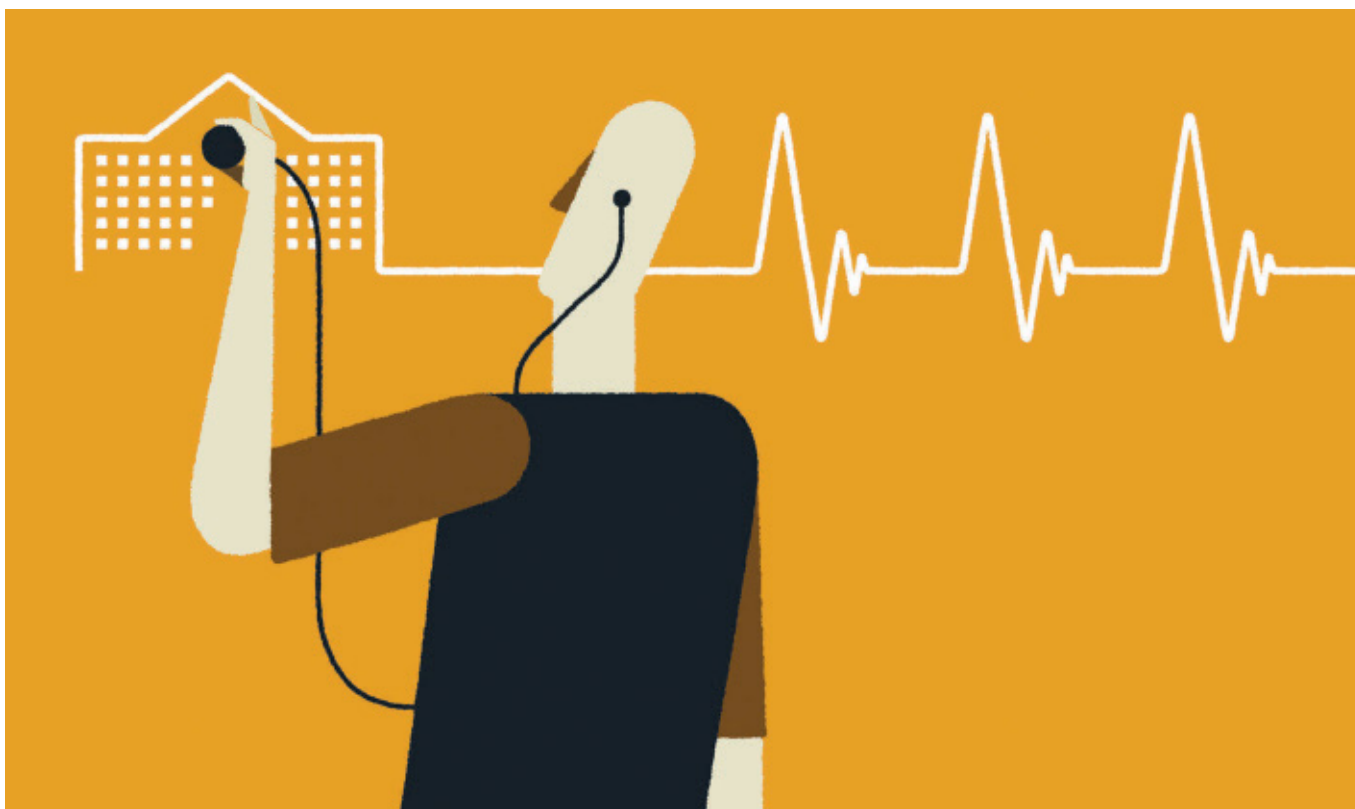
Colleges that brought students back to campus, despite often intense and ongoing debate over the safety of doing so, probably benefited financially from the decision. A *Chronicle* survey of 256 enrollment managers and registrars, in collaboration with the course-sched-

favor of many of the institutions that reopened their campuses.

Recessions are countercyclical.

During economic downturns, community-college enrollment typically goes up — undergraduate fall enrollment at community colleges rose from about 6.4 million in 2007, to about 7.6 million in 2010 during the 2008-9 recession. Many observers also expected community colleges to benefit this fall from a flood of students skipping four-year institutions for more affordable options closer to home.

Instead, community-college enrollments were hit hardest by the pandemic, with the number of undergraduates down about 9 percent and first-year students declining almost 23 percent, according to National Student Clearinghouse data. And so-called “reverse transfers,” in which students switch



LEON MARTIN BARRETO FOR THE CHRONICLE

from four-year to two-year colleges, fell 18.4 percent this fall, compared with 5 percent last year.

It isn't surprising that the conventional wisdom about community-college enrollment didn't apply to this fall, says Martha M. Parham, senior vice president for public relations at the American Association of Community Colleges: "The pandemic is certainly a different animal altogether." Also, community-college students are older, on average — 28 — than the typical four-year student and more likely to have a family and more adult responsibilities. "If they lost their job because of the pandemic," Parham adds, "then certainly they're more worried about paying rent and having food than taking a class at community college."

The pandemic affects everyone equally. While Covid-19 can infect anyone, its spread has "shined a light on all the disparities that exist" between more affluent college students and lower-income ones, many of whom are of color, says Wil Del Pilar, vice president for higher-education policy and practice at the Education Trust, a nonprofit advocacy group. Wealthier students may be able to take a gap year and return to college when they like, and they may have easier access to the technology and resources to stick with remote learning. "What we see from the research on low-income students and students of color, if they don't enroll, they're not coming back, or it's very challenging to come back" Del Pilar says. "That, to me, is extremely concerning."

The peculiar dynamics of recruiting

under Covid-19 may further contribute to inequity at many colleges, says Nanci Tessier, a senior vice president at the Art & Science Group. Many colleges were more generous in granting deferrals, in hopes of hanging on to students who might not be inclined to commit to attending this fall. But students who defer tend to be more affluent. If you commit to a certain number of deferrals, and they are wealthier and probably white, Tessier says, "it makes it harder to shape a more diverse class for the fall of 2021."

The pandemic could open the door to a more digital future. There may be long-term advantages to higher education's wholesale forced shift online, but in the short term, the high-touch approach may be even more critical. "All of a sudden, institutions realized that we need to show students that we are there for them," says Pérez, of NACAC. For many colleges, reaching out to students, current and prospective, became a campuswide priority, with faculty, staff, alumni, and even trustees taking a chunk of the phone list and joining in. Pérez made many of those calls himself at Trinity, and "heard from students on the ground that 'you really mean it, that you care about me.'" Many colleges that made the extra effort to build connection with their students benefited by retaining more students and limiting summer "melt," he says.

Colleges will need to apply a more personal touch to recruiting for the foreseeable future, Tessier says. An institution she works with met its en-

rollment goal, and its net-revenue goal, even though it went fully online for the fall. What was its secret? The admissions staff "totally rerecruited this class student by student over the course of the summer," Tessier says. "They didn't assume they would be there. They kept those contacts and connections really, really close. And this may be a change now for us that lives past the pandemic."

Reaching out to students can also help colleges serve students better in a difficult time, especially those students who are most challenged. Del Pilar, of Education Trust, cites the example of the State University of New York system, where leaders made a point of contacting students they hadn't heard from, who had been missing from Zoom calls or hadn't checked in to learning systems. In some cases, they found that those students needed technology they didn't have to keep up with their studies. The system purchased and distributed about 8,800 computers as a result. Del Pilar worries that some college leaders are still thinking about their students as relatively affluent first-time, full-time attendees, "and that's just not who higher ed is anymore."

The pandemic may spark innovations that improve colleges' ability to serve their students better remotely. Evergreen State College, just south of Seattle, is a public institution with a small liberal-arts-college mission. More than 50 percent of its students come from families with a household income of \$30,000 or less a year. The college is trying to expand its reach by introducing a series of certificate and

credential programs for placebound working people in the region, but "how do we provide support services to the adult learners that we are going to increasingly serve when they're in a town 50 miles away?" asks George S. Bridges, the president. Covid-19 has brought many challenges, he adds, but "I'm actually pretty excited about what opportunities it has brought our institution."

But in-person education is likely to remain the standard. Dillard University, a private, historically Black institution in New Orleans, brought students back to campus this fall to hybrid classes that meet, at most, two days a week. "And pretty consistently, our students are just, like, nope. Online is horrible. I need to be in class," says Walter M. Kimbrough, the president. He hopes the university can offer more in-person instruction in the spring.

It takes forever for colleges to change. The move online happened remarkably quickly, especially for an industry that's often described as so deliberative as to be hidebound. The newly quickened metabolism has endured. Leaders at Kenyon decided recently not to field a traditional season of winter athletics. Ordinarily, that would have been a decision that would require a long lead time, many meetings, and parsing a lot of information about lost fees and other ramifications, says President Decatur. Instead, like many decisions made under Covid-19, it was made quickly, based on limited information, because it had to be. "That felt very strange in the spring," he adds. "I think it's just becoming increasingly normal."

In October, Metropolitan State University of Denver confronted another natural barrier to normal operations — its first potential snow day. The university shares a campus with the University of Colorado at Denver and the Community College of Denver, and in the past, the 5 a.m. phone call among the stakeholders to decide whether or not to cancel classes for the day would be "like herding kittens to get a consensus," says Larry Sampler, vice president for administration and finance. The recent call "was a piece of cake compared to the decisions we've all been making around Covid." ■

What Does a College Student Look Like?

Stock images from the quad are getting an update.

LONG BEFORE many people enroll in college, they see a version of it on glowing screens. Movies, television shows, and photographs flood our eyeballs with images of college students, shaping our understanding of whom higher education serves. The more folks we see who look like us, the more we might believe that we, too, belong in college.

But Shontise McKinney never knew that feeling. Growing up in Washington, D.C., she watched a slew of Lifetime movies about high-school and college kids with whom she had little in common. They were white; she is Black. They came from two-parent homes; she was in foster care. They were wealthy; she was poor.

No one in McKinney's family had gone to college. Though she loved books and daydreamed about becoming a meteorologist, she couldn't see herself pursuing a postsecondary degree. Especially not after she got pregnant at 16. "College seemed like an imaginary place," she says, "a place I just wouldn't end up in."

But she did. Now she's a 25-year-old junior at the University of the District of Columbia, majoring in finance and accounting while raising two children on her own. And she felt good, real-



Eric Hoover

writes about the challenges of getting to, and through, college.

ly good, when she saw the images in the New College Majority Photo Series: They depict students who are mothers, just like her.

The project, a collaboration between the Seldin/Haring-Smith Foundation and Getty Images, is meant to fill the latter's widely used photo library with hundreds of pictures reflecting the diversity of today's college students. For



PHOTO ILLUSTRATION BY THE CHRONICLE, ORIGINAL PHOTOS FROM GETTY IMAGES

decades, a disproportionate number of stock images have portrayed the experience of one kind of student: the 18- to 22-year-old attending a residential four-year college.

But all those fresh-faced kids on tree-shaded quads are, in fact, the minority. (Did you know that only about 15 percent of undergraduates live in campus dorms?) Now, more than ever, some higher-education experts say, the world needs to see more images of students who fit a different description.

"Pictures communicate directly what a thousand PowerPoints are never going to get you," says Abigail Seldin, chief executive of the foundation. "Part of the reason for the disconnect between policy design and the student experience is because we as a field have not been adequately communicating the diversity of that experience."

A while back, Seldin went looking for images of students with baby strollers in Getty's enormous digital library. She couldn't find any. That's a problem, she thought. After all, 3.8 million college students — more than a fifth of all undergraduates — are raising children. Nearly half of them are single mothers. What does that *look* like?

The New College Majority Photo Series provides some visual answers. The

first installment, in May, included more than 200 images depicting mothers enrolled in college. One woman holds an infant in a library. Another, with a baby strapped to her back, reads a textbook at a Laundromat. Another, seated before an open textbook, uses her left hand to distract a baby with a toy while taking notes with the pen in her right hand.

The latest round of photos was added to the Getty Images and iStock library

from Getty's ever-expanding trove. Corporations, small businesses, associations, and news media all mine images from the company, which over the past decade has been filling its library with more and more inclusive photographs.

An especially striking photo in the New College Majority Photo Series shows a young woman typing on a laptop while seated on the ground outside a campus building. It's meant to capture

"Pictures communicate directly what a thousand PowerPoints are never going to get you."

ies in October. It includes images of disabled students (one shows a young man with two artificial legs carrying a backpack), as well as masked-up students enrolled during the Covid-19 pandemic.

GETTY IMAGES, in case you didn't know, owns the world's largest private archive of photographs and video, with more than 415 million items. The family pictured on that brochure from your bank; the man in that magazine ad for insurance; the woman smiling at you from that ad on the side of the bus: There's a good chance all those images came

how students lacking internet access must find ways of getting online wherever they can. Another photo shows a woman flipping through a notebook in the back seat of a car with a blanket and pillow. Some students, it's true, sleep, eat, and study in their vehicles.

Those images remind us that college is a struggle for the many degree-seekers who lack the basic necessities: shelter, food, connectivity, enough money to live. Eddy Conroy advocates on behalf of such students at the Hope Center for College, Community, and Justice, which has done much to illuminate the



macmillan
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pressing challenges that many undergraduates experience. Finding appropriate photos to illustrate the center's reports, he says, is difficult. "Three and a tree" images of younger students blissfully gathered together, or shots of joyful graduates tossing their caps into the air, just won't do.

"That's not what we're looking at in our work," says Conroy, associate director of institutional transformation at the center. "It would feel sort of dissonant to place the challenging issues we research against these idealized stereotypes of what students look like in all the images of smiling people experiencing the best-case scenario in college."

In so many stock images, students appear, above all else, to be happy. Ecstatic, even. "They're all smiling like crazy," says Michael Morgan. "When you see that, you think, 'College looks fun. I wanna do that.'"

Morgan, a professor emeritus of communication at the University of Massachusetts at Amherst, has long studied "media effects," examining how mass media shape audiences' attitudes, beliefs, and behaviors. The countless images we absorb over time inform our understanding of reality.

"These images send a message about who counts and who doesn't, about what's weird and what's usual," Morgan says. "If people never see anybody who looks like themselves, it can cause them to believe that they don't belong to that world, that that world is for other people. It can lower their aspirations, lower their self-esteem."

ALL THE PHOTOS in the world, of course, can't fix the systemic inequities or topple the barriers that keep many students from enrolling and succeeding college. And no one is saying otherwise.

But stories matter. And in a world with more ways to transmit images than ever before, many stories get told through pictures. "Imagery," says Andrew Delaney, who oversees custom content at Getty Images, "is the most widely spoken language, able to impact how we see ourselves, how we see others. ... It can also impact what we feel is possible."

The new photo series arrives at a time when we're seeing more-inclusive imagery in pop culture, too. Like the commercial for Oreo cookies in which Wiz Khalifa, the rapper, and his son, Sebastian, play together at home, sharing the sweet, intimate moments we're used to seeing white families enjoy on our TV screens.

In a tweet last winter, Sean Combs, the rapper known as Diddy, praised the cookie brand "for getting the narrative right and showing the love between Black fathers and their sons."

The more narratives that are seen and celebrated, the better, says Shontise McKinney, the student at the University of the District of Columbia. She's taking seven courses — 19.5 credits — while caring for her sons, Jayden, 8, and Elijah, 6.

McKinney wakes up with the sun and often stays up late. She cooks big batches of spaghetti and wings to last her family for days. She sets an alarm to remind her when it's time for her to log Elijah into each of his virtual classes. Since Covid-19 hit, she says, "the most difficult thing is feeling like I'm failing my children with their school." She makes sure they have snacks, always.

She makes time for hiking, biking, and jump-rope sessions with them. In between, she tries to keep up with her academic work, especially the advanced accounting course that requires hours of concentration she can't always find. She has a 3.9 grade-point average.

Sometimes McKinney can see her life changing for the better. Like when she recently received an exciting offer: A paid internship at an accounting firm this winter. She would earn more there each week than she ever did in any of her previous jobs: at McDonald's, at Target, at a storage facility.

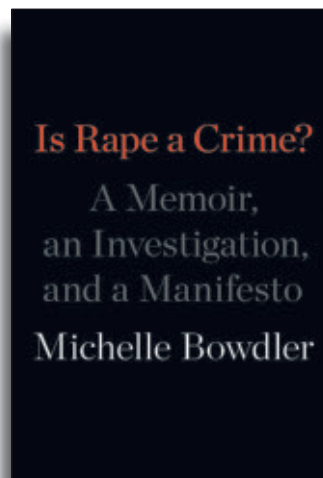
Having long relied on public assistance, having never earned more than \$15 an hour, the young mother now can envision becoming financially secure, raising her family in a better home, and becoming a successful accountant.

A single photo couldn't capture all of McKinney's challenges. A hundred photos couldn't reveal the depth of her perseverance.

Still, she sees power in photos of student mothers. It's important, she says, for other people, especially those who had a different college experience, to see what those challenges look like: "When laws and policies are put in place, when decisions are made about students, there needs to be a clear picture of who it affects."

Campus child care, scholarships for mothers, mental-health services: "You might not think those things are necessary," she says. "And if you don't see us depicted — it's like we're forgotten about."

The new images reminded her: She isn't alone. ■



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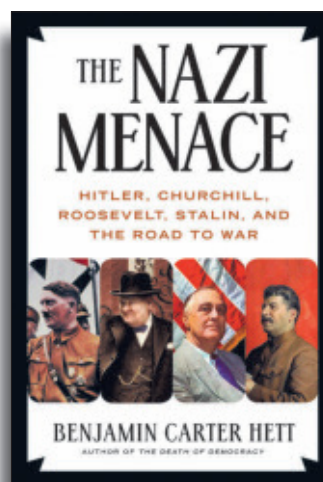
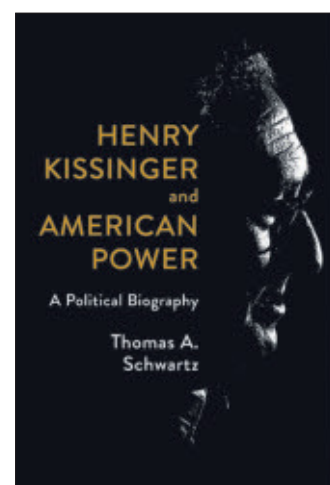
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Reformers Want Faster Ph.D.s. They're Wrong.

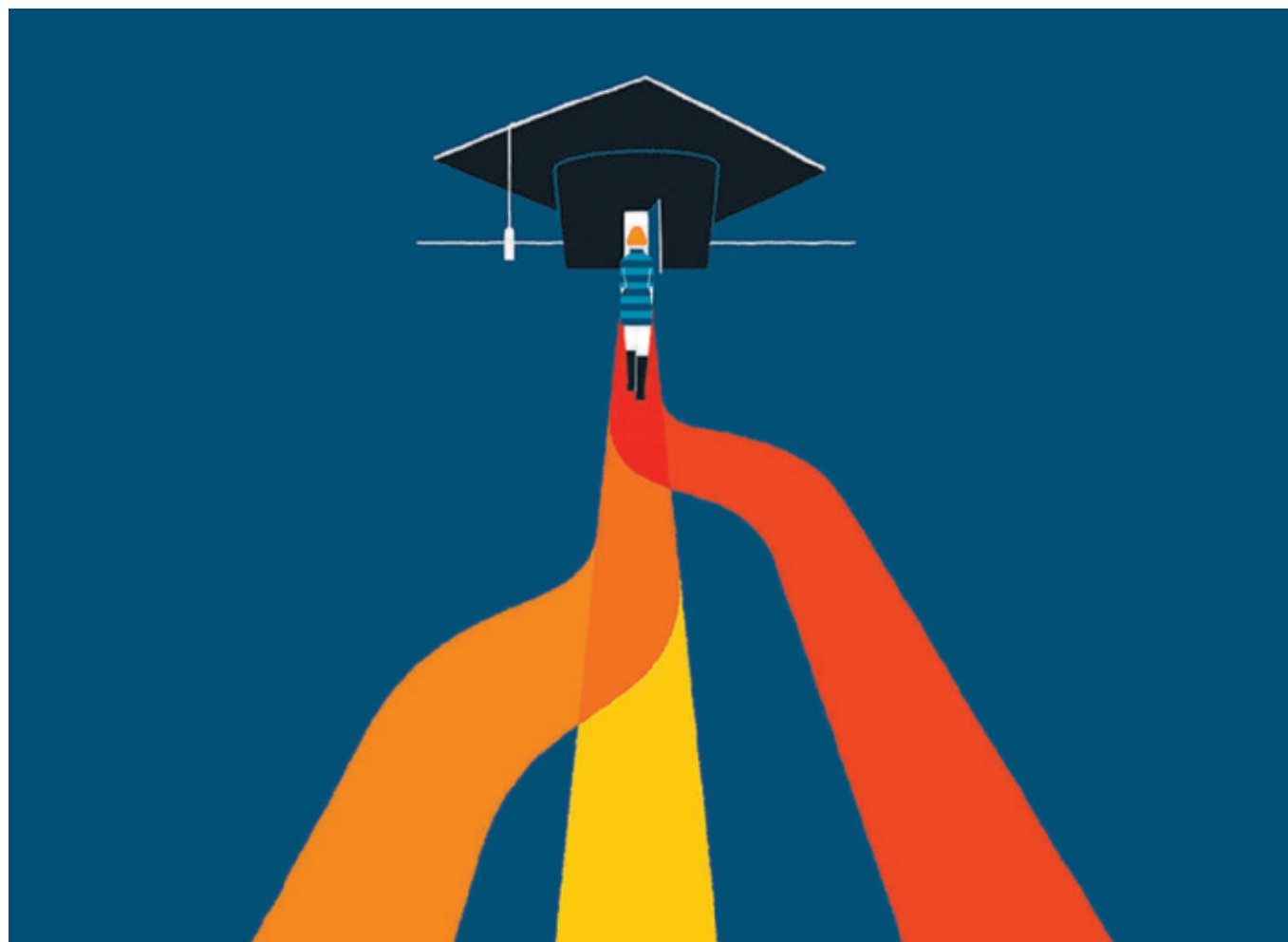
A doctorate takes time. That's a good thing.

IN HIS 1903 ESSAY, "The Ph.D. Octopus," William James lamented the rapid expansion of American graduate education, which had become a "tyrannical Machine with unforeseen powers of exclusion and corruption." It produced neither intelligent scholarship nor good teachers but instead fostered a culture of fear among young scholars, who were taught to see failure of the doctoral exam as "a sentence of doom that they are not fit, and are broken-spirited men thereafter." James found fault with administrators' quest for prestige and hypercredentialed faculty, but he also assigned the professoriate a share of the blame. "We of the university faculties," he wrote, "are responsible for creating this new class of American failures, and heavy is the responsibility."

Though few today would call unemployed Ph.D.s or "dropout" A.B.D.s failures (at least publicly), a growing body of literature on emotional and psychological ill health in the 21st-century academy attests to the persistence of the dynamics that James identified. One need only think of the rapid rise of "quit lit." Graduate school, Rebecca Schuman wrote in an essay that epitomizes the genre, "lasts at least six years and will ruin your life in a very real way. But ... this ruin is predestined, and completely unrelated to how 'right' you do things."

From James's century-old critique to "quit lit," failure emerges as more than a trope of writing about scholarly life. In fact, failure — or fear of it — appears to be constitutive of academics' emotional and intellectual lives in general and of the doctoral-student experience in particular.

Both James and Schuman get at the destructive variants of academic failure: failing to get hired, pass an exam, earn tenure or a degree, publish a book. But for students, professors, teachers, and most creative workers, failure can also be productive. When one's research question turns out to be off the mark, new avenues of inquiry open up. The best class discussions sometimes happen when you've run out of time to prep for class. A dissertation that would never see the light



MARTIN LEON BARRETO FOR THE CHRONICLE

of day as a monograph becomes relevant as a series of articles. In all these cases, what turns failure into a different kind of success — what makes it productive rather than destructive — is time. But almost everyone thinks that humanities doctoral students spend too much *time* working on their degrees.

A NATIONWIDE graduate-education reform movement, bringing together professional organizations, philanthropic foundations, scholarly groups, and universi-

ties, has come to see lengthy time to degree as linked to a cluster of problems: student debt, invisible barriers to graduate study, the difficulty of translating academic training into a marketable skill set for nonacademic careers, and, most recently, the need to pause graduate admissions in order to support current students during the pandemic recession.

These reformers want to increase graduate-student diversity and ac-

cess to humanities doctoral education while producing more-employable graduates who will finish faster and carry less educational debt. For example, Stanford's Russell A. Berman, who led the Modern Language Association's Task Force on Doctoral Study in Modern Language and Literature, sees shortening time to degree as a leveling strategy. Reformers rightly observe that shortening program duration can decrease debt load, which might increase access for nontraditional students, students from low-income backgrounds, and students of color. Most graduate students and faculty members would agree that those are fine goals, but it is worth considering what might be lost when we target "surplus time" spent pursuing a degree as though it were the root cause of higher education's inequitable and exclusionary practices.

The concept of failure can help us here. Decreased time to degree heightens the destructive potential of failure while limiting its productive possibilities.

Shortened time to degree, when enforced by intimidating policies, makes failure more destructive for doctoral students. For them to complete doctoral programs with their mental health relatively intact, progress requirements and required timelines must be flexible. Otherwise, strict time-to-degree policies can turn manageable failure into devastation of students' career paths, self-confidence, identities, or finances — harms that are more likely to befall students of color, student parents, and students from low-income backgrounds.

Insufficiently flexible time-to-degree requirements make it impossible to survive common failures — both one's own and those of others — and can inadvertently lead to already vulnerable students' being punished for the unavoidable failures everyone encounters in life. Inflexible policies cannot account for failures of a student's mental health or a loved one's physical health, a cheap apartment's ceiling collapsing, a marriage breaking up, a sibling's murder, or an ad-

THE REVIEW

viser who fails to read one's work on time. Reformers must strive to work against the survival-of-the-fittest culture that permeates graduate study and rewards students for hiding their wounds like a cat that doesn't show symptoms until it's too late for a cure.

Done incorrectly, faster humanities Ph.D.s will not only harm individual students but also threaten two core missions of the contemporary humanities: advanced scholarly inquiry and an investment in positive social change driven by humanistic values.

To understand why, we need to address questions about the nature of intellectual inquiry and the social role of the university. A useful starting point is the work of James's contemporary Thorstein Veblen. For Veblen, individuals and cultures are animated by two mutually reinforcing drives: "idle curiosity" and the instinct of workmanship. The instinct of workmanship, as he described it in 1914, "occupies the interest with practical expedients, ways and means, devices and contrivances of efficiency and economy, proficiency, creative work and technological mastery of facts.

"Much of the functional content of the instinct of workmanship," he wrote, "is a proclivity for taking pains." In other words, workmanship accomplishes what proponents of the faster Ph.D. are seeking: It pushes us to figure out how to achieve our goals as efficiently as possible.

Idle curiosity, on the other hand, provides the inspiration behind our acts of workmanship. As Veblen defined it, idle curiosity is "a disinterested proclivity to gain a knowledge of things and to reduce this knowledge to a comprehensible system." Far from connoting laziness, the "idle" in "idle

The political scientist Sidney Plotkin describes Veblen's meaning: "Knowing is imbued with a sense of gratification that is akin to the craftsman's satisfaction at doing a job well. The gratification is not only or even mainly in the result. It is also or chiefly in the carefully wrought process of getting to the result. Pleasure is not only in what is newly known; it also derives from the process of thinking, reading, learning, doing research, exchanging ideas and putting them to the test of debate, getting to know things better."

Yet idle curiosity has social utility. As Clare Eby, an English professor at the University of Connecticut, notes, Veblen "defends idle curiosity as the force driving technology, and therefore the evolution of human culture, forward" by prompting what Veblen calls "impressive mutations in the development of thought."

By compressing the time students have to select and hone research questions, and by focusing only on the goal (a job, degree completion, the dissertation) rather than on the process of learning and research, shortening time to degree shuts down the free play of idle curiosity. It disincentivizes intellectual risk taking, arduous methods, the pursuit of promising tangents, and the productive repurposing of accidents and failures that can lead to new insights and prompt real contributions to scholarly and public knowledge.

IN THE CONTEXT of Veblen's heterodox, anticapitalist economic theory, idle curiosity and the instinct of workmanship function in opposition to and in spite of the barbarities and inefficiencies of capitalism. In contrast to the market's wastefulness and

Veblen's perspective, "failure" in the humanities may be a sign that we're doing something right.

As the Columbia queer theorist Jack Halberstam writes in *The Queer Art of Failure* (Duke University Press, 2011), "Under certain circumstances failing, losing, forgetting, unmaking, undoing, unbecoming, not knowing may in fact offer more creative, more cooperative, more surprising ways of being in the world." The university should be one such setting. Against the "toxic positivity of contemporary life," Halberstam proposes an exuberant reclamation of failure: "We can recognize failure as a way of refusing to acquiesce to dominant logics of power and discipline and as a form of critique. As a practice, failure recognizes that alternatives are embedded already in the dominant and that power is never total or consistent; indeed failure can exploit the unpredictability of ideology and its indeterminate qualities." This is failure you can dance to.

Do we really want the humanities to succeed if succeeding means giving up their anticapitalist, antiracist, decolonial, and feminist values?

The doctoral-reform movement's obsession with shortening time to degree, and with teaching skills over content, is a cynical response to the immense structural problems of the modern university and its role in the production of counterhegemonic knowledge. (Does anyone really think you can do critical theory for General Motors? When was the last time Amazon needed to conceptualize "over-determination"? The U.S. university and its doctoral programs are many things other than incubators of social change and critical thought, and scholars' scholarly desires and teachers' teacherly hopes may soon need to find homes outside of or alongside the university. But for now, at least, we're looking at actually existing institutions that house actually existing people, lives, learning communities, and research trajectories. For them — for us — the reform movement's jaded focus on faster Ph.D.s is the wrong place to start.

Instead, we need to enact flexible policies that approach failure with openness, creativity, and hope. A primary concern of such policies should be figuring out ways to help students manage everyday failures as they occur. The MLA's 2013 document "Improving Institutional Circumstances for Graduate Students in Languages

and Literatures," written by the MLA's Committee on the Status of Graduate Students in the Profession (of which I was a member), lists questions that all reformers should consider when rewriting graduate policy. Among its recommendations are a living wage; health insurance; clear communication among advisers, departments, and students; and considerations for international students — all of which would go a long way toward shortening time to degree simply by minimizing the ramifications of students' financial, academic, and personal failures and by removing the anxiety that total crisis may be just around the corner.

Most current graduate-program policy revisions build in language about extenuating circumstances,



Heather Steffen

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leaves of absence, and in-absentia status, but they don't always convey to a student that it is possible to keep working during a period of crisis or failure. Such policies don't acknowledge that for some students, working slower or part time could be a healthier, more productive, and ultimately more successful solution than not working at all as they get their lives back to normal.

Ideally, humanists would be working to save the *content* of our studies and our teaching, not their forms or time frames. The forms and time frames have caused trouble for a long time, but the content of humanities scholarship has proved stalwart in the face of all its battles. The material of the humanities continues to offer the same promise as a resource for change that Veblen locates in idle curiosity and Halberstam finds in failure. Mobilizing it is a complicated, difficult task, but it deserves better than to be endlessly reduced to questions of time to degree, placement, and skill building. ■

Shortened time to degree, when enforced by intimidating policies, makes failure more destructive for doctoral students.

curiosity" highlights its disinterested, autotelic, and nonpecuniary nature. As Norman Kaplan explains, for Veblen, "idle" refers to "an absence of an ulterior end, especially in terms of concern for the uses to which the product of curiosity, namely, knowledge, will be put."

Idle curiosity is the source of scholars' pleasure in the work of inquiry.

inefficiency, they offer a renewable resource of inspiration, progress, and practicality. Success and failure in Veblen's scheme are flipped: capitalist economic success — the attainment of leisure-class status — makes one less useful, less responsible for the success of a culture, while "idle" inquiry, investigation, and creativity are revealed to be engines of progress. From

It's Time to Leave This Job. Why Are You Still There?

Weighing the pros and cons of jumping from an institution that appears to be a sinking ship.

YOU'RE AN ADMINISTRATOR on a campus where things look increasingly dire. Decisions are being made in isolation, and they rarely make sense. The financial picture is bleak. You have deep concerns about the integrity of your senior leaders. Speaking up is now a dangerous activity. A lot of good people have left, and more will be gone soon.

Those are all signs that an organization is in trouble. If they reflect the current state of affairs at your college or university, here is an important next question to consider: "Why are you still working there?"

ADVICE

You may already be on the job market and looking for your next administrative role. Given the state of the economy, it may take

a while to find your next gig. Or your career prospects or personal situation may make a move seem out of the question right now. But what if you do have reasonable career options and yet have made a conscious choice to stay? What is driving you to remain true to an organization that others have abandoned?

People stay in bad organizations for many of the same reasons they stay in bad relationships: economic dependence, fear of uncertainty, misguided belief that things will get better, and desire to protect the children. But like a bad relationship partner, a bad organization can convince you that you are unworthy of anything better. That may be one of several reasons why you have failed to make a move. Even in this era of great turmoil all around us, and especially in academe, it's important to ask yourself why you are staying put and what it means for your career.



Allison M. Vaillancourt

is a former vice president for business affairs and human resources at the University of Arizona.

Are you staying because you are comfortable? When work is pointless or overwhelming, your colleagues are incompetent or conniving, and you feel underpaid, leaving is an obvious strategy for reducing misery. But what if none of that is true for you? Is it possible that you find deep meaning in your work, are committed to the students, enjoy spending time with your colleagues, and are OK with the compensation? Do you have a strong sense of institutional affiliation and like telling people what you do and where?

If some or all of those things are true, you may be willing to tolerate chaos and questionable



DAVE PLUNKERT FOR THE CHRONICLE

INSIDE CAREERS

INDEX
42

EXECUTIVE
43-44

ADMINISTRATIVE
45

FACULTY
45-48

OTHER POSITIONS
48-49

behavior in exchange for the opportunity to preserve the components of your work life that bring you satisfaction — and maybe even joy. You very likely have told yourself that all organizations have their downsides, and you refuse to let a bad culture drive you away from a place where you belong.

There is certainly no shame in wanting to be comfortable in your work and life. It feels good to have what you need and to know what to expect.

But the problem with being comfortable is that the feeling doesn't always last. Surprise events occur, expectations evolve, and what worked for so long suddenly doesn't. Leadership shenanigans may lead to a scandal that tarnishes the brand of your institution and your own reputation. Your role could suddenly be deemed unnecessary. The money situation could get worse. Suddenly and unexpectedly, the sense of comfort you have been clinging to could evaporate.

Are you staying because you are an optimist?

Maybe you're one of those folks who tend to predict good outcomes, who are confident about the future,

and who usually imagine that things will get better instead of worse. Do you find yourself saying, "This certainly can't go on forever," when other people complain? Do you believe calamity creates new possibilities? If so, you may imagine:

- Suddenly vacant roles may offer the chance for career advancement on your campus.

- If even more people leave, you might be offered rewards for staying.

- An opportunity to build crisis-management skills will look good on your résumé.

Optimistic people tend to be resilient. They have an ability to stay focused and positive when others are bogged down by fear or skepticism. That is a useful trait in any career.

However, too much optimism can show up in some dangerous ways. One example: The "illusion of control" can manifest itself in a belief that it is possible to influence the outcomes of external events. Another example is the superiority illusion in which you perceive your personal capabilities or talents to be unusually high, or much higher than they actually are. And finally, there is unrealistic optimism — a

belief that you are generally, or perhaps even cosmically, protected from the negative events that tend to befall others.

All of those illusions can lead optimists to stay inside troubled or abusive organizations longer than they should. While optimists have many valuable qualities, a propensity to look reality in the eye is not one of them. Wanting to see the best in people and organizations, optimists tend to seek evidence that supports the image of the workplace they want, rather than the workplace they have. This leads them to stay inside bad organizations when leaving would be far wiser.

If you consider yourself to be highly optimistic, is it possible that you are underestimating how treacherous your situation has become?

Finally, are you staying because you are needed?

Turning around an underperforming organization is an excellent way to create a better future for yourself. It can serve as an excellent résumé builder if you want to move on and a path toward greater stability if you want to stay. If you truly believe you can improve things, it makes sense to give it your best shot.



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However, it is worth asking yourself if you are staying because you think you can make an impact or because you enjoy feeling needed.

While you may not feel appreciated by the people in charge, there is a certain headiness that comes from being considered essential by colleagues you respect and admire. You feel valued, and even superhuman, when people say things like, “If you leave, there is no hope for us,” or, “You are the only person we trust.” Being told, “You are the only one brave enough to say what needs to be said,” may make you feel bold and courageous. When you are so clearly indispensable, you might feel that leaving would represent a deep betrayal of those who have expressed so much confidence in your abilities.

And really, what would the place do without you? No doubt you are doing the jobs of three or four people because the organization has failed to invest resources appropriately. Yes, you are exhausted and your personal relationships are suffering, but you are keeping the ship from sinking, and that is what matters.

While you are busy being highly responsible,

have you thought about the message your heroic behavior is sending?

In an organization that is short on vision, competence, and integrity, people like you — people with a lot of talent, a strong work ethic, and an obvious moral compass — stand out. Your tenacity signals that your institution is worth investing in, and your continued presence indicates that the situation must be OK, because if it were not, someone like you would be gone by now. Because you are staying, those who had considered leaving may put their plans on hold, too, believing that a turnaround is coming. They may fail to pursue other opportunities because they have a false sense of safety — all thanks to you.

If your organization is in trouble, staying because you are needed might seem like an honorable decision, but it could make things worse. Working harder than anyone else is possible for a while, but eventually things *will* fall apart. Then what? While it may seem cruel to abandon colleagues and teammates, it often takes a mass exodus of good people to alert board members, donors, and other stakeholders that profound in-

stitutional change is essential. The longer you stay, the longer you delay the transformation your institution probably needs if it is going to survive.

That transformation could lead to new directions that do not involve you. It could also include the replacement of your senior-leadership roster. If that happens, the incoming team may view you as part of the old, bad regime and cast you out. By trying to save your institution, you may fail to save yourself.

Just as bad relationships rarely improve, bad organizations rarely turnaround without messy inner revolution or painful outer pressure. If you truly care about your institution, students, and colleagues, leaving now might be the best thing you can do for them — and for yourself. ■

Allison M. Vaillancourt provides organizational consulting services as a vice president in Segal’s organizational-effectiveness practice. She retired in December as vice president for business affairs and human resources at the University of Arizona, after three decades as an administrator and faculty member at large public research universities.

JOBS

INDEX

By Category

EXECUTIVE

- Executives**
- Chancellors/presidents **43, 44**
 - Other executive positions **43, 44**

ADMINISTRATIVE

- Academic Affairs**
- Chief academic officers/vice presidents **44, 45**
 - Other academic affairs **45**
- Business Affairs**
- Chief business officers/vice presidents **44**
 - Financial affairs **43**
 - Other business/administrative affairs **43**
- Deans**
- Dean **45**
- Student Affairs**
- Chief student-affairs officers/VP’s **44**
- Other Administrative**
- Public Health **49**

FACULTY

- Business**
- Accounting/finance **46**
 - Management **46**
 - Other business/management **47**
- Communications**
- Media studies **47**
 - Other communications **47, 48**

- Speech/rhetoric **47, 48**
- Education**
- Counselor education **46**
 - Other education **45, 46**
- Health & Medicine**
- Medicine **48**
 - Physical therapy **48**
- Professional Fields**
- Law/legal studies **45**
- Science, Technology, & Math**
- Biology/life sciences **47**
 - Computer sciences/technology **47**
 - Engineering **47, 48**
 - Mathematics **47**
 - Other sciences/technology **47, 48**
- Social Sciences**
- Other social/behavioral sciences **45**
- Other Faculty**
- Life Sciences **49**
 - Computer Science **48**
 - Environmental Science/Engineering **48**
 - Finance **48**
 - Horticulture **49**
 - Mathematics **49**
 - Microelectronics **49**
 - Physics **49**
 - Public Health **49**
 - Sciences **49**

OUTSIDE ACADEME

- Other Outside Academe**
- Global Policy and Strategy **48**

By Region

United States

NORTHEAST

- Clark University**
- Computer sciences/technology **47**
 - Mathematics **47**
 - Other business/management **47**
- Harvard University**
- Computer sciences/technology **47**
 - Engineering **47**
 - Other sciences/technology **47**
- Holy Family University**
- Chancellors/presidents **44**
 - Other executive positions **44**
- Lehman College, CUNY**
- Dean **45**
 - Other education **45**
- Maine School of Science and Mathematics**
- Mathematics **49**
- Massachusetts College of Liberal Arts**
- Chief academic officers/vice presidents **44**
 - Chief business officers/vice presidents **44**
 - Chief student-affairs officers/VP’s **44**
 - Other executive positions **44**
- Massachusetts Institute of Technology**
- Media studies **47**
 - Other communications **47**
- Temple University**
- Chancellors/presidents **43**
 - Other executive positions **43**
- University at Albany, SUNY**
- Mathematics **49**
- University of Vermont**
- Computer Science **48**

SOUTHEAST

- Georgia State University**
- Counselor education **46**
 - Other education **46**
- Mississippi College**
- Biology/life sciences **47**
 - Other sciences/technology **47**
- University of Georgia**
- Horticulture **49**

- University of South Carolina**
- Accounting/finance **46**
 - Management **46**
- University of Tennessee Chattanooga**
- Chief academic officers/vice presidents **45**
 - Other academic affairs **45**
- Western Kentucky University**
- Chief academic officers/vice presidents **45**
 - Other academic affairs **45**
- MIDWEST**
- DePaul University**
- Financial affairs **43**
 - Other business/administrative affairs **43**
 - Other communications **47, 48**
 - Speech/rhetoric **47, 48**
- Knox College**
- Law/legal studies **45**
 - Other social/behavioral sciences **45**
- North Central College**
- Medicine **48**
 - Physical therapy **48**
- University of Illinois at Urbana-Champaign**
- Physics **49**
- University of Minnesota Twin Cities**
- Engineering **48**
 - Other sciences/technology **48**
- WEST**
- University of California San Diego**
- Global Policy and Strategy **48**
- University of Utah**
- Computer Science **48**

International

- Southern University of Science and Technology (SUSTech)**
- Life Sciences **49**
 - Environmental Science/Engineering **48**
 - Finance **48**
 - Microelectronics **49**
 - Public Health **49**
 - Sciences **49**

DEPAUL UNIVERSITY

TREASURER

CHICAGO, IL

DePaul University seeks a Treasurer to join its executive leadership team. At DePaul, we are looking for candidates who want to join our mission to provide access to education for all. Successful candidates will welcome ideas and perspectives from colleagues and students representing a wide variety of cultures, backgrounds, religious beliefs, and experiences. We seek collaborative, open-minded and hard working professionals who want to bring their passion and skills to our university.

Founded in 1898 by the Congregation of the Mission, a religious community commonly known as the Vincentians, DePaul is the nation's largest Catholic university and the fourteenth largest private university in the nation. It is a mission-driven and student-centered institution. Its ten schools and colleges, operating on two urban campuses and in two international locations, offer more than 300 undergraduate and graduate programs. Many of these programs are nationally ranked. The university employs more than 900 full-time faculty and 1,400 full-time staff to serve more than 22,000 diverse and full- and part-time students, many of whom are first-generation college attendees.

The Treasurer is the financial officer of the university responsible for cash management and short-term investing, treasury operations, management of the institution's long-term debt portfolio, the administration of the university's endowment and other long-term investment portfolios, and commercial real estate leasing and operations. The Treasurer also serves as a fiduciary of the university's defined contribution retirement plan. The Treasurer is responsible for banking and borrowing activities on behalf of the institution and serves as the primary liaison with credit rating agencies and bondholders.

Reporting to the Executive Vice President, the Treasurer works in partnership with senior and executive leadership of the institution to identify, recommend and implement strategies for effectively managing financial assets and real property. The Treasurer provides analyses and reports to the Board of Trustees through participation in the meetings of its Finance Committee, serves as the institutional liaison with its Investment Committee, and staffs other board committee meetings as needed.

Please visit <https://bit.ly/2HYMEUe> for the full job description and <https://www.depaul.edu/Documents/depaul-university-leadership-prospectus-treasurer.pdf> for the entire prospectus.

Candidates for the position must submit a cover letter that specifically addresses how his/her experiences and characteristics match the requirements listed above; a current resume; and the names, phone numbers and email addresses of at least three professional references. References will not be contacted prior to a candidate's consent. Screening will continue until a Treasurer is selected. The position will have a January 11, 2020 start date. In order to be confidentially considered, apply online at <https://bit.ly/2HYMEUe>. Contact Jessica Cook, Director, Talent Acquisition for DePaul University at jcook19@depaul.edu with questions.



DePaul University is an Equal Opportunity / Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, ethnicity, religion, sex, sexual orientation, gender identity, national origin, age, marital status, physical or mental disability, protected veteran status, genetic information or any other legally protected status, in accordance with applicable federal, state and local EEO laws.



PRESIDENT

Temple University invites nominations and applications for the position of President.

A comprehensive institution founded in 1884, Temple University is a national leader in education, research, and healthcare and prepares the largest body of professional practitioners in Pennsylvania. Temple enrolls over 37,000 students, employs more than 9,000 faculty and staff, and has over 340,000 living alumni worldwide. Temple offers over 500 academic programs from 17 schools and colleges across 5 campuses. The main campus is located in Philadelphia, the center of economic activity in the state of Pennsylvania, home to five Fortune 1000 companies, and a city designated as an emerging biotechnology hub. Philadelphia is known for its arts, culture, history, and cuisine. The city features more outdoor sculptures and murals than any other American city and has one of the largest contiguous urban park areas in the United States. Temple is home to world-class faculty, nationally and internationally recognized academic departments and programs, and a diverse student body that is inclusive of students from across the nation and the globe. Temple's R1 research portfolio, with \$284 million in total expenditures for 2019, has more than doubled in the last eight years.

The next President will embody Temple's core values, including: the highest levels of integrity and empathy; a dedication to growing and fostering a diverse and inclusive community; a respect for—and support of—students, faculty, staff, administrators, alumni, and community members; a passion for creating opportunity and accessibility in education; and a visionary, innovative approach to leadership that addresses the challenges and opportunities facing higher education in the decades to come. Reporting to the Board of Trustees, the President will lead the University and serve as the primary advocate for Temple's interests, particularly the importance of creating an outstanding student experience. The next President will govern the progress of the University by identifying goals and priorities, managing its \$1.18b budget, stewarding its nearly \$650 million endowment, and collaborating across all constituencies to build trust and ensure inclusive representation from the Temple community as the University advances major initiatives. The next President of Temple University will work closely with the Board, senior administrators, Deans, and other community leaders to identify, plan, and execute the University's strategic plan, including advancing both its more than \$2 billion academic medical center as well as the University's international footprint. The President will lead effectively with a commitment to shared governance and will promote transparency and collaboration across all constituencies. The President will also lead the conversation about the important role of athletics at the University. The next President of Temple University will have: substantive fiscal and personnel management experience and a strong business acumen; a high level of cultural competency and a demonstrated commitment to the values of equity, inclusion, and justice; experience leading a large and complex organization; a successful track record of fundraising and institutional and community development; a foundational understanding of—and deep respect for—shared governance and faculty engagement; and a record of accomplishment engaging with and supporting local and regional communities.

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

Shelly Weiss Storbeck, Executive Managing Director, Diversified Search Group | Storbeck Search
Judith von Seldeneck, Founder and Chair, Diversified Search Group
Dale Jones, Chief Executive Officer, Diversified Search Group
Harold Epps, Senior Advisor, Diversified Search Group
Tammarah Townes, Managing Associate, Diversified Search Group | Storbeck Search
Carly Rose DiGiovanni, Associate, Diversified Search Group | Storbeck Search
TemplePresident@storbecksearch.com

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Presidential Search

The Board of Trustees invites applications and nominations for the President of Saint Elizabeth University (SEU). The University is a Catholic, coeducational, independent, nonprofit institution of higher education founded by the Sisters of Charity of Saint Elizabeth, whose values and spirit continue to pervade the campus. The new President will take office on July 1, 2021.

Saint Elizabeth University is located in Morristown, New Jersey, less than an hour's train ride from New York City. Designated a Hispanic-Serving Institution, the University serves 1,272 undergraduate, graduate, and continuing education students and offers a values-based education in the liberal arts and sciences, business, and education. More than 40 majors and minors are offered in the traditional undergraduate program, the continuing studies program offers bachelor's degree completion in seven majors, and the graduate programs include master's degrees in 16 areas of study and doctoral degrees in educational leadership and counseling psychology. The 57 full-time and 146 part-time faculty members are committed to helping students turn passions into real-world professions.

The next President will be a mission-driven, entrepreneurial leader who will be able to advance innovation and strengthen the institution for long-term success, while embracing the rich heritage and values of the institution and continuing the spirit of community and family that abounds on campus. Saint Elizabeth University seeks a President who is capable of transitioning the University to its next phase of academic excellence through trusted leadership, strengthening enrollment, expanding the resource base, forging strong external partnerships, valuing diversity, equity and inclusion, upgrading technology, and improving facilities.

More information about Saint Elizabeth University and the position is provided in the search profile: <https://academicsearch.org/open-searches-public/entry/5904/?search=5904>

Academic Search is assisting Saint Elizabeth University in this national search. Confidential conversations about this exciting opportunity may be arranged by contacting consultants: Jay Lemons at Jay.Lemons@academicsearch.org, Maya Kirkhope at Maya.Kirkhope@academicsearch.org, or Jennifer Kookken at Jennifer.Kookken@academicsearch.org.

Applications, inquiries, and nominations may be sent to SEUPresident@academicsearch.org. Applications should consist of a detailed letter of interest, a current curriculum vitae, and a list of five professional references with contact information and an explanation of the working relationship with each. References will not be contacted without the explicit permission of the candidate. For full consideration, applications should be submitted by **January 4, 2021**. Additional information about the institution can be found at <https://www.steu.edu/>.

Saint Elizabeth University is an equal opportunity and affirmative action employer.



JOB SEARCH TIPS

An alt-ac position is academic work that gets done in a setting outside the college classroom.

The whole alt-ac concept offers a useful reminder that colleges and universities don't have a monopoly on scholarly thinking, and that a myriad of jobs across society offer intellectual interest and excitement.

Get more career tips on jobs.chronicle.com



Leonard Cassuto, a professor of English at Fordham University, writes regularly for The Chronicle about graduate education and Ph.D. career issues.



PRESIDENT

The Holy Family University Board of Trustees, Sisters of the Holy Family of Nazareth, and campus community seek its sixth President to lead this mission-centered, innovative learning community focused on student success to its next level of growth, sustainability and academic achievement through transparent and collaborative servant leadership, innovative and strategic risk-taking, and a lived commitment to its Catholic and inclusive mission and core values.

Holy Family University (HFU), a student-centered and academically excellent comprehensive university located in Northeast Philadelphia, is strongly committed to its mission core values: Family, Respect, Integrity, Service and Responsibility, Learning and Vision. As Holy Family University has grown to an enrollment of over 3,000, its unwavering commitment to offering a high-quality, affordable, personalized and values-centered education has remained strong. Named by the Chronicle as a Top 10 school nationally for Best Salary Outcomes and by Money Magazine as a Best College based on educational quality, affordability, and alumni success, HFU proudly offers the lowest net cost option of any private university in Philadelphia.

Reporting directly to the Board of Trustees, the next President of Holy Family University will build upon HFU's financial strength and growth trajectory to develop an innovative vision honoring the University's foundational mission, transformative impact on students' lives, and special relationship with the Sisters of the Holy Family of Nazareth. Key strategic priorities include: leveraging the institution's financial and organizational strength to increase the visibility and further realize HFU's potential; implementing the strategic pillars articulated in the recently completed five-year strategic plan, Advancing Knowledge – Transforming Lives; promoting and building upon the distinctive character of the institution's student-centered learning environment; and identifying strategic initiatives, including partnerships and collaborations to grow and diversify revenue streams.

To ensure full consideration, completed applications are due by December 11th, 2020. RH Perry & Associates is assisting Holy Family University in their search. The full position profile can be reviewed at www.rhperry.com or www.holyfamily.edu. Please direct all confidential communications to: Mr. Matthew Kilcoyne, Managing Partner, and Dr. Kathy Krendl, Senior Consultant, at HFUPresident@rhperry.com.

RH PERRY & ASSOCIATES
SEARCH COUNSEL TO HIGHER EDUCATION

MCLA

WHAT'S A TRAILBLAZER? ONE WHO MAKES A BETTER WAY.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS SEEKS TO HIRE:
VICE PRESIDENT OF ACADEMIC AFFAIRS
VICE PRESIDENT OF ADMINISTRATION & FINANCE
VICE PRESIDENT OF STUDENT AFFAIRS

As a 2021 U.S. News and World Report Top Ten Public Liberal Arts College, classes are taught by educators who care deeply about teaching, and about seeing their students thrive on every level of their lives. We endeavor to make the world more inclusive, more equitable, and more diverse every day — starting right here, within our MCLA community. We engage in nationally relevant conversations by hosting some of the most celebrated thinkers and speakers on our campus in the Berkshires of Massachusetts, an area known for its mountain ranges, hiking trails, panoramic views and culture. In nearly every way possible, the experience at MCLA is designed to elevate our students as individuals, leaders, and communicators, fully empowered to make their impressions on the world.

FOR MORE INFORMATION OR TO APPLY:
[MCLA.EDU/EXECLEADERSHIP](https://mcla.edu/execleadership)



Western Kentucky University (WKU) announces a search for an accomplished, dynamic, and visionary academic leader for the position of Provost and Vice President for Academic Affairs. WKU seeks an individual strongly committed to advancing the academic mission of a student-centered, applied-research institution and fostering the scholarship, teaching, and professional development of the faculty.

WKU was founded in 1906 and is located in Bowling Green, Kentucky; the fastest growing city in the Commonwealth. Bowling Green, located about 110 miles south of Louisville and 65 miles north of Nashville, is a refugee resettlement site, creating an ethnically and racially diverse city of approximately 67,000 people. More than 85 different languages are spoken in and around Bowling Green and people from approximately 35 nationalities call the area home. The university's population of approximately 17,500 students includes 32% first-generation university, 18% underrepresented minority, and 1% international students. Designated a national university by *US News*, WKU is student-centered and focuses on applied research that expands knowledge; improves learning; and serves the region, state, and nation. At the heart of our mission, WKU seeks to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities.

WKU academic programs are offered through five academic colleges: Arts and Letters; Business; Education and Behavioral Sciences; Health and Human Services; and Science and Engineering; as well as special university units; including, the Mahurin Honors College and the Gatton Academy for Math and Science in Kentucky. Additionally, WKU serves the communities of Elizabethtown/Fort Knox, Glasgow, and Owensboro through its regional campuses. WKU also has a robust online enrollment and provides nationally-ranked online degrees and certificate programs.

The Provost and Vice President for Academic Affairs reports directly to the President and serves as the chief academic officer of the University. The Provost oversees the creation, implementation, and advancement of the University's academic mission. The Provost is responsible for the academic integrity of the University and fostering a challenging and stimulating intellectual environment.

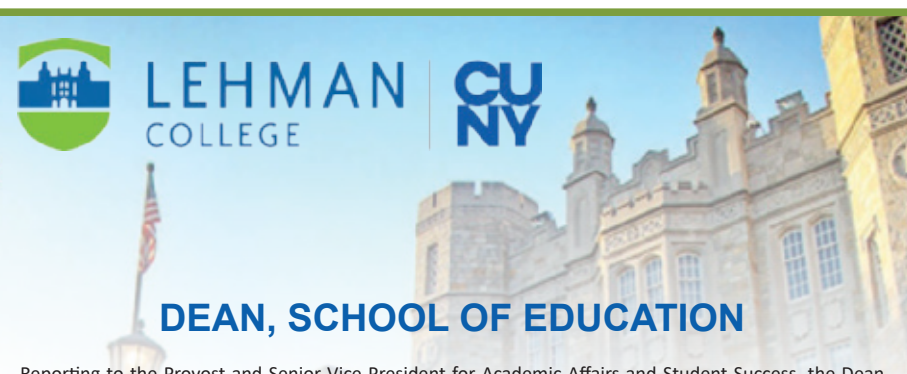
Requirements:

- Proven record of academic leadership with a distinguished record of teaching, scholarship, and service;
- Earned doctorate or appropriate terminal degree in an academic discipline offered by the University with qualifications meriting appointment at the rank of professor with tenure; and
- Significant academic leadership experience at the level of academic dean or higher.

Application Instructions:

To review the full job description and apply, please visit wku.edu/provostsearch

Western Kentucky University (WKU) is committed to a policy of providing equal employment and educational opportunities to all candidates. WKU will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990.



DEAN, SCHOOL OF EDUCATION

Reporting to the Provost and Senior Vice President for Academic Affairs and Student Success, the Dean oversees the undergraduate and graduate programs of the school and three academic departments; Early Childhood & Childhood Education, Middle & High School Education, and Counseling, Leadership, Literacy, and Special Education. The Dean also has responsibility for three centers and institutes: The Bronx Institute, The Center for School/College Collaboratives, and The Institute for Literacy Studies, all of which conduct research and action projects in partnership with schools.

The position announcement, which includes the full job description, statement of qualifications, and application procedure is posted to this URL <https://www.cuny.edu/employment/>. Search for the announcement using Job ID 22092 or the position title. To learn more about Lehman College visit us at: <http://lehman.edu>.

CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category, including sexual orientation or gender identity. EEO/AA/Vet/Disability Employer.



Daniel J. Logan Professor of Peace and Justice

The Peace and Justice Studies Program at Knox College invites applications for a full-time, open-rank faculty position as the inaugural Daniel J. Logan Professor of Peace and Justice to begin Fall 2021. Knox is an independent, selective liberal arts institution with a strong commitment to undergraduate teaching. Founded by abolitionists, the College embraces its longstanding mission of access and takes pride in a distinguished history of graduating social activists. For more information about this search as well as the College's history and values, please see <https://www.knox.edu/peacejusticesearch>.

The ideal candidate will have roots in under-resourced communities, experience working actively in peace and justice fields, and strong skills in engaging students in both the classroom and the field. Individuals involved in activist and scholarly work that engages anti-racism, environmental justice, indigenous rights, global feminisms, peace and non-violence, civil society, or restorative justice are especially invited to apply.

The successful candidate will help shape a new, interdisciplinary program, and, as program director, will have both academic and administrative responsibilities. In addition to teaching at introductory and advanced levels, the candidate will cultivate and oversee student internships and other experiential learning opportunities, a key component of the program. The candidate will be expected to work collaboratively with other campus programs and departments, as well as develop off-campus opportunities for students.

Qualifications: Ph.D. or appropriate terminal degree in the social sciences, religious studies, international studies, peace and conflict resolution studies, journalism, or related field. The position may be configured differently for a candidate with other compelling qualifications.

Candidates should submit:

- a cover letter addressing how the candidate's teaching, work, and other experiences has served as preparation to direct a peace and justice studies program at a diverse liberal arts college;
- a curriculum vitae;
- a statement of teaching philosophy and research interests;
- three confidential letters of recommendation.

Submission via Interfolio: <http://apply.interfolio.com/71392>.

Questions may be addressed to Dr. James Thrall at peacejusticesearch@knox.edu.

Review of applications will begin on December 1, 2020, and continue until the position is filled.

Knox Notice of Non-Discrimination www.knox.edu/peacejusticesearch



DEPARTMENT HEAD AND GARY W. ROLLINS CHAIR OF ACCOUNTING GARY W. ROLLINS COLLEGE OF BUSINESS

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

Laurie C. Wilder, President

Porsha L. Williams, Vice President

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

Phone: 770-804-1996 ext.: 109 Fax: 770-804-1917

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



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



FACULTY POSITIONS

All positions are subject to availability of funding

Department of Management
Tenure Track Assistant/Associate Professor

The Management Department in the Darla Moore School of Business at the University of South Carolina invites applications and nominations for a tenure track Assistant Professor position with teaching and research interests that complement the Department's existing areas of emphasis. While faculty rank is for an Assistant Professor, applicants for consideration at the rank of Associate or full Professor will be limited to those with an exceptional record of teaching, research and service and years of relevant experience consistent with University policy. Appointment at the rank of Assistant Professor requires a PhD by August 16, 2021 (ABDs may apply) and have demonstrated potential for excellence in teaching and research. Appointment at the rank of Associate Professor requires a Ph.D. and at least five years of exceptional record of teaching, research and service of relevant experience consistent with University policy.

The position requires a doctoral degree by the start date of employment in management or a related field, the ability to conduct high-quality research that can fit within the highly collaborative research community of OB/HR scholars, including strategy scholars with similar interests, and the ability to effectively contribute to teaching in our growing HR and Analytics programs at the undergraduate and graduate levels, and a demonstrated record of or the potential to publish consistently in top-tier scholarly journals commensurate with faculty rank.

To be considered in our initial review, candidates must submit applications to <http://uscjobs.sc.edu/FAC00093PO20> to include vitae, two (2) samples of research, teaching performances (evaluations), three reference letters, and any other relevant materials. Applications will be accepted until the position is filled.

Department of Finance
Tenure Track Assistant/Associate Professor

Seeking a high-potential faculty member who aspires to excellence in teaching and research with expertise in risk management/insurance and financial economics. For the Assistant Professor rank, applicants must complete PhD by August 16, 2021 (ABDs may apply) and have demonstrated potential for excellence in teaching and research. For Associate Professor rank, applicants must have a Ph.D. and at least five years of experience and demonstrated excellence in teaching and research.

Interviewing: AFA (yes)
Position Available: August 2021
Salary: Competitive

Application Process: All applicants must apply on <http://uscjobs.sc.edu/FAC00099PO20> to include a CV, 3 samples of research, evidence of teaching excellence and 3 letters of recommendation. Letters of recommendation may be sent to finance.search@moore.sc.edu. Applications will be accepted until the position is filled.



Positions for Fall 2021

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

Counseling and Psychological Services
Tenure-Track Assistant/Associate Professor in School Psychology
(Log #22-002)

Counseling and Psychological Services
Clinical Assistant Professor in School Counseling
(Log #22-007)

Early Childhood and Elementary Education
Tenure-Track Assistant Professor in Dual Language Immersion Education
(Log #22-004)

Early Childhood and Elementary Education
Tenure-Track Assistant Professor in Elementary Mathematics Education
(Log #22-005)

Educational Policy Studies
Tenure-Track Assistant/Associate Professor in Higher Education
(Log# 22-001)

Educational Policy Studies
Tenure-Track Assistant Professor in Qualitative Research
(Log# 22-003)

Educational Policy Studies
Clinical Assistant Professor in Social Foundations of Education
(Log# 22-006)

Kinesiology and Health
Clinical Assistant Professor in Sport Administration
(Log #22-011)

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.



Assistant Professor (Tenure Track) - Speech Language Pathology Program (20-21)

DePaul University Speech Language Pathology Program invites applications for a tenure-track Assistant Professor to begin July 1, 2021.

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

The successful candidate will possess experience and expertise in the areas of adult neurogenic communication disorders and/or dysphagia. Responsibilities include teaching, clinical supervision, research and service to the department and university. This is a 12-month appointment.

Apply: <https://apply.interfolio.com/79113>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Mississippi College A CHRISTIAN UNIVERSITY

Assistant or Associate Professor Ecologist/Field Biologist

The Biological Science department at Mississippi College, a small liberal arts institution, seeks an ecologist/field biologist for appointment as an assistant or associate professor depending on experience. The department has an outstanding pre-medical and ecology program with approximately 300 undergraduate and 300 graduate students. Teaching expectations include General Biology for majors, non-majors courses, and upper level courses in the applicant's field of expertise. Involving undergraduates in research is expected.

Founded in 1826, Mississippi College, Clinton, MS, is a private, comprehensive University with over 80 undergraduate majors, more than 50 graduate areas of study and approximately 5,000 students. It is affiliated with the Mississippi Baptist Convention and all faculty must be of the Christian faith.

Review of materials will commence immediately and will continue until the position is filled. Candidate should submit a CV and reference contact information to Dr. Beth Barlow, Chair of Biology, Box 4045 Mississippi College, Clinton, MS 39058, or send by email: babarlow@mc.edu



Massachusetts
Institute of
Technology

Assistant or Associate Professor Media Studies

The Massachusetts Institute of Technology's (MIT) Program in Comparative Media Studies/Writing in the School of Humanities, Arts and Social Science in Cambridge, MA is seeking faculty of Media Studies starting July 1, 2021, or on a mutually agreed date thereafter. The search is for a candidate to be hired at the tenure-track Assistant Professor or Associate Professor without tenure level, commensurate on experience.

The position will include an ambitious research agenda focused on the area of civic media; faculty responsibilities will include teaching in the Comparative Media Studies (CMS) graduate and undergraduate program, working with the CMS community on civic media issues and research, advising Master theses, and serving on departmental and university-wide committees. Candidates should have a Ph.D. in Media Studies with a record of publication and research activity in Civic Media by start of employment. Relevant areas of specialization include the contemporary practice, history, or theory of one or more of the following: forms of civic engagement around traditional and new media; critical, participatory, and co-creative methodologies; and underrepresented, global, and diasporic communities. The search committee is particularly interested in candidates whose work goes beyond technological solutionism, engages marginalized communities, and explores intersections between social justice & civic media, and addresses issues of race, gender, sexuality, power, and difference.

CMS/W is an inclusive program and we actively support diversity in our hiring process.

Please submit a letter of application that addresses your research agenda and civic practice (not to exceed three pages), C.V., and one publication.

Applications should be submitted through Academic Jobs Online job #17234

Questions about the position can be directed to civicsearch2020@mit.edu. The application deadline is January 4, 2021.

MIT is an equal employment opportunity employer. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin.



NORTH CENTRAL
COLLEGE 1861

FULL-TIME FACULTY OPENINGS 2021

Searches are underway for the following full-time openings in our new and expanding clinical professional programs, built on a liberal arts foundation. Before applying, consult <https://www.northcentralcollege.edu/academic-affairs/prospective-and-incoming-faculty> for detailed descriptions and application information as well as information about North Central.

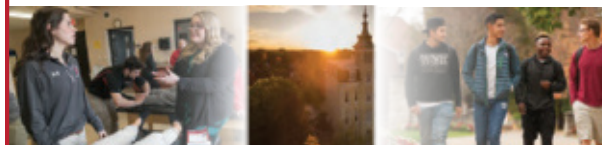
Master of Science in Physician Assistant Studies:

- Founding Principal Faculty Member in Anatomy and Physiology and Director of Research and Outcomes (January)

Doctor of Physical Therapy:

- Director of Clinical Education (January)
- Assistant Professor of Physical Therapy (July)

Founded in 1861, North Central College is a selective, comprehensive liberal arts institution of about 3000 students, located 28 miles west of Chicago in Naperville. The college is expanding its clinical professional programs and a new Health Sciences building, slated to open in early 2021, will house state of the art simulation, classroom, and interprofessional education spaces. The college is within walking distance of the Naperville Metra station and is next to downtown Naperville. The Naperville area is home to many excellent school districts and Naperville, IL has been ranked as one of the best places to live by Money magazine. For more information, please visit: <http://www.nocntrl.edu>. We value diversity and are committed to social justice, equity, and inclusiveness. Experience working with diverse student populations or communities will be weighed in a candidate's favor.



Faculty Positions in Computer Science, Math and Information Management and Business Analytics

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

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

Founded in 1887 as the first all-graduate-studies institution in the country, Clark University is a renowned liberal-arts-based research university with a distinguished research pedigree. Our small size affords not only an environment supportive of student learning, but also unique opportunities for interdisciplinary research. Clark's support of faculty research exceeds that typically found at commonly sized institutions and supports exceptional opportunities for student research at the graduate and undergraduate levels. Located in the heart of New England, Worcester, Massachusetts, Clark enrolls approximately 2,200 undergraduate and 1,000 graduate students.

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

Tenure Track Positions:

Assistant or Associate Professor in Computer Science- Machine Learning and Data Science
Assistant Professor of Information Management and Business Analytics – School of Management

Visitor Positions:

Visiting Assistant or Associate Professor in Mathematics
Visiting Assistant or Associate Professor in Computer Science



Tenure-track faculty positions in Computer Science and in the Theory of Quantum Information and Computation

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) seeks applicants for a tenure-track position in Computer Science at the assistant or associate professor level. Additionally, Computer Science and the Harvard Quantum Initiative seeks applicants for a tenure-track position in the area of the theory of quantum information and/or computation at the assistant or associate professor level. Both have an expected start date of July 1, 2021.

For the position in Computer Science, we invite applications in all areas of Computer Science. Areas of special interest include (but are not limited to) both machine learning and algorithms (broadly construed). For the position in the area of the theory of quantum information and/or computation, areas of interest may include but are not limited to quantum algorithms, communication, complexity, control, cryptography, and information processing.

We seek candidates who have a strong research record and a commitment to undergraduate and graduate teaching and training. We particularly encourage applications from historically underrepresented groups, including women and minorities. A doctorate or terminal degree in a related field is required by the expected start date for each position.

Required application documents include a cover letter, CV, a statement of research interests, a teaching statement, and up to three representative papers. In addition, we ask for a statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. Candidates are also required to submit the names and contact information for at least three and up to five references, and the application is complete only when three letters have been submitted. At least one letter must come from someone who has not served as the candidate's undergraduate, graduate, or postdoctoral advisor. We encourage candidates to apply by December 15, 2020, but will continue to review applications until the position is filled. Applicants for the tenure-track position in Computer Science can apply online at <http://academicpositions.harvard.edu/postings/9834>. Applicants for the tenure-track position in the area of the theory of quantum information and/or computation can apply online at <http://academicpositions.harvard.edu/postings/9835>.

We are 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.



Term Faculty (Non-Tenure Track) Clinical Faculty - Speech Language Pathology Program (20-21) - Clinic Director

DePaul University Speech Language Pathology Program invites applications for a 12-month non-tenure track position, to serve as the Speech Language Pathology Program Clinic Director.

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

The selected candidate's responsibilities will include clinical administration; developing and implementing new and innovative clinical programming; assuring accreditation standards related to clinical experiences are met; teaching; clinical supervision; teaching; scholarship; and service to the department and university.

Apply: <https://apply.interfolio.com/79116>

DePaul University is an Equal Opportunity / Affirmative Action employer.



Mississippi College

A CHRISTIAN UNIVERSITY

Assistant or Associate Professor Microbiologist

The Biological Science department at Mississippi College, a small liberal arts institution, seeks a microbiologist for appointment as an assistant or associate professor depending on experience. The department has an outstanding pre-medical program with approximately 300 undergraduate and 300 graduate students. Teaching expectations include microbiology for nurses, microbiology for biology majors and upper level courses in the applicant's field of expertise. Involving undergraduates in research is expected.

Founded in 1826, Mississippi College, Clinton, MS, is a private, comprehensive University with over 80 undergraduate majors, more than 50 graduate areas of study and approximately 5,000 students. It is affiliated with the Mississippi Baptist Convention and all faculty must be of the Christian faith.

Review of materials will commence immediately and will continue until the position is filled. Candidate should submit a CV and reference contact information to Dr. Beth Barlow, Chair of Biology, Box 4045 Mississippi College, Clinton, MS 39058, or sent in Pdf format to email: bbarlow@mc.edu



UNIVERSITY OF MINNESOTA
Driven to Discover™

ISyE Faculty Position

The Department of Industrial and Systems Engineering at the University of Minnesota-Twin Cities invites applications for a full-time, tenure-track faculty position starting in Fall 2021. The complete job description and application instructions can be found at (<http://apply.interfolio.com/80347>).

The University of Minnesota is an equal opportunity educator and employer.



Term Faculty (Non-Tenure Track) Clinical Faculty - Speech Language Pathology Program (20-21)

DePaul University Speech Language Pathology Program invites applications for a full-time, non-tenure track Clinical Professor to begin July 1, 2021.

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

Responsibilities include developing and implementing innovative clinical models; assuring accreditation standards related to clinical experiences are met; teaching; clinical supervision; and service to the department and university.

Apply: <https://apply.interfolio.com/79115>

DePaul University is an Equal Opportunity / Affirmative Action employer.

COMPUTER SCIENCE

Tenure-track Assistant Professor

*Indiana University-Purdue University
Indianapolis*

The Department of Computer and Information Science at Indiana University in Indianapolis, Indiana invites applications for an assistant professor position. The successful candidate will teach multi-level in-person courses in computer networking and networking security, as well as perform research and scholarly activities and service to the Department and the University. Position requires PhD in Computer Science. Interested candidates should send a letter of interest and curriculum vitae to Nicole Wittlief at wittlief@iupui.edu. Questions regarding the position or application process can also be directed to Nicole Wittlief at wittlief@iupui.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

Assistant Professor (Lecturer) *University of Utah*

The University of Utah's Entertainment Arts and Engineering (EAE) program is seeking to hire a teaching faculty member at the rank of assistant professor (lecturer), beginning either January 2021 or Fall 2021. This is a Career-Line Faculty position (research optional, non-tenure track) within the University's established promotion structure intended to be a long-term position with a renewable contract and multi-year appointments. EAE is looking to hire a candidate with an interest in and knowledge of the technical and/or engineering aspects of game development. Experience in game development with industry-standard processes, tools, and platforms, is highly desirable. The successful candidate will also have a strong interest in bringing to bear their expertise in and passion for the wider context of games scholarship and teaching to help prepare our students for success. Candidates must hold a Ph.D. or other terminal degree in a technical field (e.g., Computer Science, Informatics). The successful candidate will share our vision of the power that games hold to transform players, groups and society, and will be passionate about teaching the diverse students within EAE and the University of Utah. Responsibilities include teaching broad-based undergraduate classes, technically-oriented graduate courses, as well as project-based studio courses, often in collaboration with other EAE faculty. We are excited about candidates who are, or want to be, active in a creative practice of game development broadly construed (e.g., indie, AAA, experimental, etc.). The faculty member is also expected to perform service to the program, university and professional level. If you are interested in teaching the next generation's leaders in games and interactive entertainment, we strongly encourage you to apply. The University of Utah's EAE Program is a world leader in games education, with top-ranked programs at both the undergraduate and graduate levels. Founded in 2007, EAE is a teaching program centered on the discipline of games, with its programs consistently ranked in the top ten worldwide by Princeton Review since 2013. EAE programs were ranked #1 in the world in 2013, 2015 and 2016 and has been ranked in the top five worldwide for the last seven years. The EAE faculty is a collegial community of games scholars composed of artists, computer scientists, designers, games studies scholars, and social scientists who all work together to design and teach our courses. This diversity of background in our faculty is one of the core elements of our students' experiences. The University of Utah is a Carnegie Research I institution located in Salt Lake City, the hub of a large metropolitan area with excellent cultural and

recreational opportunities. Additionally, a vibrant local game development community offers opportunities for interesting collaborations. In their 2016 report on the videogame industry in the US, the Entertainment Software Association (ESA) described Utah as the 2nd best performing state for growth in the game industry since 2013. Further information about EAE and our current faculty can be found at <https://games.utah.edu/about-eae/>. Interested candidates should provide a cover letter, curriculum vitae, teaching statement, and names and contact information for at least three references to be considered. Evidence of teaching effectiveness is strongly recommended if available. Applications must be submitted on-line. Review of applications will begin immediately and will continue until the position is filled. EAE is especially interested in qualified candidates who can contribute to the diversity of our academic community. We strongly encourage under-represented minority and women candidates to apply. View the complete position details here: <https://utah.peopleadmin.com/postings/108330>

Assistant Professor *University of Vermont*

The Department of Computer Science at the University of Vermont is seeking applicants for a tenure-track Assistant Professor position, especially with expertise in one or more of the following areas: programming languages and program analysis, system security and applied cryptography, data privacy, security in social networks, or fairness in AI and data science. Duties will start in the fall semester of 2021. For a complete job listing and application submission see <https://www.uvmjobs.com/postings/41936>. Inquiries may be addressed to Dr. Joe Near (jnear@uvm.edu). Applications should be submitted by December 15 to ensure full consideration. The University of Vermont is an Equal Opportunity/Affirmative Action Employer.

ENGINEERING

Assistant Research Professor

Mississippi State University
Assistant Research Professor. Teach engineering courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Engineering. Interested persons should mail a cover letter and CV to: Dr. Robert Moorhead, Geosystems Research Institute, Mississippi State University, 2 Research Blvd, Starkville, MS 39759.

ENVIRONMENTAL SCIENCE/ENGINEERING

Faculty Positions

Available in the School of Environmental Science and Engineering

Southern University of Science and Technology
SUSTech (<http://www.sustech.edu.cn/en>) was founded in 2011 with public funding from the Municipal Government of Shenzhen. A thriving metropolis of over 20 million people bordering Hong Kong, Shenzhen has often been referred to as the "Silicon Valley of China" with strong telecommunication, biotechnology and pharmaceutical sectors. Widely regarded as a pioneer of higher-education reform in China, SUSTech aims to become a top-tier international university that excels in interdisciplinary research, talent development and knowledge discovery. In the latest Times Higher Education (THE) World Universities Rankings 2020, SUSTech was ranked as the 9th among the mainland China universities and the No. 1 young university under 50-year old. Internationalization is a hallmark of SUSTech where English is a primary instructional language. The SUSTech School of Environmental Science and Engineering (ESE) (<http://ese.sustech.edu.cn/en/>) was established in May 2015. The mission of ESE is to become: an innovative training ground for cultivating top talent in environmental fields; an international center of excellence for environmental research; a leading platform for innovation and industrialization of advanced environmental protection technologies; and an influential think-tank for environmental sustainability. Currently, ESE has over 65 full-time faculty and research staff, including the recipients of numerous national and international awards and honors. ESE is organized into three broadly-defined groups (programs): Environmental, Water, and Global Change (including atmospheric science). The school is home to the State Environmental Protection Key Laboratory of Integrated Surface Water-Groundwater Pollution Control as well as the Shenzhen Institute of Sustainable Development. Applications are invited for faculty positions at all ranks. Areas of interest include, but are not limited to, environmental toxicity, soil and groundwater contamination and remediation, ecotoxicology and ecological restoration, environmental health, environmental microbiology and biotechnology, atmospheric chemistry and air pollution control, wastewater and solid waste treatment and recycling, remote sensing and environmental monitoring, earth system modeling, macroecology and biodiversity, global change and environmental sustainability. ESE is planning to fill additional two dozen tenure-track/tenured positions over the next 3-4 years to enhance and expand existing faculty and research strengths. Globally competitive (including US and Hong Kong) salaries and benefit packages will be offered. New hires may also be eligible for additional government support such as the Shenzhen City's Peacock Program and many others (http://www.sustech.edu.cn/en/faculty_en). Applicants are required to have a Ph.D. in environmental science and engineering, earth and atmospheric sciences, or related disciplines. Post-doctoral experience is preferred but not required. Candidates must have a proven and consistent track record of high-quality scientific publications and good communication skills. To apply, submit the following materials electronically to iese@sustech.edu.cn: 1) Cover Letter; 2) Curriculum Vitae (with a complete list of publications); 3) Statement of research and teaching interest; 4) PDFs of three recent publications; and 5) Names and contact information for 3-5 references. All positions remain open until filled. For additional information, please contact Yuyan Su (email: suyy@sustech.edu.cn, phone: +86-755-8801-0822).

cn/en/) was established in May 2015. The mission of ESE is to become: an innovative training ground for cultivating top talent in environmental fields; an international center of excellence for environmental research; a leading platform for innovation and industrialization of advanced environmental protection technologies; and an influential think-tank for environmental sustainability. Currently, ESE has over 65 full-time faculty and research staff, including the recipients of numerous national and international awards and honors. ESE is organized into three broadly-defined groups (programs): Environmental, Water, and Global Change (including atmospheric science). The school is home to the State Environmental Protection Key Laboratory of Integrated Surface Water-Groundwater Pollution Control as well as the Shenzhen Institute of Sustainable Development. Applications are invited for faculty positions at all ranks. Areas of interest include, but are not limited to, environmental toxicity, soil and groundwater contamination and remediation, ecotoxicology and ecological restoration, environmental health, environmental microbiology and biotechnology, atmospheric chemistry and air pollution control, wastewater and solid waste treatment and recycling, remote sensing and environmental monitoring, earth system modeling, macroecology and biodiversity, global change and environmental sustainability. ESE is planning to fill additional two dozen tenure-track/tenured positions over the next 3-4 years to enhance and expand existing faculty and research strengths. Globally competitive (including US and Hong Kong) salaries and benefit packages will be offered. New hires may also be eligible for additional government support such as the Shenzhen City's Peacock Program and many others (http://www.sustech.edu.cn/en/faculty_en). Applicants are required to have a Ph.D. in environmental science and engineering, earth and atmospheric sciences, or related disciplines. Post-doctoral experience is preferred but not required. Candidates must have a proven and consistent track record of high-quality scientific publications and good communication skills. To apply, submit the following materials electronically to iese@sustech.edu.cn: 1) Cover Letter; 2) Curriculum Vitae (with a complete list of publications); 3) Statement of research and teaching interest; 4) PDFs of three recent publications; and 5) Names and contact information for 3-5 references. All positions remain open until filled. For additional information, please contact Yuyan Su (email: suyy@sustech.edu.cn, phone: +86-755-8801-0822).

FINANCE

Faculty Positions in the Department of Finance of SUSTech

Southern University of Science and Technology
SUSTech, officially established in April 2012, is a public institution funded by the municipal of Shenzhen, a special economic zone city in southern China. The University is accredited by the Ministry of Education, China and is a pioneer in higher education reform in China. Set on five hundred acres of wooded landscape in the picturesque Nanshan (South Mountain) area, the new campus offers an idyllic environment suitable for learning and scholarship. SUSTech engages in basic and problem-solving research of lasting impact to benefit society and mankind. According to the Times Higher Education World University Rankings 2019, SUSTech, being ranked for the first time since its formal establishment 8 years ago, was ranked the 8th among the listed mainland China universities. The Department of Finance now invites applications for Professorship(s) / Associate Professorship(s) / Assistant Professorship(s) in finance / fintech

/ insurance and actuarial science. Applicants should (i) be promising or established scholars with a doctoral degree (or close to completion); and (ii) demonstrate a specialty in finance / fintech / insurance and actuarial science. The appointee will (a) teach postgraduate and undergraduate courses; and (b) be expected to publish in top-tier journals in finance and/or related fields. Salary and Fringe Benefits Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care and housing benefits for eligible appointees. Further information about the University is available at <http://www.sustech.edu.cn>. The terms mentioned herein are for reference only and are subject to revision by the University. Application Procedure Please submit full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, and three letters of recommendation to finhire@sustech.edu.cn.

GLOBAL POLICY AND STRATEGY

Postdoctoral Scholar Employee Positions, The Center for Commerce and Diplomacy (CCD)

University of California, San Diego
The Center for Commercial Diplomacy (CCD) at UC San Diego's School of Global Policy and Strategy (GPS) invites applications for two postdoctoral scholar employee positions from individuals with a Ph.D. degree or who expect to receive a Ph.D. degree by September 1, 2021, for the 2021-2022 academic year. These awards are designed to promote high-quality research on the challenges and institutions of international economic diplomacy in a changing world. Research projects that seek to understand the causes and consequences of the institutions of economic globalization (e.g. GATT/WTO, FTAs, BITs, IMF, World Bank, Fast-Track, TPA, RTAA, etc) are particularly welcome. Commercial diplomats operate within a set of domestic and international institutions that governs their behavior in international negotiations. Post-doctoral research on the institutions of economic globalization can help answer questions about the welfare and distributional consequences of these institutions and, ultimately, result in the better design of these institutions. Outstanding scholars anywhere in the world are eligible to apply. The Center invites applications from candidates with a background in economics, political science, economic history, legal history, and other disciplines bearing on the study of economic diplomacy. Selected candidates will be required to be in residence for the duration of the appointment, health conditions permitting, and to interact with faculty and Ph.D students, giving at least one research talk. Selected postdoctoral scholars are also expected to attend CCD events and related seminars, and to post their research on the CCD website. Applicants are required to hold a Ph.D. by September 1, 2021 in one of the above mentioned disciplines. To apply, please provide the below by email to Lisa Lee at lisalee@ucsd.edu. 1. Cover letter explaining the candidate's scholarly career, prospective or actual doctoral defense date, and academic interests. 2. Current curriculum vitae including publications. 3. One writing sample (limit of 100 pages). 4. Three letters of recommendation sent directly to Lisa Lee at lisalee@ucsd.edu. UC San Diego is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, protected veteran status, or any other characteristic protected by law.

OTHER
HORTICULTURE

Assistant Professor - Small Fruit Extension Specialist
University of Georgia
The Department of Horticulture (<https://hort.caes.uga.edu/>) at The University of Georgia, is seeking applicants for a tenure-track Extension Specialist of Horticulture. This is a nine-month position with a guarantee of two months summer salary, with an 80% Extension and 20% Research appointment. The responsibilities of this position include commercial production of small fruits, with emphasis on blueberries. This commodity is an important component of the state's horticultural industry with a farm gate value of around \$300.4 million. Extension teaching and outreach is required for this position. The incumbent will be expected to establish an Extension and Research program that will address high priority problems/issues in Georgia's small fruit production industries; provide training, resource materials and technical assistance to County Extension Agents; procure extramural funding; publish research findings; mentor graduate students, and regularly participate in other scholarly and departmental activities. The candidate will be expected to interact effectively with growers, industry leaders, government agencies, grower organizations, as well as other disciplines, and develop regional and national collaborations when feasible. The position will be located at the University of Georgia Tifton Campus, Tifton, Georgia.

LIFE SCIENCES

Faculty Positions at all Ranks in the School of Life Sciences, SUSTech
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech, based in Shenzhen/China) has just celebrated the establishment of the School of Life Science. There will be a major expansion in the School based on the existing Department of Biology. The School plans to recruit ~80 tenure-track faculty members at all ranks in the coming years. We are searching for outstanding scientists in all major research areas of modern life sciences as well as those with expertise in interdisciplinary research directions including but not limited to chemical biology, quantitative biology, and systems biology. The School strives to become a leading life science research institute in the nation and a major intellectual engine for the health science and biotechnology industry in Shenzhen and the Greater Bay Area. Successful candidates are expected to establish an independent and internationally recognized research program and to contribute to the missions of the School in undergraduate and graduate education. The School currently has 38 faculty members with different nationalities working in diverse research areas (<https://bio.sustech.edu.cn/>). The University has a vibrant research environment and is aggressively enhancing its research capacity via major expansions in multiple directions. With its short history of ~10 years, SUSTech is becoming to be one of the top universities in China and in the Asia-Pacific region. New faculty members will be provided with internationally competitive remuneration and start-up funding. Faculty members are also supported by sizable long-term recurrent budget. Fringe benefits including high-end medical insurance with international coverage and housing subsidy will be provided. Please click the link for more details: https://mp.weixin.qq.com/s/msCknFWK-cAdxjZ-rQ_8W7A. Application Procedure Application materials including a cover letter, curriculum vitae, research proposal (maximum 3 pages), teaching statement (maximum 1 page), and contact information of three referees should be sent to the Chair of the School of Life Sciences Search and Ap-

pointments Committee (lifs_hr@sustech.edu.cn). This is a continuing search for the coming years until all positions are filled. Review of applications will start immediately.

MATERIALS SCIENCE/ENGINEERING

Research Lab Specialist
University of Michigan-Ann Arbor
The Michigan Center for Materials Characterization, a College of Engineering research center at the University of Michigan's Ann Arbor campus, is seeking applicants for one Research Lab Specialist position specializing in aberration-corrected transmission electron microscopy. Duties will include teaching postsecondary students to operate transmission electron microscopes (TEMs) in a lab setting; presenting at and assisting in facilitating microscopy seminars/workshops; providing student instruction in engineering in the lab space, and educating students on best research practices; creating training manuals and standard operating procedures; teaching other researchers, running experiments and providing well-documented reports for other academic and industry users who visit the center; performing daily tool alignment and calibration, attending to routine maintenance needs and service calls, and communicating with users regarding instrument status. Applicants must have earned at least a Master's degree in Materials Science and Engineering or a related field, and possess at least 2 years of experience in aberration-corrected transmission electron microscopy techniques. Interested applicants should send a cover letter and Curriculum Vitae to Deanna Wendel, dlwendel@umich.edu. The University of Michigan is an equal opportunity/affirmative action employer.

MATHEMATICS

Mathematics Instructor
Maine School of Science and Mathematics
Start Date: January 4, 2020 (classes resume January 11, 2020) The Maine School of Science & Mathematics, a residential, 9-12 magnet high school, ranked No. 2 in the nation by US News and World Report in 2019, is seeking a dynamic and passionate Mathematics Instructor. The Instructor will be responsible for teaching four sections of mathematics, likely a mixture of beginning and advanced courses to highly motivated students. Successful candidate must have at least two years of exemplary teaching experience in a formal, academic setting and will exhibit: the ability to inspire students, excellent communication and organizational skills, and a willingness and desire to work with high school students in a close-knit, residential community. A minimum of a Master's Degree in Mathematics or a related field is acceptable, Doctorate preferred. MSSM is an Equal Opportunity Employer

Tenure-track position
University at Albany, SUNY
Tenure-track position Department of Mathematics and Statistics University at Albany, SUNY The Department of Mathematics and Statistics at the University at Albany, State University of New York, invites applications for a tenure-track Assistant Professor position in the areas of computational methods in data science, optimization, machine learning, and mathematical foundations for deep learning, where mathematics plays a major role, to start in Fall 2021. We are looking for candidates who will significantly contribute to the department's research, closely collaborate with existing members of the department, and enhance our undergraduate and graduate programs in the area of data science. Candidates should possess excellent research credentials as demonstrated by their PhD dissertation, publications, external funding,

and as supported by letters of recommendation from experts in the field. Also of great importance are teaching credentials demonstrated by student evaluations and/or teaching awards and supported by letters of recommendation. Candidates are required to have a PhD or an equivalent doctoral degree in Mathematics or Applied Mathematics from a university accredited by the U.S. Department of Education or an internationally recognized accrediting organization. Postdoctoral experience and a successful record of external funding are highly desirable. All candidates must address in their applications their ability to work with a culturally diverse population and should provide statements on teaching and research. Candidates should apply using the University employment portal: <http://albany.interviewexchange.com>. The University at Albany is an EO/AA/IRCA/ADA Employer.

MICROELECTRONICS

Professor/ Associate Professor/ Assistant Professor in the School of Microelectronics
Southern University of Science and Technology
School of Microelectronics (SME), Southern University of Science and Technology (SUSTech), is a newly established school aiming to serve the needs of the local economy and the development of the integrated circuit industry, give full play to the development advantages of Shenzhen's integrated circuit industry, comprehensively promote the in-depth cooperation of "government, industry and research". SME is jointly established by SUSTech and the world-famous universities in Guangdong, Hong Kong and Macau Bay Area, and its goal is to become an international, high-level, research-oriented first-class National Exemplary Institute of Microelectronics. Open Positions Professor/ Associate Professor/ Assistant Professor Interested Areas oEmerging Microelectronic Device (Wide-band-gap semiconductor, Nonvolatile memory, MEMS Sensor) oIC-Chip Design (Future Computing/ Communication/Biomedical SoC) oIntelligent System (AIoT) for Edge Computing Benefits Salary will be highly competitive, commensurate with qualifications and experience. SUSTech offers a comprehensive fringe benefit package, including medical care and housing benefits for eligible appointees. Qualified applicants are sponsored to apply for numerous Talents Programs. Those successful applicants could receive: 1) research fund ranging from 2 to 10 million RMB; 2) living allowance ranging from 1.6 to 6 million RMB (tax-free) besides national incentives. The terms mentioned herein are for reference only and subject to updating by SUSTech and the funding agencies. Contacts Ms. FENG (HR Secretary at SME—SUSTech) Tel: 0086-755-88015743, 0086-755- 88015741 Email: sme-hr@sustech.edu.cn Web: <http://sme.sustech.edu.cn>

PHYSICS

Faculty Position (Open Rank) Experimental Nuclear Physics
University of Illinois at Urbana-Champaign
Faculty Position (Open Rank) Experimental Nuclear Physics University Of Illinois At Urbana-Champaign The Department of Physics invites applicants for a full-time open rank faculty position in Experimental Nuclear Physics, beginning in August 2021. Senior and mid-career faculty are encouraged to apply, but all qualified candidates will be considered. The UIUC Department of Physics has strong and broad programs in nuclear physics. Scientists from all subfields of nuclear physics are encouraged to apply. The successful candidate is expected to have a Ph.D. or equivalent and is expected to lead a vigorous research program, teach effectively at both the undergrad-

uate and graduate levels, and have a strong record of publication. Ideal candidates include those who demonstrate evidence of a commitment to diversity, equity, and inclusion through research, teaching, and/or service endeavors. Please visit <https://jobs.illinois.edu> to view the complete position announcement and application instructions. Applications received by December 1, 2020 will receive full consideration. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. The University of Illinois System requires candidates selected for hire to disclose any documented finding of sexual misconduct or sexual harassment and to authorize inquiries to current and former employers regarding findings of sexual misconduct or sexual harassment. For more information, visit "Policy on Consideration of Sexual Misconduct in Prior Employment." As a qualifying federal contractor, the University of Illinois System uses E-Verify to verify employment eligibility. The University of Illinois must also comply with applicable federal export control laws and regulations and, as such, reserves the right to employ restricted party screening procedures for applicants. Illinois is an EEO Employer/Vet/Disabled - <http://go.illinois.edu/EEO>

PUBLIC HEALTH

Recruitment of SUSTech School of Public Health and Emergency Management
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) is an innovation-oriented university in Shenzhen, China. The newly established SUSTech School of Public Health and Emergency Management is committed to cultivating talents with both theoretical knowledge and practical ability in prophylactic medicine, providing important talent and intellectual support for the Guangdong-Hong Kong-Macau Greater Bay Area, China and the world in responding to health challenges and public emergency management. We are now recruiting high-level talents at home and abroad. The details are as follows: 1. Job Opening 1. Vice Deans, 2 Openings: Vice Dean of Administration; Vice Dean of Teaching Affairs; 2. Scholars and Experts in the Following Fields: Global Health, Big Data in Healthcare, Artificial Intelligence for Public Health Information and Disease Early Warning, Public Health Emergency Management, Chronic Disease Prevention and Smart Health Management, Public Health Genomics, Public Health Microbiology and Immunology, Prevention and Control of Infectious and Emerging Infectious Diseases, Epidemiology and Biostatistics, Health Policy and Management, Environmental Health, Nutrition and Healthy Aging, etc. 11. Job Category and Qualifications 1. Vice Deans: (1) Professor or senior researcher with high academic attainments, and important achievements in scientific research recognized by scholars at home and abroad. (2) With experience in administration and ability in management; teamwork and dedication spirit. 2. Scholars and Experts: (1) Strong abilities in organization and coordination; being creative and with strategic vision in the development of the department/center. (2) For faculty positions: outstanding talents or excellent Ph.D. and postdoctoral fellows from universities and research institutes at home and abroad. (3) For Department Chairs and Directors of Centers: overseas candidates shall be Associate Professors or above; domestic candidates shall be senior professional level, with priority given to national talent programs winners. (4) With strong sense of responsibility, pioneering spirit, innovation-oriented and teamwork spirit, good academic research ethics, and integrity. III. Remuneration Packages SUSTech will offer competitive remuneration

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

SCIENCES

Tenured/Tenure-Track Faculty Positions in the Center of Complex Flows and Soft Matter Research
Southern University of Science and Technology
The Center for Complex Flows and Soft Matter Research, a newly-established research center at the Southern University of Science and Technology (SUSTech) in Shenzhen, China, invites applications for tenured or tenure-track faculty positions at all ranks. We seek ambitious and creative candidates who have the vision and capability of carrying out cutting-edge research. Candidates (by the time of employment) should hold an earned doctoral degree in mechanical engineering, physics, or related subjects, and preferably should have postdoctoral experience. Research areas of the Center include, but not limited to: turbulence, multiphase flow, geophysical and astrophysical fluid dynamics, physical oceanography, bionics (insects and birds fly, etc.) and bio-related fluid mechanics, active matter, and soft matter. The successful candidates are expected to build a strong and independent research program, supervise graduate and undergraduate students, publish in archival journals, and teach both undergraduate and graduate courses. Senior candidates are expected to play leadership roles in research and education. Globally competitive salaries and highly attractive start-up packages will be provided. Additionally, the Center also invites applications for research assistant professors (non-tenure track) and postdoctoral fellows. Established in 2012, SUSTech is a public institution in Shenzhen, China. Located in the Pearl River Delta region and neighboring Hong Kong, Shenzhen is the most dynamic and prosperous city in China and has been widely referred to as Silicon Valley of China. The mission of SUSTech is to reform higher education in China and become a world-class institution of higher education, with a strong emphasis on student learning experience, world-class research, innovation and entrepreneurship. More information about SUSTech can be found at <http://www.sustech.edu.cn/>. Applicants should submit the following materials: (1) a complete curriculum vita; (2) name, affiliation, and contact information (phone number and e-mail) of three references; (3) a research plan; and (4) copies of five representative publications in pdf format. These application materials should be sent by e-mail to: Professor Ke-Qing Xia (c/o Mr. Changkan Fu, fuchangkan@mail.sustech.edu.cn), Director of the Center. Screening will start immediately and will continue until all positions are filled.

JOB SEARCH TIPS

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

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

Get more career tips on jobs.chronicle.com

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



New Chief Executives



Erika D. Beck, president of California State University-Channel Islands, has been named president of California State University at Northridge. She will succeed Dianne F. Harrison, who plans to retire.



Thomas Gibson, vice president for student affairs and vice provost at Bowling Green State University, will become chancellor of the University of Wisconsin at Stevens Point on January 11. He will succeed Bernie Patterson, who plans to retire.



Eduardo M. Peñalver, dean of the Law School at Cornell University, will become president of Seattle University on July 1. He will succeed Stephen V. Sundborg, who plans to retire.

Chief executives (continued)

APPOINTMENTS

Theresa B. Felder, senior vice president for student success at Clark State Community College, in Ohio, will become president of Harford Community College, in Maryland, on January 1. She will be the college's first Black president and succeed Dianna Phillips, who resigned in February.

Susan R. Burns, vice president for academic affairs and dean of faculty at Clarke University, in Iowa, has been named president of the College of Mount Saint Vincent, in New York.

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people@chronicle.com

She will succeed Charles L. Flynn Jr., who plans to retire.

Dennis Craig, a former interim president of the State University of New York College at Purchase, has been named interim president of the State University of New York College at Oneonta. He replaces Barbara Morris, who resigned.

Maria A. Lumpkin, chief operating officer at Saint Augustine's University, in North Carolina, has been named interim president, in place of Irving Pressley McPhail, who died. She served as interim president earlier this year, before McPhail was appointed.

Erica Muhl, dean and founding executive director of the Jimmy Iovine and Andre Young Academy for Arts, Technology, and the Business of Innovation, at the University of Southern California, will become president of Berklee College of Music in June 2021. She will succeed Roger Brown, and will be the college's first female president.

Richard Muma, executive vice president and provost of Wichita State University, and acting president since Jay Golden's resignation, has been named interim president.

Cathy A. Sandeen, chancellor of the University of Alaska at Anchorage, has been named president of California State University-East Bay. She will succeed Leroy Morishita in January.

Robert Thorn, vice president for administration and finance at California University of Pennsylvania, will become interim president on January 29. He will replace Geraldine Jones, who plans to retire.

George O. Wood, a former superintendent of the General Council of the Assemblies of God, has been named interim president of Evangel University, in Missouri. He will replace Carol Taylor, who plans to retire in November.

RESIGNATIONS

Mark Pagano, chancellor of the University of Washington at Tacoma since 2015, plans to resign.

Retired Gen. J.H. Binford Peay III, superintendent of the Virginia Military

Institute since 2003, resigned on October 26. After accounts of racist incidents at the institute, Virginia governor Ralph Northam ordered an investigation of the campus culture.

Eric Turner, president of Southwest Baptist University, in Missouri, resigned on October 20 after two years in the role.

RETIREMENTS

Randy Beutler, president of Southwest Oklahoma State University since 2010, plans to retire on June 30, 2021.

Robert G. Boehmer, president of East Georgia State College since 2013, plans to retire in December. Dawn H. Cartee, a former president of Ogeechee Technical College, has been named interim president.

Tim Hynes, president of Clayton State University, in Georgia, since 2009, plans to retire on June 30, 2021.

Suzanne K. Mellon, president of Carlow University, in Pennsylvania, will retire at the end of the 2020-21 academic year.

Michael T. Victor, president of Mercyhurst University, in Pennsylvania, since 2015, plans to retire.

Chief academic officers

APPOINTMENTS

Gregory Linton, vice provost for academic affairs at Johnson University, has been appointed vice president for academic affairs and provost.

Britt Rios-Ellis, dean of the College of Health Sciences and Human Services at California State University-Monterey Bay, will become provost and executive vice president for academic affairs at Oakland University, in Michigan, on January 4.

Richard D. Starnes, interim provost and vice chancellor for academic affairs at Western Carolina University since October 2019, has been named to the post permanently.

Melody Tankersley, interim senior vice president and provost at Kent State University since 2019, has been named to the role permanently.

Ontario Wooden, associate vice chancellor for student success and academic outreach at North Carolina Central University, has been named provost and senior vice president for academic affairs at Alcorn State University.

RETIREMENTS

Wilsie Bishop, senior vice president for academics and interim provost at East Tennessee State University, plans to retire on June 30, 2021, after 43 years there.

Other top administrators

APPOINTMENTS

Marc R. Barbeau, vice president at Ter Molen Watkins & Brandt, a Chicago-based fund-raising consulting

firm, has been named vice president for institutional advancement and external relations at Cardinal Stritch University.

Sutonia Boykin, dean of student development at Rockland Community College of the State University of New York, has been named vice president for student affairs at the Community College of Beaver County.

Paul O. Brower, dean of admissions at Nichols College, has been named vice president for enrollment management at Rivier University.

Quinton Clay, director of undergraduate admissions at Northern Illinois University, has been named vice president for enrollment management and marketing at Fontbonne University.

Timothy Denning, associate director of the Institute for Biomedical Sciences at Georgia State University, has been named vice president for research and economic development at the university.

Kelly L. Hart, executive director of admission at Westfield State University, has been named vice president for enrollment management at Shepherd University.



Eddie J. Howard Jr., vice president for student affairs at Youngstown State University, will become vice president for student affairs at Northern Kentucky University on January 1.

Thandabantu B. Maceo, vice president and consultant for the enrollment-marketing-services division of Ruffalo Noel Levitz, has been named vice president for strategic enrollment management and marketing at Franklin College, in Indiana.

Jon Paparsenos, vice president for philanthropy and chief executive of the UNSW Foundation at the University of New South Wales, in Australia, has been named vice president for university advancement at Seton Hall University.

Dwight Sanchez, vice president for enrollment management and chief enrollment officer at Virginia Union University, has been named vice president for enrollment management at West Virginia State University.

Rabbi Gordon Tucker, a former dean of the Rabbinical School at the Jewish Theological Seminary, has been named vice chancellor for religious life and engagement.

George Wright, interim vice president for institutional diversity at the University of Kentucky, has been named senior adviser to the president.

Deans

APPOINTMENTS

Geeta Anand, interim dean of the Graduate School of Journalism at the University of California at Berkeley, has been named to the post permanently.

Faye A. Chadwell, a professor and university librarian at Oregon State University, will become dean of university libraries and scholarly communications at Pennsylvania State University on March 1.

Angela (A.J.) Grube, a professor of sport management in the College of Business at Western Carolina University, will become dean of the college on January 1.



Mario Hayek, interim dean of the College of Business at Texas A&M University at Commerce since March, has been named to the post permanently.

John Hollemon III, associate dean of students for residence life, equity, and inclusion at Hampden-Sydney College, has been named its first dean of inclusive excellence.

RESIGNATIONS

James M. O'Donnell, dean of the School of Pharmacy and Pharmaceutical Sciences at the University at Buffalo, plans to step down and return to the faculty at the end of the 2020-21 academic year.

Nancy J. Smyth, dean of the School of Social Work at the University at Buffalo, plans to step down at the end of the spring 2021 semester. She will return to her faculty role as a professor of social work.

RETIREMENTS

John T. Wells, dean and director of the Virginia Institute of Marine Science at the College of William & Mary, plans to retire on June 30, 2021.

Department chairs

APPOINTMENTS

Elaine M. Coney, an instructor of

Spanish and English composition at Southwest Mississippi Community College, has been named chair of the humanities and fine-arts division.

Michael C. Mason, assistant chair of the liberal-arts department at the Berklee College of Music and the Boston Conservatory at Berklee, has been named chair of the department of liberal arts and sciences.

Other administrators

APPOINTMENTS

James S. Bridgeforth, director of university housing and a graduate faculty instructor in higher-education administration at the University of South Alabama, has been named assistant vice president for student affairs and ExperienceVT at Virginia Tech.

Michelle Rosenthal Clark, an assistant vice chancellor at the University of California at San Francisco, has been named associate vice president for development at the California Institute of Technology.

Angel Garcia, a senior finance manager at Memorial Hospital, in Craig, Colo., has been named assistant dean of business and financial affairs in the College of Arts and Sciences at the University of Nebraska at Omaha.

Michael Z. Green, a professor of law and director of the Workplace Law Program at Texas A&M University's School of Law, has been named director of the Institute for Law and the Workplace at the Chicago-Kent College of Law at Illinois Institute of Technology.



El Pagnier Kay (EK) Hudson, vice president for human resources at Florida International University, has been named its first vice pro-

vost for diversity, equity, and inclusion.

Tahirah J. Walker, manager of learning design and teaching and a learning consultant at the University of Pittsburgh, has been named executive director of diversity, equity, and inclusion at Bethany College, in West Virginia.

RESIGNATIONS

Pat Chambers, head coach of men's basketball at Pennsylvania State University, resigned following an internal investigation of "inappropriate conduct."

Deaths

Joan S. Bissell, a former director of teacher education and public-school programs in the California State University system, died on September 11. She was 74. Bissell taught at Harvard University and the University of California at Irvine. She later served as dean of the College of Education and Integrative Studies at California State University at Pomona.

Constance Buchanan, a former director of the Women's Studies in Religion Program at Harvard Divinity School, died on September 16. She was 73. Buchanan served as director of the program from 1977 to 1997.

John Hays, a former president of Southwestern Oklahoma State University, died earlier this year. Hays led the university from 2001 to 2010.

Irving Pressley McPhail, president of Saint Augustine's University, in North Carolina, died of complications of Covid-19 on October 15. He became president in July of this year after serving as founding chancellor of the Community College of Baltimore County, president of St. Louis Community College at Florissant Valley, and president of Lemoyne-Owen College.

- COMPILED BY JULIA PIPER

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Dr. Andrea Ghez delivered the
keynote address at the opening
of Keck Center for Science
and Engineering, Chapman
University, October 2019.

EXPLORE FEARLESSLY.

Chapman University congratulates Andrea Ghez, Ph.D., UCLA professor of physics and astronomy, for winning the Nobel Prize in Physics, recognizing her pioneering research on the Milky Way's supermassive black hole. Her example of barrier-breaking discovery provides astronomical inspiration in the quest for gender equity in STEM fields.



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