



THE CHRONICLE
OF HIGHER EDUCATION

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The Pandemic
Is Dragging On.

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THE CHRONICLE OF HIGHER EDUCATION

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FIRST READS

A Reckless Return?

Colleges ask professors to go back to the classroom. **6**

Students Came. Illness Followed.

Why is the community surrounding Washington State University experiencing a lethal outbreak? **7**

On Atlas, Stanford Shrugs

Controversial pandemic pronouncements test the uneasy relationship between Stanford and the Hoover Institution. **8**

Ominous Enrollments

Why aren't students showing up at community colleges? **9**

INSIGHT

Is It Time to Consider a Merger?

How to navigate a difficult decision.

SCOTT CARLSON **34**

Reinventing Admissions

Can a panel of experts make the process more equitable?

ERIC HOOVER **36**

The Righteousness of Test-Optional Admissions

Colleges pretend it's an honorable sacrifice. Not exactly.

THE REVIEW STEPHEN BURD **38**

CAREERS

Fostering Diversity

The old ways of running leadership searches haven't worked.

ADVICE LUCY LESKE AND CHRISTINE PENDLETON **40**

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

JOB LISTINGS **43**

13,514

TOTAL
POSITIONS
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jobs.chronicle.com

TOP JOB



Kean University
Equity in Action
Presidential Postdoctoral Fellowship

GAZETTE **50**

FEATURES

10

The Pandemic Is Dragging On. Professors Are Burning Out.

Overwhelmed and undersupported, instructors see no end in sight.

BETH MCMURTRIE

16

The Long Tail of an Unprecedented Crisis

Faculty are stressed out.
Can campus leaders help?

20

The Outrage Peddlers Are Here to Stay

And higher education is learning to live with sites like *Campus Reform*.

NELL GLUCKMAN



26

Meet Covid-19's Freshman Class

They're lonely, they're struggling. But they're fighting to make it through.

SARAH BROWN



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Faculty Burnout

WE ARE NOW more than nine months into the pandemic, and the strain is showing. Faculty members are stressed, sometimes extremely so; they're tired and anxious about a required return to campus; and they say they are neglecting their research and publishing. Adding to the stress: They aren't always sure that their institutions have their safety as a top priority.

Those are some of the highlights from a survey *The Chronicle* conducted of faculty members in late October, with support from Fidelity Investments. The high levels of stress, fatigue, and anxiety revealed in the survey reflect widespread faculty burnout. In the cover story we're publishing this week, Beth McMurtrie, a senior writer, notes that hopelessness and exhaustion are signs of what everyday life feels like now for college professors. "If the pandemic has stripped teaching of what makes it invigorating," she writes, "it's also exacerbated aspects of academic life that were already challenging professors' mental health, such as the impulse to work hard to meet students' needs, even at the cost of depleting themselves."

Faculty burnout was also a common concern raised in several recent professional-development workshops we held for department chairs (in partnership with Ithaka S+R and the consultants Dever Justice). The participants shared stories about sinking morale, feeling paralyzed and not knowing how to act efficiently, and the emotional labor of supporting faculty members as well as students. As one put it, "It's a hot mess."

As with so many aspects of the pandemic, vulnerable populations — women and scholars of color — are being hit especially hard by stress and overwork. In a virtual forum this month, several panelists spoke of how colleges must do more than just provide support to their faculties. "Unless we also turn to the policies, the structures, the narrow definitions of excellence, we're just going to have a whiter, more male academy in the future if we don't change those tenure-and-promotion policies," said Kiernan Mathews, executive director of the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education.

The toll the pandemic is taking on the professoriate is considerable, and *The Chronicle* is committed to reporting on the way faculty lives are being transformed by it. Look for regular coverage of the issue in our pages and at virtual events.

— LIZ MCMILLEN,
EXECUTIVE EDITOR, CHRONICLE INTELLIGENCE

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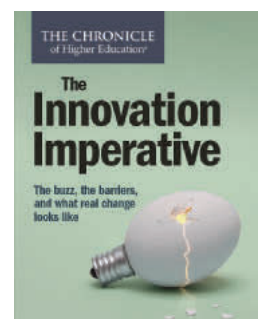
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Colleges are wrestling with the financial havoc and technological logistics of a hellish year, but **the pandemic and racial awakening are also prompting a rethinking of college curricula**. Experts caution, however, against empty virtue-signaling,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



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FIRST READS

Classroom safety | Vulnerable populations | Viral untruths | Ominous enrollments

Classroom safety

A Reckless Return?

WHEN the University of Florida announced in July that fall-semester classes would be largely online, the daily new-case rate for Covid-19 was hovering between 60,000 and 70,000 nationwide. By mid-November, daily new cases had reached more than twice that number, with health experts warning that the country faced a prolonged surge.

But at Florida and on other campuses, leaders have signaled to their professors that, come spring, they will be expected to ramp up their in-person instruction.

The reason?

An on-campus learning experience is crucial to their students' success, these institutions say. That success, colleges know, is important for keeping enrollments up. And in some cases, the move appears to come down to politics and money. In his message to the campus, Florida's president, W. Kent Fuchs, said offering in-person courses was the "best shared opportunity" to protect the university's budget and employees' jobs.

But instructors at Florida and other institutions point out the strain on hospitals, and the fact that many students are not sticklers for social distancing. They say the benefits of in-person teaching are not worth

putting employees, their families, and others at risk.

At Virginia Tech, there's been some "tension" to work through, said Eric K. Kaufman, president of the Faculty Senate. This fall, Virginia Tech's faculty decided whether courses should be delivered online, in-person, or using a hybrid approach. Only 6 percent of courses were offered in person, and 30 percent were offered in a hybrid format.

But in October, Provost Cyril R. Clarke told the faculty that more face-to-face teaching needed to happen this spring, both to improve the quality and to "underscore the relevancy" of the students' residential experience. He asked instructors and their department heads to review their course plans and consider whether in-person instruction could "be increased in situations where health-safety risk can be mitigated."

Faculty members will still make the final decisions, in consultation with their department chairs, Clarke said in a November message. That acknowledgment pleased Kaufman, though he said contingent faculty members were more likely to perceive the provost's message as a mandate to be followed rather than a suggestion to be considered.

Northeastern University took a harder line. In October the provost told faculty members that they were expected to return to campus in the spring unless they had a medical condition, pregnancy, or disability-related issues, or lived with someone with a medical condition, the student newspaper reported. The university cited "robust

testing and extremely low positivity rates" on campus as reasons for the change.

Faculty members, like Brooke Foucault Welles, criticized the policy for, among other things, not taking into account care-giving duties in Boston, where schools are now largely remote, and babysitters hard to

come by. Days later, the university said it would be more flexible.

In some states, university-system governing boards have made clear what they prefer. The Board of Regents of the University System of Georgia resolved that each campus is to maximize "safe in-person instruction." Florida's Board of Governors has said it is "strongly encouraging" state universities to resume as many face-to-face courses and activities "as they can safely do within CDC guidelines."

That idea aligns with the views of Ron DeSantis, Florida's governor, a Republican, who has praised the state's institutions for not going "overboard" and shutting down their campuses, as colleges in other states have done, *Politico* reported.

At the University of Florida, critical faculty members have suspected that the administration was compelled to expand its in-person course offerings by DeSantis, the Republican-dominated Legislature, the system's Board of Governors — most of whom are appointed by the governor — or some mixture of the three.

Fuchs, through a university spokesman, said in an email that neither DeSantis nor state lawmakers had asked for or required more face-to-face learning. It was his decision, made with the approval of the university's Board of Trustees. Leaders were aware of the governing board's position and took that into consideration, he said.

At an October faculty meeting, he and the provost, Joseph Glover, explained the university's reasoning. The university's core state-budget allocation this year was cut by 6 percent. There's a risk, said Fuchs, that if the university does not provide "a full student experience, as we had before Covid," there could be a bigger reduction. That could spell job losses, he said; after the recession that began in 2008-9, the university shed 500 faculty positions over a period of years.

Fuchs said he was "absolutely convinced" that more in-person courses could be offered safely. "We do expect further surges. But we also believe, as guided by our health experts, that we have the tools to manage those surges and, indeed, to keep our campus safe."

Faculty members weren't buying it. The administration's arguments were "sincere," said Paul Ortiz, president of the faculty union. "They're just not persuasive."

— EMMA PETTIT



ISTOCK

Vulnerable populations

Students Came Back. Illness Spread.

LIKE MANY RURAL AREAS throughout the U.S., Whitman County reported very few coronavirus cases in the pandemic's early months, even through the summer. Then, in August, Washington State University students came back to town, causing a big spike. Now cases have fallen among students — but the virus is showing up instead in older adults, including residents of nursing homes. Last month Whitman recorded its first Covid-19 deaths.

That pattern has been repeated across the country. Research by the Centers for Disease Control and Prevention suggests that young adults who caught the coronavirus over the summer then passed it to older people in their communities. State health authorities warned about the possibility in July.

Authorities in Whitman County haven't been able to link directly the fall outbreak among Washington State University students to the current outbreak among nursing-home residents. But they acknowledge that the high number of cases among young adults in Pullman, Wash., in the fall means they can't rule out the possibility of such transmission. "Anything that increases the viral activity within the community increases the probability that it will find its way to those facilities," said Troy Henderson, Whitman County's health director.

"I don't think anybody completely identified that it came from college kids, but given the number of cases, just to assume there's zero transmission is probably overstepping the statistics," said Jason Sampson, assistant director for environmental services, public health, and sustainability. He led contract tracing at the university. None of his team's calls revealed a direct link between infected students and vulnerable older adults, he said.

Still, it takes only a few interactions — perhaps a chain unidentified by contact tracers — for an outbreak among students to move swiftly into more-vulnerable populations.

"When you look at these college outbreaks more broadly, I think the default assumption should be, as with any contagious virus, that any spike in cases in a particular setting is likely to lead to overspill," said Paraic A. Kenny, director of the Kabara Cancer Research



CHRONICLE ILLUSTRATION

Institute, whose team recently used genetic testing to study the origins of local coronavirus infections. In work that hasn't yet been peer-reviewed, Kenny's team found that outbreaks among college students in La Crosse, Wis., probably led to infections and deaths among nursing-home residents.

Washington State University officials announced in late July that all undergraduate classes would be held online in the fall. They urged students to stay away from Pullman. But many students moved back into off-campus apartments, some of them unknowingly bringing infections with them. There was a spate of house parties before classes began on August 24, said Phil Weiler, vice president for marketing and communications.

Between August 21 and September 14, the county reported 912 new coronavirus cases. Before that it had tallied only 142 cases during the pandemic.

The university upped its testing. The National Guard came to help administer tests. Students who tested positive weren't always forthcoming with contact tracers about what they had been doing, Sampson said, but they often privately told their close contacts about their diagnoses — a habit that contact tracers learned about from students on the receiving ends of their friends' messages. By early November, the university's infection

rate was on par with the rate from the first week of August, before students returned to Pullman, Weiler said.

Meanwhile, the virus began circulating among other groups in the region. On October 5, the public-health department reported outbreaks in six long-term-care facilities. The next day, the department reported Whitman County's first death, a woman in the 60-to-79 age range who had other health conditions. Since then, 18 more people have died.

Henderson said he's most concerned about the coming winter, when cases of seasonal flu along with Covid-19 might overwhelm the region's hospitals. "We might see some rationing of care," he said.

WSU will be operating mostly online in the spring, with a delayed start. The university is also giving students scattered days off throughout the semester, instead of the traditional spring break, to try to reduce travel. More students will live in residence halls in the spring than in the fall, but there will be no shared rooms.

Some Pullman residents have argued for keeping the students out altogether, Henderson said, but he doesn't agree: "The reality is, WSU is part of our community. The WSU student body is part of our community. So I think we have to find a way to operate and coexist safely."

— FRANCIE DIEP

Viral untruths

On Atlas, Stanford Shrugs

AT A RECENT Faculty Senate meeting, Stanford's provost, Persis Drell, told professors that they shouldn't think of the Hoover Institution as a separate entity — one that happens to occupy a 285-foot tower on campus — but should accept it as a bona fide part of the university. "In a very real sense," she said, "and I think this is important to keep in mind, they are, in fact, us."

That message didn't go over well in some quarters. Tension has long simmered between Stanford and the semi-independent Hoover, which celebrated its centennial last year and considers itself "the world's pre-eminent archive and policy-research center dedicated to freedom, private enterprise, and effective, limited government."

The somewhat less-than-collegial reaction to Drell's remarks was captured in a *Stanford Daily* op-ed by Branislav Jakovljević, a professor of theater and performance studies. "When I signed up to teach at Stanford, I was not told that part of my job would be to serve as a living shield for the Hoover Institution," he wrote. "I refuse to be used in that way. I am not them."

Lately the source of tension has focused primarily on one person: Scott W. Atlas, a senior fellow at Hoover and an adviser to the White House Coronavirus Task Force. He has promoted what's referred to as the "herd immunity" strategy to deal with the pandemic, though he objects to the label. It's accurate to say, though, that his views, which appear to align closely with

President Trump's, are outside the public-health mainstream. Anthony Fauci has called them "nonsense," and Twitter deleted an Atlas tweet that said masks don't work.

In September, dozens of researchers and doctors from the Stanford School of Medicine signed an open letter calling attention to the "falsehoods and misrepresentations of science" they say Atlas has espoused. A former chief of neuroradiology at the school, he threatened to sue his erstwhile colleagues for defamation. He didn't respond to a request for comment from *The Chronicle* but told the Stanford News Service that he has used his "unique background, critical thinking, and logic to present the president with the broadest possible views on policy," and that to "claim otherwise is an embarrassment to those who do so."

Another letter of protest at Stanford called for the Faculty Senate to take action: "The relationship between the Hoover Institution's way of promoting their policy preferences and the academic mission of Stanford University requires more careful renegotiation."

An author of that letter, David Palumbo-Liu, a professor of comparative literature, said he wasn't sure what a renegotiation would entail. The problem, he argued, is that positions taken by Hoover reflect on the rest of Stanford, and when it comes to Atlas, they reflect poorly.

"They're committed to a project that is in opposition to ours," says Palumbo-Liu. "And they take advantage of

the association with Stanford to draw from the legitimacy of Stanford research, and they benefit from that association in a way that's illegitimate."

The administration doesn't seem even slightly receptive to calls for action. During the same faculty meeting at which Drell called for Hoover/Stanford oneness, David Spiegel, a professor of psychiatry and behavioral sciences, posed a challenge to Stanford's president, Marc Tessier-Lavigne: "Will you, on behalf of the university, publicly disavow Scott Atlas's irresponsible, unethical, and dangerous actions? Stanford's reputation and our lives depend on it," he asked, according to the minutes of the October 22 meeting.

Tessier-Lavigne responded by reading the university's statement on academic freedom, adding that "just because an individual expresses a view does not mean it reflects the views of colleagues or of the university." He did affirm that Stanford believes in following "science-informed public-health guidance," including requiring masks, social distancing, and testing.

It's hard to imagine that this recent flare-up will lead to significant changes in the relationship between Stanford and Hoover. The two entities are, as the provost said, more entwined than ever, and there is zero indication that administrators are looking to evict the institution, which brought in \$34 million in donations last year and boasts a half-billion-dollar endowment.

It also seems unlikely that Scott Atlas will keep his influential advisory role in the White House once President-elect Joseph R. Biden is sworn into office. When asked about Atlas and the herd-immunity strategy during a *60 Minutes* interview, Biden shook his head. "Nobody thinks it makes any sense," he said.

— TOM BARTLETT



ILLUSTRATION
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Empty Community-College Classrooms

ONE enrollment trend has become increasingly clear since the global pandemic began: Students just aren't showing up at community colleges.

Reports of sharp declines in the number of students at public two-year institutions date back to the summer, when data from the National Student Clearinghouse Research Center showed a drop of nearly 6 percent from a year earlier.

Early in the fall semester, things looked even worse, with the plunge reaching 7.5 percent. Then, as now, community colleges continued to suffer the most among institution types, and they didn't benefit from typical countercyclical trends. Community colleges often see an influx of new students looking to retool their skills during economic downturns. But that has yet to happen, in part

because of the widespread health risks from the pandemic.

The latest enrollment data from the research center, released in mid-November, show that the downward trend hasn't let up, with the drop in attendance from a year ago now standing at 9.5 percent. For the public two-year colleges that are most likely to enroll low-income and minority students, the equity implications of the enrollment dropoff are troubling. Community-college attendance by Black, Hispanic, and Native American first-time students was down nearly 30 percent for each group.

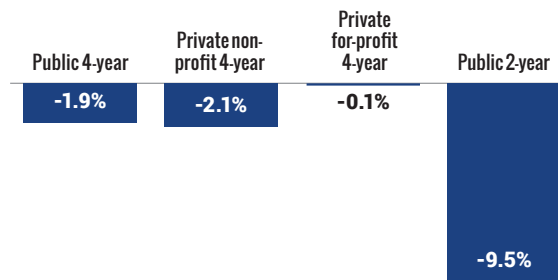
Here's a detailed look at the enrollment trends at community colleges now.

— AUDREY WILLIAMS JUNE

Enrollment Troubles Stand Out Among Institutions

Community-college enrollments dropped 9.5 percent this fall relative to a year ago, more than four times the reductions among four-year institutions.

Fall 2020, enrollment percent change from previous year, by sector



Steep Declines In Many States

Community-college enrollments fell by 10 percent or more in autumn 2020 from the same time last year in nearly half of the 33 states for which data for public two-year colleges were available.

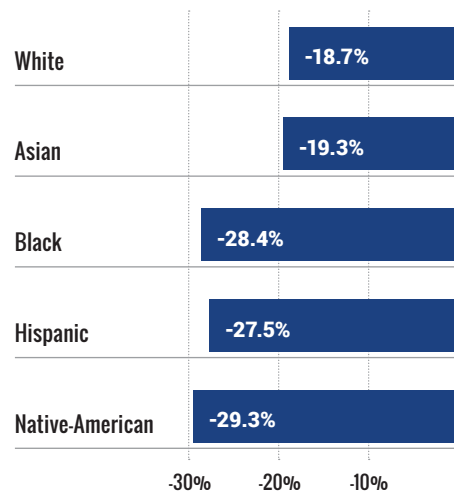
Fall 2020, enrollment percent change from previous year, by state

Montana	-17.8%
Arizona	-17.5%
Tennessee	-15.4%
Florida	-14.7%
Michigan	-13.2%
Alabama	-12.9%
Pennsylvania	-12.7%
New Mexico	-12.4%
Illinois	-12.0%
Oregon	-11.9%
Kansas	-11.7%
North Dakota	-11.6%
New York	-11.4%
New Hampshire	-10.6%
Iowa	-10.5%
Missouri	-10.0%

Enrollment Fell Among Freshmen

Even the number of Hispanic first-time students at community colleges fell sharply in autumn 2020, after growing 3.2 percent the year before.

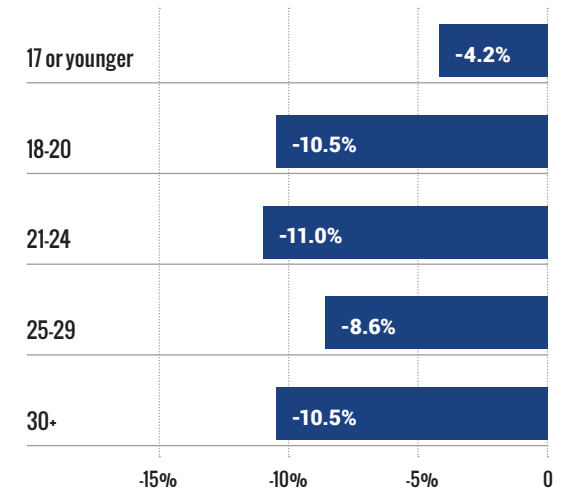
Fall 2020, enrollment percent change from previous year, by race/ethnicity



Drops in Every Age Group

Public two-year college enrollments decreased across all age groups, with double-digit declines in students of traditional age (18 to 24) and in students who are 30 or older.

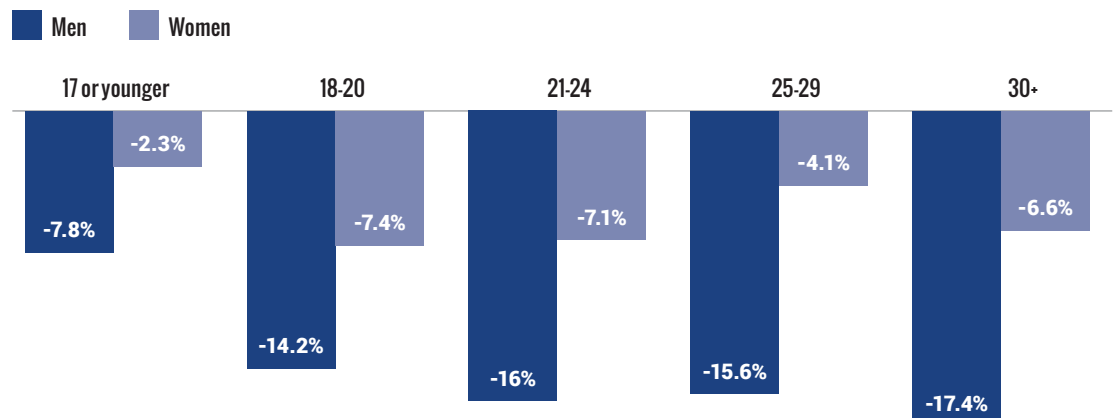
Fall 2020, enrollment percent change from previous year, by age



Men Are Missing From Campus

Enrollment of men at community colleges, which fell more than enrollment of women across every age group, had an overall decline in autumn 2020 far steeper than that of women.

Fall 2020, enrollment percent change from previous year, by gender and age



Source: National Student Clearinghouse Research Center, November 2020

The Pandemic Is Dragging On.

AT FIRST, she thought everything would work out if she just got up earlier. So Naomi Rutuku, an associate professor of English at Bakersfield College, began rising at 5 a.m. Her husband would make her coffee and then head out to his job as a wind-turbine technician, leaving her with a few hours of quiet before the kids, ages 2 and 4, demanded attention.

She had a lot to take care of: four composition courses, plus a literature class she taught for extra pay after the public college had frozen a promised raise in the wake of the pandemic. There were dozens of emails to field from colleagues, discussion posts to review, writing assignments to grade, Flipgrid videos to watch. Then she had her own videos to produce, while managing dozens of check-ins to keep track of nearly 140 students, many of whom remained dark squares on her screen.

BY BETH McMURTRIE

She knew the pace was unsustainable. Legions of professors are hitting the wall in their own ways. For some, like Rutuku, the problem has been a crushing workload combined with child-care challenges. For others, it's a feeling that their institution expects them to be counselors and ed-tech experts on top of their regular responsibilities, even if it means working seven days a week. Black and Latino professors are bearing additional burdens, supporting students of color and contributing to the national debate on racism. Meanwhile, adjuncts are barely hanging on, hoping that budget cuts don't end their careers.

Professors Are Burning Out.





For professors of all types, their responsibilities as teachers are causing many of them to feel pressed to meet the needs of the moment. Like many instructors, Rutuku prides herself on her teaching. And she believes that her students, most of whom are lower-income and trying to get a leg up in life, need to know how to write effectively. She couldn't cut back, she feels, or they would be shortchanged.

She worried about shortchanging her own kids as well, as she tried to be both parent and professor. Yet day care did not seem viable, because of Covid-19, and she hesitated to take them outside, where the air was hot and smoky from the California wildfires. She felt stuck. Stuck with an enormous workload spawned by a pandemic with no end in sight. Stuck without the presence of co-workers, on whom she relied for camaraderie and support. Stuck trying to live up to the expectations she had set for herself.

As exhaustion sank in, the 5 a.m. rising turned into 6 a.m., for an extra hour of sleep. Then one morning she walked into her home office, and her brain simply wouldn't work. She couldn't grade. She just sat there. "To try to jam-pack everything in these three or four morning hours," she says, "it became clear to me I couldn't sustain that kind of work anymore."

She started getting up at 7 a.m., but that didn't fix anything. Even a plea for advice from fellow instructors on Facebook, following that paralyzing morning, resulted only in well-meaning suggestions that would lead to more work.

Finally, she and her husband broke down, and this week sent their kids back to day care.

"It's terrifying and expensive," she says, "but I was just becoming this sort of person I didn't like or even recognize, which wasn't healthy for anyone in the house."

BURNOUT is a problem in academe even in the best of times. Shrinking budgets, growing workloads, and job insecurity in a profession where self-sufficiency is both expected and prized put many faculty members at risk before Covid-19 placed higher education on even shakier footing.

Now professors across the country are treading water, feeling overwhelmed and undersupported, and wondering, like Rutuku, how long they can hang on.

In a forthcoming survey of more than 1,100 faculty members, more

"I was just becoming this sort of person I didn't like or even recognize, which wasn't healthy for anyone in the house."

than two-thirds said they had felt "very" or "extremely" stressed or fatigued in the previous month. The survey was conducted in late October by *The Chronicle* and underwritten by Fidelity Investments.

And a recent survey by the American Council on Education listed the mental health of faculty and staff members as the third-most-pressing concern

for college presidents, behind the mental health of students and their institutions' long-term financial viability.

Hopelessness and exhaustion are signs of burnout. They're also signs of what everyday life feels like now for college professors, says Rebecca Pope-Ruark, a teaching-and-learning specialist at the Georgia Institute of Technology, who is writing a book about faculty burnout. "It's perhaps one of the first times almost everyone had the exact same problem," she says.

If the pandemic has stripped teaching of what makes it invigorating, it's also exacerbated aspects of academic life that were already challenging professors' mental health, such as the impulse to work hard to meet students' needs, even at the cost of depleting themselves.

But professors can take steps to help themselves stave off burnout, Pope-Ruark says. While hopping on yet another Zoom call may not feel like the most appealing option, she has advised professors that creating virtual networks with colleagues is important.

They could be colleagues on campus, academics in your field, or people with other common interests. Pope-Ruark belongs to several groups, including one for women in academe. They hold coffee hours, talk about career and family issues, and convene writing groups. Administrators could help by creating forums for faculty members to talk freely — and without administrative oversight — about teaching during the pandemic.

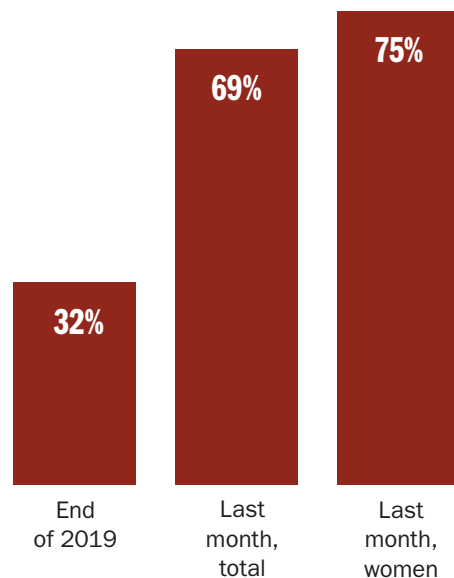
"If we start talking about it, the more we don't have the shame associated with it and

the better we can get together," she says.

Academic life can be competitive and can breed perfectionism, something that Pope-Ruark encourages colleagues to keep in check. "I'm still in that mode of, it's OK to have lower expectations than you would have in a traditional semester," she says. "Most faculty members are overachievers in general. But it's survival mode we're in."

Asking professors to simply push through the current moment isn't sustainable, says Cate Denial, a history professor at Knox College, in Illinois, with an active Twitter presence and a blog in which she

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writes frankly about those struggles. “There seems to be this general sense of business as usual. Like, we’ve got to put our shoulders to the wheel,” she says. “The steadfast commitment to pretending it’s not happening is really damaging.”

Without additional support, such as mental-health counseling and help for caregivers, Denial and other observers fear that some faculty members, particularly those with small children, may fall ill or quit. Others could see the quality of their teaching suffer.

At a time when higher education is struggling to convince students and their families that college is worth the cost, and that high-quality teaching is possible despite the pandemic, those are troubling risks.

TO JULIA BECKER, an art professor at the University of Providence, the pandemic has amplified and accelerated existing problems in higher education. Her university, a tiny liberal-arts institution in Montana, closed 11 programs last year, scrapping the art major in the process. Her tenured position was eliminated shortly before Covid-19 hit, and she was moved to part-time status, with a significant cut in pay.

When instruction stayed largely virtual this fall, one of her two remaining art colleagues decided he would retire rather than try to figure out how to teach photography and ceramics online. Becker is now teaching three courses virtually, with some students in locations so remote it is hard for them to purchase art supplies. She also spent \$1,400 — “money that I don’t really have” — to set up a video-friendly art studio in her home.

“Much of the work, the worry, and the expense has fallen on us low-paid professors,” she says.

At 63, Becker focuses more on helping her students get through the semester than on rebuilding her career. But she is distressed, she says, by a lack of professional and technical support from the college as she struggles to figure out how to teach her highly tactile and interactive classes from a corner of her bedroom.

“I realize the university was scrambling to help students, and I appreciate that,” she says. “But they were not considering the faculty. They just assumed we would figure it out, and we would make it work. That blanket assumption is difficult and expensive.”

In nearly a dozen interviews with faculty members across the country, many echoed the sense that administrators didn’t fully understand what it means to be on the front lines, teaching virtually or socially distanced from students facing their own pandemic-generated crises.

“It would be nice to have someone call me or email me,” says one professor, Mary Elliott, who teaches at a small, public liberal-arts college in Nebraska. “How are you doing? How are things going? Just that simple gesture would be great.”

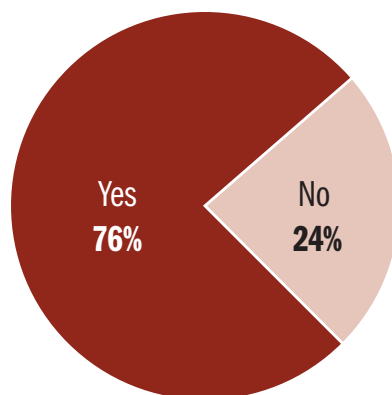
Elliott has been teaching for more than 30 years but has never felt as disregarded as she does now. An associate professor at Wayne State College, where she teaches fashion and merchandising, she has a six-course instructional load this semester.

Her college chose to bring students back to campus this fall, so she is in the classroom every day, she says, often with people spaced less

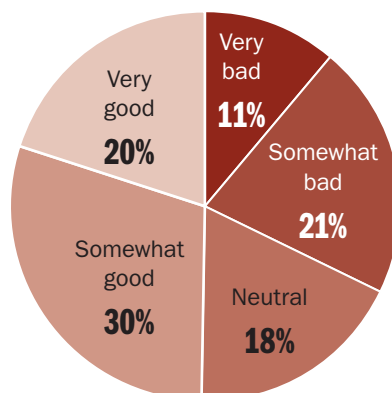
than six feet apart. A collegewide attendance policy allows students to be absent as needed, something she endorses. Yet she also believes that some students are taking advantage of this leniency. At any given time, one-third of her students aren’t there. Some tell her they are in quarantine; others simply don’t show up.

Meanwhile, Elliott says, she arrives on campus every day by 7:30 a.m. She tries to go home by 5 but isn’t always successful. She comes in on Sunday mornings, too. When not in class, she heads to her office and shuts the door, to stay safe. She worried at first about catching Covid-19, but now, she says, “I try not to feel, because it’s too emotionally depressing.”

Has your workload increased since the start of 2020?



How would you describe your institution’s efforts to support faculty in their work and lives during Covid?



SOURCE: CHRONICLE/FIDELITY SURVEY

MANY faculty members are still grappling with the fundamentals of online teaching. They say that technical problems, students’ reticence in online classes, and a host of other issues are wearing them down. While many colleges offered training over the spring and summer, that hasn’t made the experience of teaching online much easier for a lot of professors.

William Sager, a professor of geophysics at the University of Houston, took more than a half-dozen hours of instruction in teaching online over the summer, expecting that it would prepare him for a better experience than he had last spring, which he calls a disaster. He had lost touch with nearly all 250 of his students in an introductory oceanography course after classes went asynchronous, in March. He also had to deal with “massive cheating” on tests.

But his training has proved of little help in his online classroom this fall. Testing software has been glitchy. He can’t seem to get effective discussions going in breakout rooms. And during class time, he sometimes ends up fruitlessly punching buttons as he tries to get the chat functions and PowerPoint displays to work properly.

“How many hours can I spend a day, trying to figure out how to do this or that?” he asks. “I want the answer now, not the thing that tells me I have to listen to an hour’s worth of stuff to find a nugget of information.”

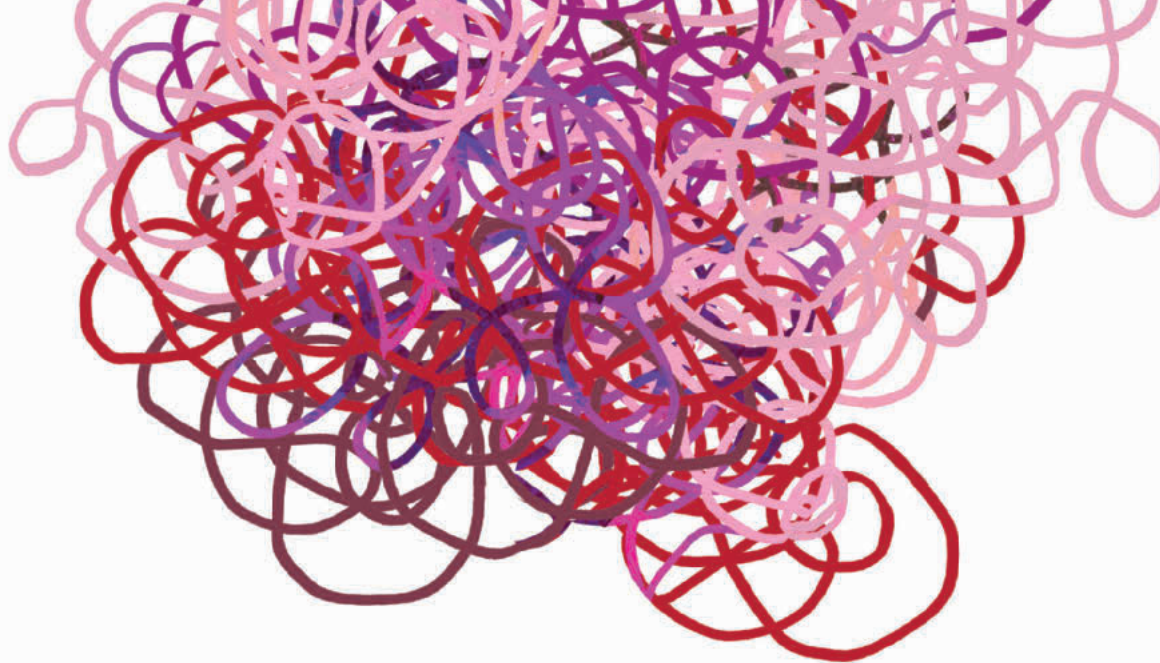
“I needed a motor scooter,” he says, “and they gave me a 747 without an instruction manual.”

The other week he discovered that his students could enter a test from Blackboard in

four ways, and he wasn’t sure how to connect them from those different entry points to the lockdown browser used to prevent cheating. “I felt like I was on a tightrope,” he says, “hoping it wouldn’t wobble.”

He has little idea whether his colleagues are facing similar problems, because departmental meetings never focus on teaching. Nearly every professor interviewed agreed that little discussion occurs within their departments, or on campus generally, about teaching challenges, the struggles of their students, or their own feelings of stress and exhaustion.

Instead, as Sager found, people talk about issues like course-scheduling logistics or faculty searches, which were thrown into disarray by hiring freezes. He attributes part of that reluctance to speak about teaching difficulties to a sense of disconnect, since people are no longer face to face. But part of it, he believes, has to do with the faculty



work ethic. “Most professors work hard, and we all feel lucky to have a job,” he says. “I feel personally like, stop whining. Just get it done.”

Many faculty members find an ally or two with whom they can commiserate or seek help. But that reliance on a small circle of people can also be

limiting. As Sager describes it, when talking about the colleagues he turns to for help with teaching, “I don’t want to burden them to do the extra work to hold my hand.”

For many professors, the stresses of teaching online have been compounded by their inability to effectively continue their research. Already, women have seen a relative decline in research productivity compared with men, probably because of their increased caregiving responsibilities.

Several faculty members interviewed, male and female, said they were struggling to focus on research. For some, it is a result of mental fatigue.

The pandemic has also thrown logistical barriers in their way. Sager has two labs on campus. One is in a poorly ventilated space, so bringing graduate students in with him is out of the question. In the other, his students prefer to work from home, so he meets with them over Zoom.

Meanwhile, he finds that he’s forgetting things, like writing letters of recommendation for his graduate students. He even forgot to attend his niece’s wedding, which was live-streamed. “I am mortified,” he says, “and will spend the weekend apologizing to my sister.”

There is no workshop, no teaching video, no manual to help professors thrive during this time. Instead, social media — whether Twitter, Facebook, or blog posts — have proved to be an important release valve for people like Robin Mitchell, an associate professor of history at California State University-Channel Islands.

Early one morning in October, she was having a rough day. “Anybody else wake up feeling hopeless?” she tweeted. Her online friends, she figured, had her back. “Same,” “Totally get this,” “Hang in there!” they responded.

But Mitchell knows that it won’t be long before another wave of exhaustion washes over her. She is teaching four courses this semester, and every time she is about to flip on her camera, she gears up for another high-energy performance.

She signs on early to chat, scans students’ faces for signs of fatigue or disengagement as she speaks, and calls on them regularly so they don’t zone out. “I am a teacher that excels in face-to-face teaching,” she says. “It takes a tremendous amount of energy to be up and excited and push them the way I would do in a regular class.”

Being able to see her students is great, she says, but being invited into their homes also brings worries. Roommates, family members, messy houses — all make an appearance, intentionally or not. And what happens when she teaches fraught topics like Jim Crow?

“How many hours can I spend a day, trying to figure out how to do this or that? I want the answers now, not . . . an hour’s worth of stuff.”

Showing a photo of Emmett Till’s beaten body in a classroom is challenging enough. But in an online class, she must be mindful of how it might affect students when it is coming into their homes.

For many faculty members of color, the invisible labor they normally shoulder has also increased. The

pandemic, says Michelle Moyd, an associate professor of history at Indiana University at Bloomington, “has peeled back all of the layers of things that are in some ways masked.”

After the death of George Floyd led to nationwide protests for racial justice this past summer, the Center for Research on Race and Ethnicity in Society, where Moyd is associate director, was asked to put together a series of panels, live-streaming seven weeks of events focused on systemic racism. She took on that work on top of caring for her 7-year-old daughter, who was at home because of the pandemic.

“I ended the summer feeling a lot of anger,” she says, “about the way the university asked us to do these things, uses our work, and then at the same time does not seem to have resources to support what we need and want in terms of new faculty hires, retention efforts, funding the things that would allow us to grow the pool of marginalized folks to stay here long term.”

Similarly, for Mitchell, the pandemic, economics, and politics are intertwined in her work and her life.

Her students are mostly Latino “working-class kids,” she says, holding down full-time jobs to put themselves through college. Her courses on European history also draw white students interested in studying European wars. She is one of only four tenured or tenure-track Black professors on campus, she says, and her classroom conversations can be complicated, particularly when she gets into the “deeply uncomfortable” history of Europe’s treatment of Black people in other nations. “We are living in a world right now where I’m constantly having to remind them that my life matters,” she says. “Every day.”

She was outraged by the White House’s Columbus Day proclamation, which criticized “radical activists” who sought to “undermine” Columbus’s legacy. Mitchell decided to talk about it in class, and found strength in the lively discussion that followed. “I love my job,” she says. “I wouldn’t be doing this job, with this kind of pressure attached to it, if I didn’t feel like it’s a noble calling. And that’s important to say.”

But Mitchell doesn’t find much support from administrators. “I don’t believe they’re evil,” she says. “I believe they don’t know what it’s like to be in the classroom and teach eight times a week, do prep work, do administrative service work, and then do your own research.”

“We seem to be oftentimes the last people that people are thinking about,” she says. “Or what they say to us is, ‘You guys are rock stars.’ We’re not rock stars; we’re exhausted.” ■

Beth McMurtrie is a senior writer for The Chronicle, where she writes about the future of learning and technology’s influence on teaching.

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The Long Tail of an Unprecedented Crisis

How can college leaders support faculty members during this difficult time?

WE ARE more than nine months into the pandemic. Colleges are teaching remotely and moving interactions online — which has had a profound effect not just on students but on professors as well. Faculty members are stressed. They're tired. They're anxious. And they're finding less enjoyment in teaching. Some have even thought about leaving the academy altogether. Those are some of the results from a national survey that *The Chronicle* and Fidelity Investments conducted in late October.

What can college leaders do to better support faculty members during this difficult time? *The Chronicle* convened a virtual event to discuss the challenges and possibilities of this harsh new teaching landscape. The panelists were Sian Beilock, president of Barnard College; Jonathan Holloway, president of Rutgers University; Kiernan Mathews, executive director of the Collaborative on Academic Careers in Higher Education, at Harvard's Graduate School of Education; and Katherine Rowe, president of the College of William & Mary. The event was hosted by Liz McMillen, executive editor at *The Chronicle*.



KATHERINE STREETER
OR THE CHRONICLE

Liz McMillen: Does anything about the survey findings surprise you?

Katherine Rowe: I'm not surprised. We're managing unprecedented challenges and doing things for the first time with very high stakes. It's understandable to feel skeptical and fearful. The level of uncertainty has been really, really high for everybody.

Sian Beilock: Faculty are not just faculty. They're often parents, and they're often caring for their parents. Something that I'm acutely focused on is that women in the survey tended to feel much more negative about work-life balance. That comes down to child care and who is doing a lot of the tasks in the home. As administrators, but also as faculty looking at tenure dossiers, we're going to have to think about that, not just this year but well into the future. Frankly, it's a really hard task.

Jonathan Holloway: The last thing that Sian said is worth emphasizing. We're going to come out of this, somehow, in about a year's time, but this is a three- or four-year challenge in terms of faculty job satisfaction, job security, the market, work-life balance, etc. That's the thing we haven't fully wrapped our head around yet. I don't know how we can, but acknowledging that there's

going to be a long tail to this virus is an important thing to point out.

Beilock: Yeah, and the tail will not be uniform for everyone.

■

McMillen: Like so many things with this pandemic, it's worse for the already vulnerable. What about the first-year professor who landed on campuses this fall — they've known their colleagues and their students only virtually. Jonathan, you were in the same position, in some sense. You started at Rutgers in July, five months into the pandemic. What insight does this give you into what new faculty members are dealing with right now?

Holloway: Rutgers is, by and large, remote this semester. The

things that, for me, make a campus feel real are not here — foot traffic; being in a classroom; going out and talking to people. So being a president feels like an abstraction in many ways. For new faculty members, I imagine it's much the same.

“The kinds of invisible labor that have been so hard to factor into our working lives are visible now.”

The first year or two are about socialization — trying to understand your colleagues. That’s body language, small conversations with the person in the office next door. That’s not available now. What will the effects be in two and three years, when that first-year faculty member is up for a midterm review? What expectations are we going to have?

Kiernan Mathews: Orientation has traditionally been a one-day affair, if that. They show you where the bathroom is and hand you the keys. But more institutions are seeing an opportunity throughout the whole first year to create opportunities for socialization. The research tells us that the first year is when we create that bonding, that social capital, that stickiness that keeps faculty loyal, committed, engaged. What effect will a year of Zoom meetings have on that stickiness?

Rowe: I want to pick up on a couple of themes — flexibility and the disproportionate labor for women and underrepresented faculty. It’s possible that there are some silver linings here. The kinds of invisible labor that have been so hard to factor into our working lives are visible now. On Zoom, we can see the family members you’re juggling work with. There’s some real benefit, I think, culturally and organizationally, if we attend to that in very intentional ways. A key part of doing that is the imperative of flexibility.

Beilock: There’s a place for higher-education leaders here in terms of not only encouraging that flexibility but thinking about how your campus can be reoriented or rejiggered to support that. For instance, we’ve deployed hundreds of our work-study students to tutor faculty kids, especially while faculty members are teaching. Our students have said that it’s been so amazing to get to know the faculty in such a personal way. And what’s more personal than interacting with someone’s children?

■

McMillen: We know women are shouldering the burden of caretaking. Their research productivity is declining in this moment. How can your institutions ameliorate those effects long-term?

Beilock: When I was pregnant with my daughter and I was at the University of Chicago, we still didn’t have a policy where both spouses could take leave. If you both worked at the university, only one parent got to take it. That’s changed now, and that’s really important. The research shows that where we thought extending the tenure clock for childbirth would be really beneficial to women, it turns out that it’s often men who are able to use this time to advance their careers. Women are taking care of the children. These one-size-fits-all policies don’t always work the way they’re intended. You need a tool bag of approaches.

Mathews: The problem with tenure delays right now is that a tenure delay is also a pay delay. It’s a delay in all of the benefits and all of the rewards of being promoted. It’s clear already that

“If we don’t turn to the policies ... that we use to promote people, we’re going to have a whiter, more male academy in the future.”

women are going to be delaying their clocks a lot longer. People of color, who are more likely to know somebody who has been harmed, if not killed, by this pandemic, are more likely to be delaying their tenure clocks. So the concern that I have is that if we don’t turn to the policies, the structures, the narrow, status-quo definitions of excellence that we use to promote people, we’re

going to have a whiter, more male academy in the future.

■

McMillen: Can you give an example of how a tenure-and-promotion policy would change to reflect different criteria for excellence?

Mathews: All of the service that we ask the faculty to do, particularly women and faculty of color — we expect so much more of them. But so little of that is genuinely recognized in tenure and promotion. A more inclusive definition of excellence would reward faculty members for the labor that we’re actually expecting them to undertake when we hire them. Look at the Faculty Workload and Rewards Project at the University of Maryland. It’s a tool kit, a real hands-on approach.

■

McMillen: Pandemic conditions might continue for another six or 12 months. What have you learned about how to help faculty members thrive? What would you change next year?

Beilock: We made a decision very early on that deciding how you’re going to teach — online or in person — is part of academic freedom. It’s just like deciding what you teach and where you teach. And so we’ve really left that up to our faculty.

Rowe: We radically expanded the group that consults on decision making. What had been about 20 people has become 80. We meet every other week: administrators, staff, and faculty members from all of our five schools. So one lesson for me was to adapt a kind of nerve hub of problem solving and communication. Also, lean into shared governance.

Holloway: Communication and consistency. The more an administration can be methodical — almost to the point of boredom — when it comes to providing information, the calmer everybody will be. Everybody is stressed, and angry, and scared, and nervous. Communicating openly and being steady is the best way forward.

Mathews: When we looked at our Faculty Job Satisfaction Survey and saw the pre-shutdown and post-shutdown data, the biggest difference was in faculty attitudes on leadership. Faculty members were much more likely to view their leadership favorably because they acted swiftly. They did the right thing. They shut down and were willing to do whatever it took to be safe. If you survey faculty members now, they might say something different. Too many colleges and universities are stringing the faculty members along. They are beleaguered. They are exhausted. So my message: Work with your faculty.

■

This conversation has been edited for length and clarity.



SOUTHWESTERN UNIVERSITY

A Message from Southwestern University's Board of Trustees

With Southwestern University's 180th fall semester well underway, the Board of Trustees extends our warmest welcome to the 1,506 new, transfer, and returning students who have chosen this University as their academic home. We want to acknowledge the leadership team, faculty, staff, and students at Southwestern who came together to work toward one common purpose: ensuring that everyone could safely return to campus amid the COVID-19 pandemic.

For Southwestern, reopening our picturesque campus, which sits on 700 acres on the edge of Austin, a hub for technology, music, and food, means our students continue to reap the benefits of in-person instruction, small class sizes, a 12:1 student-to-faculty ratio, and a tightly knit intellectual community. Our faculty are nationally recognized experts in their fields and dedicated mentors to our students. Our University is successful when our students are successful. By that measure, we have reason to be proud: within 10 months of graduation, 86% of our students are accepted into elite graduate schools or enter their first career.

Over the past year, Southwestern celebrated many remarkable achievements. The University appointed its 16th president, Laura E. Skandera Trombley, the first woman to lead our institution. In November, our women's soccer team claimed its first Southern Collegiate Athletic Conference (SCAC) Championship in program history. One of our athletic and academic standouts, Alexis Dimanche '20, became the first Southwestern tennis player to receive the Intercollegiate Tennis Association (ITA) National Arthur Ashe Jr. Leadership and Sportsmanship Award in May. Alex Bell '21, a Southwestern senior majoring in anthropology, was awarded a Benjamin A. Gilman International Scholarship. The highly competitive scholarship allows U.S. undergraduate students with financial need to continue their academic studies or intern abroad. Although Bell's international experience was paused due to COVID-19, this outstanding student joins the ranks of 17 other Gilman Scholars from Southwestern since 2012.

And one year ago, we completed the state-of-the-art Fondren-Jones Science Center, which exemplifies our commitment to sustainability and the ongoing evolution of a campus powered by renewable and clean energy.

This fall, the University welcomed our second largest total enrollment and most diverse first-year class in our history to campus. Southwestern is committed to inclusive excellence and creating a socially just community. Our student body is also geographically diverse, representing 33 states and 12 countries, and 20% were in the top 10% of their high school class.


Southwestern's financial forecast remains strong. The University has raised over \$76,000,000 in new gifts and pledges in the last three years in support of student and faculty excellence. In addition, we have 12 new endowed chairs and professorships. We have also funded more than 200 high-impact experiences, including paid internships, student-faculty research projects, community-engaged learning opportunities, and study abroad assistance in just the last year.

Since 1840, Southwestern has been the top-ranked liberal-arts university in Texas. We have upheld that reputation for the last 180 years, with *U.S. News and World Report*, *Washington Monthly*, and *The Princeton Review* all ranking us the #1 liberal-arts school in the state. *The Princeton Review* also ranks our career services as #1 in Texas and #3 in the nation. These accolades reflect the achievements of our high-performing and highly motivated students as well as the talents of our dedicated faculty, staff, and alumni.

This has been a challenging year for us all, but Southwestern continues to demonstrate its resilience and unwavering commitment to providing a life-changing undergraduate experience for our students.

With regards,
Southwestern University Board of Trustees



A woman with dark, curly hair and a pink top is shown from the side, looking at a collage of news headlines. The background is a grey sky with clouds. The headlines are on white strips with a repeating pattern of 'CAMPUS' and 'REFORM' in red and black. The first headline reads:

University of Wisconsin prof: the return of college football is a 'reflection of racism & capitalism'

Prof who said white people 'take up space' now says whites can't decide what's racist

Prof "ashamed to be an American" after hearing charges in Breonna Taylor case

'Racist,' 'demon,' 'scumbag,' 'white boy': Profs take aim at Pence during VP debate



The Outrage Peddlers

Are Here to Stay

By **NELL GLUCKMAN**

Sami Schalk, associate professor of gender and women's studies
at the U. of Wisconsin at Madison

PHOTO ILLUSTRATION BY THE CHRONICLE

SAMI SCHALK has a protocol for when Campus Reform gets in touch. When a reporter from the conservative news site emails her to ask about a recent tweet, the associate professor of gender and women's studies at the University of Wisconsin at Madison sets the plan in motion. It's happened several times this year.

Campus Reform regularly publishes articles rehashing professors' tweets and comments, presenting them as evidence of what it considers liberal bias on college campuses. Schalk has an active Twitter feed and is a frequent target.

"I am aware of being heavily monitored," she said.

Schalk knows that after an article about her is published, she'll hear from *Campus Reform* readers. If a more prominent site, like *Breitbart* or *Fox News*, picks up the story, she'll be inundated with emails, messages on Twitter, and calls to her department and administrators.

The messages are vile. People label her with racist and sexist slurs. They compare her to animals and try to shame her for how she looks. Schalk has filters set up to block certain emails. She asks a friend to scan the other emails in case they contain a threat to her safety.

"I don't want to censor myself, so I'm not going to," said Schalk. "I have to accept that this is what comes with it."

Just a few years ago, professors didn't have a protocol for dealing with *Campus Reform*. It sent the scholars it targeted into retreat and administrators scrambling to respond. The site is now about 10 years old, and much of higher education is learning to live with it. Professors like Schalk have fortified themselves against the hate mail — and found allies elsewhere in academe.

Appearing in a *Campus Reform* article takes a toll. One scholar who has researched the news site has found that professors of color are disproportionately represented in its articles — and they often suffer the ugliest consequences.

Campus Reform's breakthrough coincided with the dawn of the Trump era, a time when officials at the highest levels of the U.S. government began echoing the outlet's central message: that radical, liberal professors are indoctrinating students, with many college administrators cheering them on. Though President Trump has lost re-election, his enduring appeal signals that Trumpism — and its disdain for intellectuals — is here to stay. So is *Campus Reform*, an ever-present expression of that disdain.

Campus Reform's managing editor did not respond to multiple requests for an interview.

SCHALK'S PROTOCOL goes like this. She sends a text message to Meredith McGlone, director of news and media relations at the University of Wisconsin at Madison. They've texted so often that they've become friendly. One of the two notifies the university's IT team, which removes Schalk's contact information from the Wisconsin website, first for a week, then for a month if needed. Over dinner with a friend, Schalk hands over her phone, and her friend reads through her email to see if there's anything seriously concerning.

Schalk also puts a message on her Facebook page to let her friends know that it's happening again. Friends send her flowers or bring her food. She warns her department, because its administrative assistant gets calls, too.

Each ordeal is "just a total waste of time," Schalk said. "It just exhausts you."

Sirry Alang's first experience with *Campus Reform* was in 2017, when she co-taught a summer class for high-school students called "Black Lives Matter Less." The *Campus Reform* article accused Alang, an associate professor of sociology at Lehigh University, of teaching students that "'the racial hierarchy' and 'white supremacy' impact the health of African Americans."

Yes, Alang thought, and what's wrong with that?

This year she appeared on the site again after she made comments about Breonna Taylor. Each time, Alang said, she received a few nasty emails.

But then what had once been a slightly disturbing annoyance turned

"It's usually not about the things that I say. It's who says it."

truly scary. During the vice-presidential debate, in October, she tweeted: “The devil, satan, lucifer, the serpent that deceived Eve, the father of all liars, should be taking lying lessons from Mike Pence.”

A joke, she thought.

Campus Reform featured her tweet alongside those of several other professors, including Schalk, posted during the debate. Then *Fox News* picked it up.

Around 5 p.m. that Friday, she got an onslaught of emails, Twitter and Facebook messages, voicemails, and comments on her personal website. They called her the c-word, the N-word, told her they’d burn down her house, referenced hunting season, and said they hoped she got cancer.

“I’ve never seen anything like this in my life,” Alang said, “and I’m used to these kinds of attacks.”

FOR MANY PROFESSORS, the attacks are a complete surprise. But their experiences have become common enough that an infrastructure of support has emerged to help them.

Alyssa Johnson, an assistant professor of biology at Louisiana State University, had never heard of *Campus Reform* before she was contacted by a reporter there. One of her tweets appeared in a story on the site in June, after a video circulated of an incoming LSU student shouting a racial slur. Amid calls for action, the university posted a statement condemning hate and bigotry, but added that it is “subject to constitutional limitation on our ability to take action in response to free speech.”

Johnson wrote on Twitter that if LSU wouldn’t take action, professors could. She said she would drop from her courses students who were known to perpetuate hate speech. She meant it as a message to students, Johnson said, so they would know that “there was someone in their corner at LSU.” She later deleted the tweet, but a screenshot posted by *Campus Reform* was also included in stories on *Breitbart* and *Fox*.

With each new story, Johnson’s inbox filled up again. She was called a “stupid cow,” an “arrogant slut,” “dirty and disgusting,” and a “zipperhead,” a slur against people of Asian descent.

“That’s when I and my family got scared,” she said. “We left town for a week.”

At first, Johnson blamed herself for putting her family in danger. The messages made her feel as if she’d done something reckless and irresponsible. “I did read most of them,” she says, “because I wanted to know if there was an actual threat, if someone had my address.”

Johnson also received an email unlike the others. It was from Isaac Kamola, an assistant professor of political science at Trinity College, in Hartford, Conn. He’d noticed that she’d appeared in a *Campus Reform* story, he told her, and that she could expect to receive an onslaught of emails — an experience that could be isolating and scary. He also said he’d been studying the site and gave his analysis.

“While *Campus Reform* portrays itself as a news outlet, its primary goal is to provoke outrage, and seed online and partisan attacks against faculty,” he wrote. “Their choice of topics, their tone of moralizing outrage, and their slanted and often blatant misrepresentation of materials is designed to stoke outrage at ‘liberal’ professors, with the political intent of creating a viral sensation that circulates through a highly partisan right-wing media ecosystem, and into the broader public discussion.”

It’s a version of the email that Kamola has sent to just about every professor he has seen appear in *Campus Reform* stories since January. Johnson said it did make her feel less alone. She agreed to talk with other professors who were going through the same thing, to help them understand it.

Kamola had heard a lot about *Campus Reform* in 2017, after Trump’s election, when people like Johnny Eric Williams, his colleague at Trinity, appeared in an article that led to death threats serious enough that the college closed the campus temporarily. Last year one of Kamola’s friends from graduate school appeared in an article and received threats that led to security officers’ escorting her to and from her campus for a time.

“I was so mad that I had taken my eye off this ball,” Kamola said.



PHOTO ILLUSTRATION BY THE CHRONICLE

Sirry Alang, associate professor of sociology at Lehigh U.

“These stories are not breaking through in the national news the way they were in 2017.”

He started researching the site and is writing a book for Pluto Press, set to publish in October 2021, about how *Campus Reform* “fits into the Koch-funded infrastructure.”

Campus Reform is operated by the Leadership Institute, a non-profit that seeks to prepare conservative students for jobs in politics, government, and the media. On its 2018 tax form, the Leadership Institute called *Campus Reform* a “watchdog to the nation’s higher-education system, exposing bias and abuse on the nation’s college campuses.” Professional and student journalists and student activists “report on the conduct and misconduct of university administrators, faculty, and students.” Some of the nonprofit’s donors include the Charles Koch Institute and the Bradley Impact Fund, which supports “fidelity to the Constitution” and free markets, according to its website. The Leadership Institute’s total expenses for that year were \$19.3 million, \$1.45 million of which went toward *Campus Reform*, the tax form said, an increase over the previous two years.

Morton Blackwell, founder and president of the Leadership Institute, declined a request for an interview.

Kamola also started tracking the professors who appeared in *Campus Reform* articles. He hired research assistants, who look at the website every day and contact the professors mentioned. They call themselves the Faculty First Responders.

Along with the generic email, they now also send faculty members advice on how to respond to the story, what to tell their administrators, and guidelines for what they think administrators should say publicly.

The Faculty First Responders send what they consider good examples of supportive responses from college presidents, like one from Kent Syverud, chancellor of Syracuse University, after a professor encouraged students to join a counterprotest to a “March Against Shariah” rally. Syverud defended the professor’s freedom of speech.

Joanne Berger-Sweeney, president of Trinity College, said that some college presidents and boards of trustees now understand the site a little better.

“If you had asked the majority of college and university pres-

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idents about *Campus Reform* in 2016 or 2017, the majority, my guess, would not have known very much what you were talking about,” she said.

“These stories are not breaking through in the national news way they were in 2017,” Kamola said. “But it is having an effect on a number of faculty members.”

L.D. Burnett, a history professor at Collin College, in Texas, and a *Chronicle* contributor, was also included in the *Campus Reform* article about the vice-presidential debate. She had tweeted that “the moderator needs to talk over Mike Pence until he shuts his little demon mouth up.” Collin College posted a statement saying it was aware of “the hateful, vile, and ill-considered Twitter posts by one of its faculty members” and called the comment “a setback to the hard work and dedication of our campus community.”

“My college president’s response wasn’t just a betrayal of my colleges’ responsibility to stand by its faculty on issues of free speech, but it put me in danger,” Burnett said. “Real danger. What the college response did was endorse the anger of all the people who decided I was vile and hateful.”

Burnett studies the culture wars and intellectual history. She decided to put up a fight. She posted emails she received from a *Campus Reform* reporter on Twitter. She wrote publicly about her administration’s response in *The Chronicle Review*. The organization FIRE, a free-speech group, has sent letters to Collin College on her behalf.

Burnett sees *Campus Reform* as part of a backlash that started in the 1970s, when women and people of color made gains in the work force. It was at that time, she said, that conservative groups, like the Leadership Institute, founded in 1979, sprang up to limit the advances of a quickly diversifying academe.

“*Campus Reform*’s aim is not and cannot be to devalue a Stanford degree or topple Harvard University from its pedestal at the top of higher education,” Burnett said. Its agenda, she argued, is to “use ginched-up outrage” to make people less willing to support public higher education with tax dollars.

And Burnett thinks it’s working. She got a phone call from someone who identified himself as a Collin County taxpayer who was angry at the idea that his tax money might be going to her salary.

Alang, the Lehigh professor, felt similarly. “Their whole idea is to discredit higher education,” she said. “It’s discrediting women and especially people of color in higher education.”

Rarely do the people writing to her engage with her ideas. It’s her as a person — a Black woman, who is an immigrant — that they seem to have a problem with.

“It’s usually not about the things that I say,” she said. “It’s who says it.”

Stefan M. Bradley, a professor of African American studies at Loyola Marymount University, connected the phenomenon to opposition to Communism in the late 1960s. The activist and philosopher Angela Davis, for example, was fired from her position at the University of California at Los Angeles because she was a member of the Communist Party.

“Much of it was couched in the rhetoric of the state not tolerating anti-American rhetoric, and the state insuring that Communism doesn’t infest the educational system,” Bradley said. When scholars questioned the racial politics of the time, “somehow that got translated into being anti-American.”

Schalk, the Wisconsin professor, said she had come to understand why the people writing to her were so mad. “We are teaching children things that maybe they don’t want their children to know,” she said.

Schalk is somewhat resigned to the idea that *Campus Reform* isn’t going anywhere.

But neither is she. ■

Nell Gluckman is a senior reporter. You can follow her on Twitter @nellgluckman. Dan Bauman contributed to this article.



PHOTO ILLUSTRATION BY THE CHRONICLE

Isaac Kamola, assistant professor of political science at Trinity College (Conn.)



Meet Covid-19's Freshman Class

They're lonely, they're struggling. But they're fighting to make it through.

By SARAH BROWN

Angel Palazuelos, a freshman at Arizona State University, with Sirius, his support puppy.

LAURA SEGALL FOR THE CHRONICLE

LUCY NAUGHTON doesn't mind spending a lot of time in her dorm room. She just wishes she could do it with other people.

The freshman at Hamilton College is a self-described homebody. In high school, hangouts with friends often involved curling up with blankets and pillows, lighting candles, and talking for hours.

That's how she thought college would be, too. But thanks to Covid-19, for most of the semester, friends haven't been allowed in her room unless they live on her floor — and even then, only masked and physically distanced. Last week, campus officials slightly relaxed the rules.

Hamilton, like many colleges that reopened for in-person learning this fall, has put in place stringent protocols to curb the spread of the virus: extensive testing; mandatory face coverings; and, if students leave the small campus in upstate New York for any reason, a negative test to return. The approach appears to be working, as Hamilton has reported just 10 cases among students since August.

Such restrictions, however, have complicated the transition to college for first-year students like Naughton. This year, freshmen are navigating a semester that's nothing like what they expected when they started applying in the fall of 2019.

On campus, many are struggling to make friends and not finding much to do, with sizes of gatherings strictly limited and extracurriculars mostly virtual. Others are taking classes remotely, even further away from the traditional undergraduate experience, and contending with direct impacts of Covid-19: loved ones with serious bouts of the virus, and job losses due to economic fallout. Many say their mental health has taken a hit.

Because of the pandemic, "freshmen, especially, are at grave risk of dropping out, of going home, of having a mental-health crisis," said Lee Burdette Williams, senior director of mental-health initiatives and the College Autism Network at Naspa: Student Affairs Administrators in Higher Education.

Colleges are trying a range of interventions to help new students adjust: ramped-up advising, additional check-ins, virtual activities, mental-health resources.

But even the best support won't change the Zoom fatigue. The isolation. The unfulfilled desire to explore their independence and identities and interests without worrying so much about the rules. The longing for a real college experience.

As of late September, freshman enrollment nationwide this fall was down 16 percent from the same time in 2019. Now, most of the way through the fall semester, some new students are so dissatisfied that they're wondering whether college is worth it. Many first-years, though, have strengthened their resolve, determined to complete their degrees, even if college isn't going quite like they expected.

FOR FRESHMEN, this summer was marked by agonizing uncertainty. The time when they'd typically go to orientation, find out housing assignments, get to know new roommates, and pick classes was instead spent at home, attending orientation online and hitting "refresh" on their colleges' Covid-19 websites. They saw promises of in-person learning and a robust campus experience fade.

With the start of the semester just a couple of weeks away, many freshmen still didn't know how exactly their classes would work, or when they'd be moving to campus, or whether they'd be moving at all.

Izzy Stoneback was one of the first freshmen to take part in the

fall-2020 experiment, moving into her dorm at Appalachian State University on August 10. Upon arrival, she received a packet with three university-branded face masks. She sat through a meeting with her resident advisers on the public-health rules they'd all have to heed.

She was nervous about the potential for Covid-19 to spread in close living quarters, but she tried to keep an open mind. Like many students, she strongly preferred in-person, hands-on learning.

Within a couple of days, Stoneback wondered if she'd made a mistake.

She shared a communal dorm bathroom with at least 20 other students. In the hallway and on Snapchat, she saw many of them going to parties, even though large maskless gatherings were banned.

She watched the University of North Carolina at Chapel Hill, 160 miles east, send its students home and move classes online after many campus outbreaks. By the end of the first week of classes, active-case numbers at App State ticked over 50. It felt inevitable, she said, that Appalachian State students would be sent home, too.

So, two weeks into her freshman year, she left campus. She never got a refund for her campus housing.

The ordeal, she said, "has definitely stressed me out quite a bit and taken a toll on my mental health."

Stoneback, who lives in Wilmington, N.C., misses seeing the mountains from her dorm-room window. She hasn't made any new friends, and she hasn't joined any university clubs. On social media, she sees App State's on-campus semester happening without her. "From what I've heard, everyone still seems to be having a good time," she said.

In her classes, which she tunes in to from her grandmother's kitchen table, she misses real-time discussions about what she's learning. Her biology lab, which involves clicking buttons on an online simulator, "is very strange," she said.

But she doesn't regret leaving. "I know what I'm doing is going to keep me safest," she said. "I know if I was on campus right now, I would still be super-worried about interacting with people." She watched from afar as the university grappled with the death of Chad Dorrell, a sophomore, from complications of Covid-19, and with a major surge in cases in October.



NOAH BERGER FOR THE CHRONICLE

Haylin Mujica, a freshman at Cal State-East Bay: “The scholarship is the only thing that’s motivating me to keep going on in college.”

App State officials have repeatedly stressed that they believe the fall semester has, for the most part, gone well. At the end of October, Chancellor Sheri Everts wrote in her weekly Covid-19 update to the campus that the university had just had fewer than 30 active cases for five straight days for the first time all semester.

“This milestone is a testament to the commitment of our faculty, staff, and students to slowing the spread of this virus,” she wrote.

Alex Howard, interim assistant vice chancellor and director of wellness and prevention services, acknowledged that, for freshmen, “the presence of Covid-19 has heightened feelings of nervousness associated with the transition to college.”

The university has sought to support freshmen with programs “that promote social connections” and “a deeper connectedness to the Boone, N.C., area,” Howard said in a statement. Officials have also made sure new students are aware of resources like the counseling center, he said.

Those measures might help many freshmen, but they won’t repair

Stoneback’s loss of trust in the university.

“I didn’t realize how terribly the chancellor would handle the coronavirus,” she said. Keeping students on campus “feels very financially motivated.”

Stoneback has weighed her options. She thought about community college. But for now, she is forging ahead remotely with her freshman year.

ON CAMPUS at Arizona State University, Angel Palazuelos feels relatively safe — because he’s so isolated. His three suitemates are the only people he regularly sees without masks on.

He describes most of his attempts to make friends as “hi-and-bye type communications.” When he encounters another masked student on the dorm elevator, for example, their exchanges are brief: “It’s like, what’s your major? Oh, I live on this floor. OK, bye!” he said.

Arizona State is still creating social experiences for students, said

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The demand to innovate has become a rallying cry for leaders in academe, but the very idea can set off a wave of skepticism. Since the 2000s, innovation has become a currency of its own, but the concept of innovating can be tricky to define, let alone put into action: Meaningful change doesn't come from using buzzwords, adopting new technology, or chasing silver bullets.

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NANCY L. FORD

Chloe Maldonado and Alexa Bollnow take part in a Hamilton College program to bring students together outdoors.

Aaron Krasnow, associate vice president for health services and counseling services. Masked and virtual interactions, Krasnow said, can be meaningful.

But even if a conversation with a peer gets going, it's awkward, Palazuelos said. He's constantly wondering whether he's crossing the other person's boundaries. He knows some people are especially wary of contracting Covid-19. "I just want to be respectful at all times," he said. The problem with that, he said, is that "no bond is ever really created."

Early on, the university held virtual scavenger hunts, he said. Only a few students showed up. "It's really easy to not attend events through Zoom," he said. "You just don't open up your laptop."

Typically, when a freshman is feeling lonely, colleges prescribe a simple solution: "We need to get you engaged," said Sharon Mitchell, senior director of counseling, health, and wellness at the University at Buffalo. This semester, it's harder to give those students options, she said.

Many of the spaces where freshmen would normally meet people — classrooms, common areas in dorms, athletic events — are either off limits or subject to strict distancing requirements.

"Feeling connected to your peers is a really big part of feeling like you belong on a college campus," said Tessa Chefalo, director of orientation and first-year programs at Hamilton College.

That sense of belonging matters. Research shows that the first six weeks are the most critical time for new students to feel engaged and connected on a campus. Those who don't feel like they belong are less likely to graduate.

Chefalo and her staff have heeded the high demand for in-person programs and tried to play matchmaker for new students. At a recent outdoor tie-dye event, students were paired up to talk, six feet apart. Her office also held a "speed friending" event, where freshmen could meet lots of peers in virtual breakout rooms. Each student identified a few people they'd like to get to know better. The college then encouraged them to meet safely in person, handing out gift cards to the campus cafe.

Naughton, the Hamilton freshman, has joined a student theater group that can't hold in-person productions, and a knitting club that's "not as cozy" as she'd like. She has participated in virtual programs through the campus counseling center, including one where students gathered on Zoom and wrote a song together in an hour.

Naughton, who's interested in studying psychology, has openly talked about her mental health for years, and knows how to manage her symptoms. But many first-year students don't know how to seek help, even as they're experiencing "one of the biggest kinds of psychosocial transitions," said Sarah Ketchen Lipson, an assistant professor in the School of Public Health at Boston University who researches student mental health.

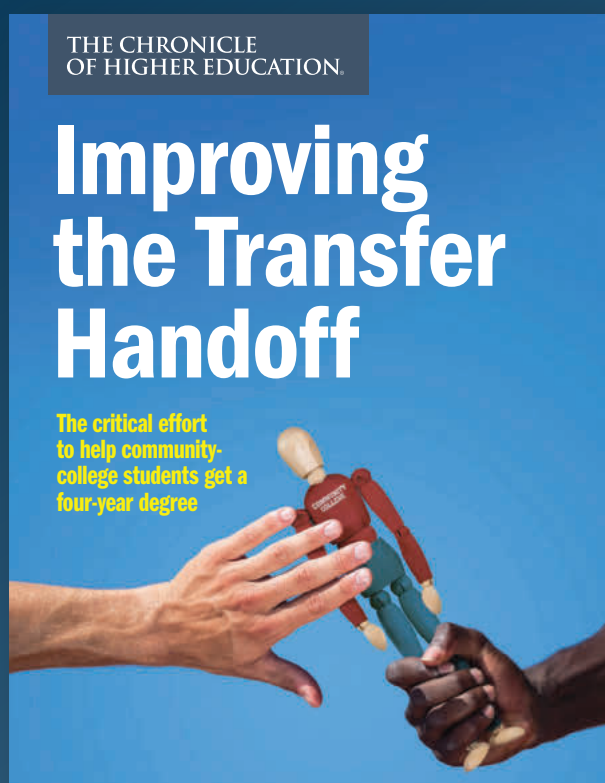
This year, the transition to college has been marked by a deep-seated loneliness that even the best socially distant or virtual events can't fix.

Naughton sees a small silver lining: Unlike their older peers, freshmen don't have anything to compare it with.

"It's going to be weird to come to college and not have to wear

Improving the Transfer Handoff

The Critical Effort to Help Community-College Students Get a Four-Year Degree



“Everything we do and believe is important for first-time freshmen is just as important for transfer students.”

The days when four-year colleges could count on a steady influx of transfer students showing up at their doorsteps appear to be over. Between declining birthrates, years of government disinvestment in higher education, and now a pandemic shutting down campuses, four-year colleges are struggling to reach enrollment goals. With 38 percent of students entering college for the first time in fall 2011 transferring at least once within the next six years, this decade has proved that the pipeline to a bachelor's degree is riddled with leaks.

The Chronicle's issue brief, “Improving the Transfer Handoff,” advises college leaders on how to eliminate barriers and streamline the transfer process to effectively and efficiently increase graduation rates. You'll learn how recruiting this often-underappreciated student population will support two- and four-year colleges that are struggling today to maintain enrollments.

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masks and be able to have friends in your room,” she said, hastily adding, “I will really appreciate it.”

AS COVID-19 CASES SURGE to record levels nationwide, it’s become clear that this fall semester won’t be an aberration. College is going to be like this for a while.

Some new students won’t be able to stay motivated in this kind of environment, said Williams, of Naspa. In a moment of crisis and uncertainty, she said, “anything can tip the scales” to make freshmen want to give up.

There were times where Haylin Mujica wondered if she’d be able to handle college this semester after all.

Just a couple of months earlier, Mujica had gotten the best news possible: She’d be receiving a full ride to California State Universi-

“It’s really easy to not attend events through Zoom. You just don’t open up your laptop.”

ty-East Bay, through TheDream.US program. The scholarship meant her freshman year of college was a go. Her family couldn’t afford the tuition, and as an undocumented student, she couldn’t rely on federal financial aid. Plus, the university was close to home, which was important.

Then, just before her first week of classes, both of her parents came down with Covid-19.

Suddenly Mujica and her sister, who’s in high school, had to spend much of the day taking care of them. And because their parents couldn’t go to work, no money was coming in, other than a small unemployment check Mujica received because she’d been laid off from her job at a summer camp. (She’s a recipient of Deferred Action for Childhood Arrivals, or DACA, which allows her to work legally.)

“I remember my parents saying, ‘You know what, the hospital bills are coming, and I don’t think we can actually pay for Wi-Fi,’” Mujica said. Without internet access, she wouldn’t be able to attend online classes.

Family members lent them enough for the Wi-Fi bill. But that wasn’t the only obstacle. Each day, Mujica had to make a schedule with her sister for cooking, running errands, and tending to their parents, working around academic obligations as best they could. She couldn’t stay up late doing homework because she had to wake up early to get through everything.

During class, “all I could think of was, after this, I have to go to the store and buy this, or I have to order food for my sister, or I have to make my parents tea,” she said. “I wasn’t 100-percent focused.”

Essays were due the first week, and she didn’t even have all of her textbooks yet. She struggled to keep up with the material in a virtual format.

She cried a lot. She thought: “I should probably drop this for right now and get a stable job.”

For Mujica, perhaps the biggest motivation to persevere was her full ride. “Right now,” she said in September, “the scholarship is the only thing that’s motivating me to keep going on in college.”

Her freshman adviser helped, too. The adviser connected her with community food programs that didn’t require a car for pick-up, as Mujica doesn’t have a driver’s license, and helped her drop a course.

At Cal State-East Bay, where 60 percent of students are, like Mujica, the first in their families to go to college, wraparound advising is a key part of keeping freshmen on track.

Marissa Baumann, coordinator of the peer-academic-coaching program, described the system with a health-care analogy: Every

freshmen has a dedicated adviser, who’s like the primary-care doctor. If a student’s doing well, Baumann said, that’s probably the only help they’ll need.

If first-year students need more academic help, they can connect with peer coaches, who embed in classrooms, act as a bridge between students and professors, and meet with students one on one. The peer coaches are like physical therapists, Baumann said. And for those who are struggling the most academically, there’s a freshman “pioneer success” coach, who’s like a medical specialist, drilling down into a specific issue the student is having.

With an all-virtual semester, advising has actually become more flexible and easier to access for first-year students, with less red tape, said Maureen Scharberg, dean of academic programs. The university has seen a 300-percent increase in advisers’ reaching out to students since the pandemic began.

This spring, Cal State-East Bay will stay virtual. Mujica, who wants to become a teacher, worries about having to take more challenging courses online. She has to keep her grades up to keep her scholarship.

But for now, she’s back on track. Her parents have recovered from Covid-19 and returned to work. She’s doing well in her classes and secured a part-time campus job.

SO MAYBE, freshmen will find strength in this bizarre experience.

“You could probably make the argument that, while this is a really difficult way to start college, these students are going to learn a resilience and a set of coping experiences that none of the students in the last 50 years have had,” said Ben Locke, senior director of counseling and psychological services at Pennsylvania State University.

Angel Palazuelos, the Arizona State freshman, has found a few ways to cope. To de-stress, he goes for a walk or run and reflects: What did I do wrong? How can I prevent it next time? Oh, and he got a puppy.

Her name’s Sirius, after the popular character from the *Harry Potter* books. She’s an emotional-support animal, so she’s allowed to live in the dorm. She wanders freely through the four rooms in the suite.

For Palazuelos, an undocumented student who’s the first in his family to pursue a degree, college would have been hard enough without the pandemic.

His mom questioned why he would go: *You have a home right here.* Students who live on campus do better academically, he told her.

So far, being in Tempe hasn’t really helped Palazuelos, who’s studying engineering. In his online classes, few students turn their cameras on. When class is over, everyone logs off. No one lingers or asks questions of the professor about course material. He knows some students who have gone weeks without even tuning in to live lectures, saying they’ll just watch the recordings later. He’s tried to join virtual study groups, but they feel superficial.

One of his first virtual exams was a nightmare: He struggled to submit the test while using a “lockdown browser,” designed to prevent cheating, and lost points for being late.

But as an undocumented student, Palazuelos said he learned a long time ago that nothing would be handed to him, and he needed to take control of his future — by acing his high-school classes and getting scholarships.

He knows he’ll make it through college. Somehow. ■

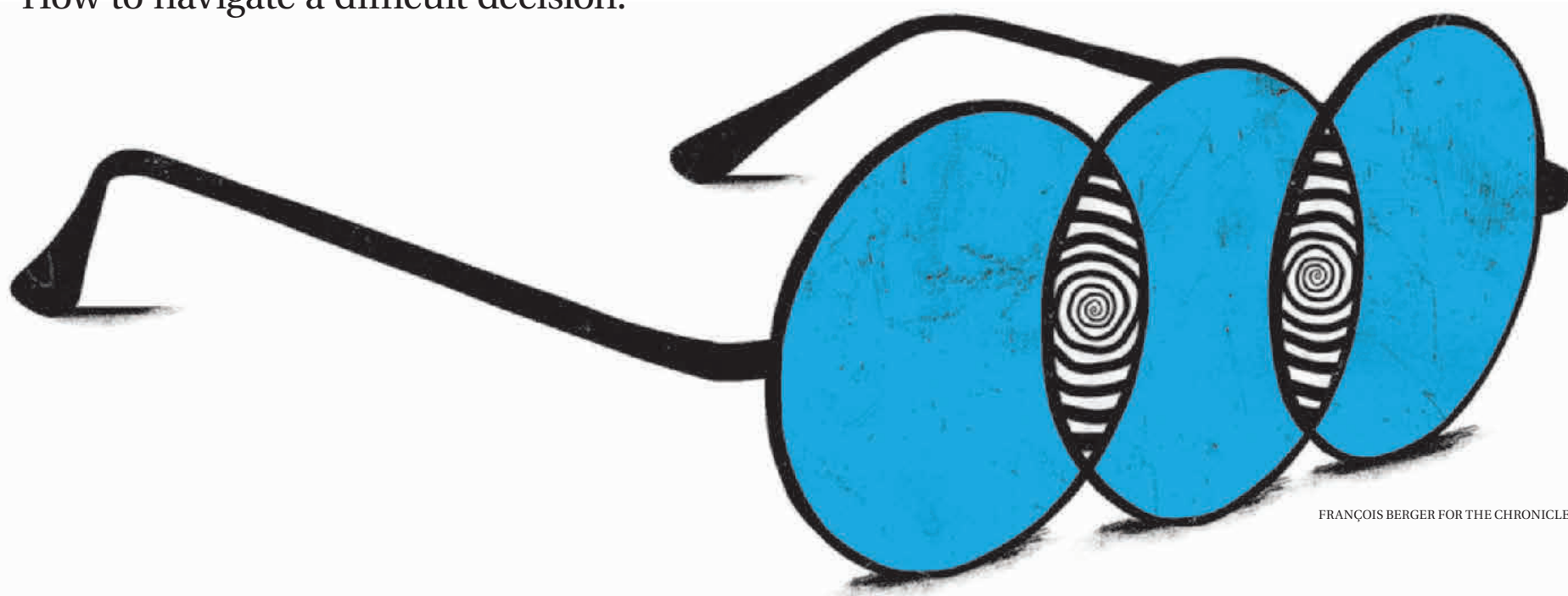


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Is It Time to Consider a Merger?

How to navigate a difficult decision.



FRANÇOIS BERGER FOR THE CHRONICLE

MERGERS AND CONSOLIDATIONS have occurred in American higher education for a very long time, with some of the nation's most prominent institutions forming from a union of two or more colleges: Carnegie Mellon University, Case Western Reserve University, and Hobart and William Smith Colleges, to name only a few.

The financial strain brought about by the pandemic will likely accelerate the trend, says Ricardo Azziz, who led the merger that created Augusta University in the Georgia state system and served as its founding president, and is an author of *Strategic Mergers in Higher Education*, a guide to the process published in 2019. Given that the vast majority of institutions in higher education are relatively small, with challenges in cost-control and public funding, along with lots of uncertainty in the future, he expects a wave of unions in the sector following the pandemic. "In a normal kind of industry, this would push for consolidation in the market," says Azziz.

The trouble is that higher-education administrators are not accustomed to thinking about these drastic options. Advocating for a radical change in the identity of an institution can also run counter to the perceived role of a president. "We're cheerleaders," Azziz

says, "and we're not good at creating urgency." A college president who sees danger ahead can push for a merger, but ultimately the decision rests with the board.

"One of the things that boards have to do better is protecting their leaders in transformative initiatives," says Azziz, who is now chief officer of academic health and hospital affairs for the SUNY System Administration. "At the end of the day, they are not going to find leaders who are willing to take risks if a career is on the line."

Board members themselves can have strong sentimental ties to their institutions, and might also resist change, even when signs of trouble are clear. For that reason, a conversation about a merger has to start slowly — and early, to give a college that will eventually need a partner to survive plenty of runway. Rick Staisloff, a consultant who has worked on mergers, says conversations should start in a tight circle — between presidents and board chairs — then start expanding out, person by person. "There is so much resistance in higher education; I think institutions are better served keeping it close to the vest initially."

Presidents sometimes see the need for a merger before a board, says Azziz, so the president has to educate

the board on the fragility of the institution and the potential in a partner. "Start your conversation confidentially with one, two, or three board members you feel comfortable with," he says. "Slowly begin to build a general consensus around it. This is not something you can spring on a board immediately." The process could take several years. "An institution that's gotten into trouble and now needs to find a partner quickly — that's not going to happen."

Colleges approaching a possible merger with another institution need to have a deep understanding of that institution and of themselves. Staisloff recommends starting with looking at the academic program of another college to see how it might match your own. Are there opportunities to enhance the programs of both colleges or create something entirely new that couldn't be created separately?

Recent years have seen a number of mergers between liberal-arts colleges and master's institutions, and small, specialized (and often struggling) colleges of law and fine arts. Willamette University, for example, has initiated mergers with the Claremont School of Theology and the Pacific Northwest College of Art. The latter merger came after years of conversation between

the two institutions.

Institutions that are in a dominant or acquiring position — particularly in this environment — should think about these questions well ahead of an approach by another institution, and how they line up with overall strategy. Peter Stokes, who leads the higher-education practice at Huron Consulting, says that he advises colleges to consider the kinds of qualities they would look for in a partner institution: Do they want to enhance their academic portfolio, searching for new populations of students? Are they more interested in a new geographical location? What mission would align with their own?

Terms like "dominant" are loaded, although many mergers feature an institution that has more students and resources than the other. But Azziz rejects the notion that mergers are entirely about an acquirer and an acquired college. "Institutions tend to have a heterogeneity of strengths and weaknesses" in academic programs, student profile, athletics, brand, and so on, he says. "The vast majority of mergers tend to be complementary in some way. It's very unusual for an institution to not bring some strengths to the table — unless they wait too long."

More importantly, says Azziz, col-

lege leaders should pursue mergers for the right reason: “Well-crafted mergers are not about finances, not about sustainability” of the institution, he says. “They are about what is better for students. Can we offer them more programs, more academic support, better infrastructure, better facilities? That’s all that should drive consideration for these kinds of transformations.”

The leaders of the merging institutions should understand the financial, legal, and market implications during courtship. The profiles and risks should be completely understood by the college in the acquiring role, including net revenues and their drivers, the market position of the potentially merged colleges and academic programs, debt carried by the institutions, physical plant condition, and active or pending lawsuits or other legal risks. If the weaker institution goes bankrupt, that doesn’t make the institution a more attractive acquisition, as it might in the business world; financial troubles can threaten a college’s accreditation and cause headaches for the acquiring college.

Administrators also need to know about the behavior and intentions of the leadership of the partner institution. Stokes, from Huron, has seen sit-

entrepreneurial, bold, and ready to take action, even if details about the partnership have not been considered or verified. “You’ve got to manage the expectations of the entrepreneurial leader,” he says. “People can fall in love with a deal.” Saying no is an acceptable outcome.

Colleges that merge might be looking to expand their program offerings or services. But a merger inevitably leads to redundant programs and positions — particularly in upper administration. If part of the rationale for merging is to reduce costs and achieve economies of scale, the elimination of positions will likely be part of the process. Mergers might also involve ending some academic programs; although “teach out” programs are most often associated with closing colleges, merging institutions should consider whether they need to bring some students to the end of an academic program. Accreditors like the Southern Association of Colleges and Schools ask merging colleges for plans regarding transfers and teach outs, just as they would a closing institution, says Kevin W. Sightler, who oversees closures for SACS.

The merged institutions should also be prepared to reorganize and revamp

while, the staff, students, and faculty members at the stronger institution might see the merger as an imposition — added costs and responsibilities at an already difficult time. Stokes notes that after the merger between Boston University and Wheelock College, students at BU were “looking down their noses at the Wheelock students because the selection criteria were different.”

At these moments, leaders need to reinforce their vision for the merged institutions to deal with the “inevitable knee-jerk reactions.” “Ideally, their motivations are clear and rational, that the opportunity makes sense within the institutions’ history and strategy,” he says.

For campus leaders, dealing with the opposition to a merger can be “exhausting,” says Azziz. “Negative attacks will be inevitable. It doesn’t matter how good the merger is, how well you handle it, how nice you are, how politically savvy you are — there will always be a group of people that will not want the merger and oppose it. It’s easy for a small number of people to create an enormous amount of noise on social media.”

“Time is the enemy of a successful merge,” says Azziz. Consider the case of Virginia Commonwealth University: Formed from a state-imposed merger of a public medical school and an arts-and-professional school in 1968, the university remained culturally and physically separate until the 1990s, when Eugene P. Trani made efforts to finally meld the two sides of campus. During those decades, VCU’s image and brand suffered from the confusion and resentment held by students, alumni, and locals over the shotgun marriage.

“The pain of a merger does not go away. It’s a generational thing, and people need to accept it,” Azziz says. But if college leadership does not press the two institutions to unify, the resentments and resistance will find a foothold. “Once you make a decision to merge, you have 18 months, maybe 24 months on the outside, to actually execute it. If you go beyond that, you’re not going to make it, because the anxiety, the uncertainty, and that resistance will mount to a level where it becomes hard to overcome.” ■



Scott Carlson

writes about the cost and value of college. Follow him on Twitter @Carlsonics

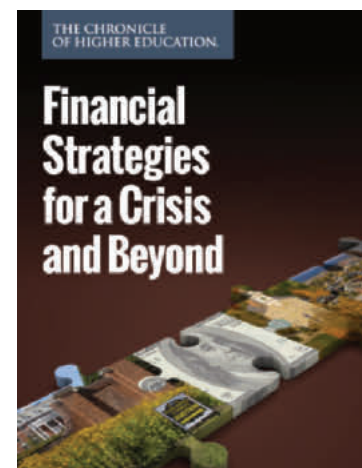
“Once you make a decision to merge, you have 18 months, maybe 24 months on the outside, to actually execute it.”

uations where a president and a board chair are out selling their institution to separate acquiring universities with different sales pitches. If the leadership of the weaker institution is not aligned and operating above board, the acquiring institution can waste time and money. Know who you’re really dealing with, says Stokes: A campus leader looking for a merger with a stronger institution, for example, might claim that the college’s bank will retire the debt for 80 cents on the dollar. “It’s really up to the bank to say, ‘Yes, we can retire that debt for 80 cents on the dollar.’”

Leaders of acquiring institutions are often a certain type, says Stokes:

a range of structures and services: the mission statement, curriculum, promotion-and-tenure policies, student services, library services and collections, athletics, technology services, campus-security personnel and policies, and advancement and alumni relations, among others. Personnel will probably have to plan and execute these reorganizations while still performing day-to-day duties in running the college. That can have an impact on morale, Azziz warns.

In the eyes of students, alumni, and faculty members, particularly at the weaker of the two institutions, a merger can be perceived as a loss of identity for the institution. Mean-



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Reinventing Admissions

Can a panel of experts make the process more equitable?

THE ADMISSIONS PROCESS is cumbersome, inequitable, and screwed up beyond belief. Enrollment officials often say such things at their national conferences. They wring their hands, trade advice with colleagues, and sometimes brainstorm big-picture solutions to familiar problems. And then everyone goes back home and gets buried in work.

It's no secret: Reforming a complicated system is hard. And it would be hard even if all the thousands of colleges involved in that system were (a) pretty similar, (b) not beset by intensifying enrollment challenges, and (c) in agreement about what's really broken and how to fix it. But as long as many people believe that the admissions process isn't fair — and it's not — there will continue to be great interest in seeing the blueprints for Something Better.

A new set is on the way. This month two prominent associations announced a joint project to reimagine the admissions and financial-aid system. Their goal: redesign those processes to promote racial and ethnic equity in higher education. How would the processes work if enrolling more underrepresented-minority students were the primary goal?

The eight-month project, financed by a grant from the Lumina Foundation, will bring together the National Association for College Admission Counseling and the National Association of Student Financial Aid Administrators. The groups plan to form a panel of — you guessed it — thought leaders in their respective memberships, as well as policy experts, legislators, college presidents, and representatives of technology companies.

Covid-19 has turned the admissions process upside down. But in a recent interview with *The Chronicle*, Angel B. Pérez, chief executive of the college-counseling group, said the pandemic also presented a unique opportunity to rebuild that process. He described the admissions project as an attempt to diversify the cast of characters discussing what a more fair and equitable system might look like. “We can’t be having these conversations in silos right now,” he said.



JOAN WONG FOR THE CHRONICLE

“This is a chance to engage people who have the power to make decisions in their spaces, and to actually move the needle on these issues.”

Higher education’s shelves are sagging with task-force reports describing college-access challenges. Pérez doesn’t want to add to that collection. The panel of experts, he said, would examine the entire college-entrance pipeline — student recruitment, college advising, application components, and financial-aid requirements — and develop specific recommendations to improve each part. The panel will present its findings, along with a step-by-step guide, to college leaders and legislators next summer.

Pérez, who was previously vice

president for enrollment and student success at Trinity College, in Connecticut, has long worried about how the complexity of the admissions-and-aid process can discourage marginalized students who often get little or no help when applying to college. But he sees a disconnect: “Every VP of enrollment and every college president I talk to says, ‘Yes, this process should be simpler,’ but then every single year colleges keep adding requirements.”

Justin Draeger, president and chief executive of the financial-aid administrators’ group, believes that higher education’s culture can work against the goal of enrolling more underrepresented students: “We’re enmeshed

in a culture and tradition that doesn’t always align with the core objective to get more low-income people of color into college. We think about taking limited resources and allocating them in the most equitable way, but sometimes that very reasonable thought process doesn’t align with how students and families think about higher ed.”

One question Draeger hopes the panel will take up: Does higher education even need an aid application? “We’ve relied on the same data and proxies for decades, and maybe there is a legitimate reason to continue to do so,” he said. “But we ought to tackle the question of whether we have the policies in place for determining and defining who the neediest students are.”

OVER THE YEARS, dreaming up a better admissions system has become a fashionable exercise. Every few months or so, someone proposes an admissions lottery, an idea that would replace the apparent randomness of admissions outcomes “with more randomness” — without really forcing colleges to confront systemic inequities. Many other well-intentioned proposals to improve admissions have focused on reducing the anxiety of affluent, high-achieving students, or fixated on small, superficial changes, such as replacing application essays with short videos.

Pérez and Draeger imagine a more drastic overhaul, a revamped system that would better serve both traditional-age and adult students of color who lack basic college-going knowledge. “As it is now, the majority of the work falls on the student,” Pérez said. “There’s a way to simplify it so that students don’t have to submit all this information at once, so that they can just raise their hand and say, ‘I want to go to college.’ ”

A while back, Jon Boeckenstedt, vice provost for enrollment at Oregon State University, proposed a centralized admissions clearinghouse that would allow high-school students to start their applications as freshmen, entering biographical and parental information into a national database that would be supplemented



Eric Hoover

Eric Hoover writes about the challenges of getting to, and through, college. Follow him on Twitter @erichoov.

each year by the addition of grades, accomplishments, test scores, recommendations, and students' individual interests. In a related piece for *The Washington Post*, he imagined a Google-run, student-centered process that would guide applicants through the "life cycle" of admissions; he acknowledged, though, that it would be difficult to achieve "cultural adaptation of a process that loosens tight university control in the interest of making the higher-education industry better from top to bottom."

Changing the status quo in admissions isn't easy, though. In 2015 a group of selective public and private colleges founded the the Coalition for College, hoping to "recast" the admissions process by forming a membership organization bound by specific requirements, building a shared application system, and engaging high-school students earlier with new on-

line college-planning tools that would "streamline the experience of planning for and applying to college." But neither that initiative, nor the continuing evolution of the rival Common Application, has fundamentally changed the experience of applying to college.

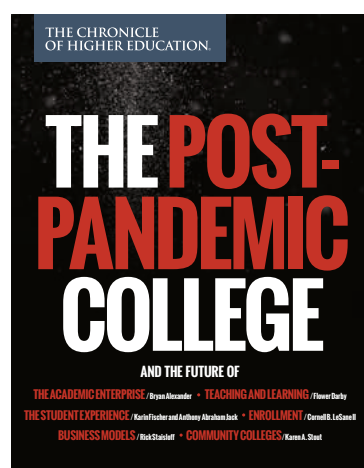
Admissions, in many ways, remains "frozen in time," as *The Chronicle* reported five years ago. No matter how it might evolve, the process will continue to serve, at its core, the interests of the colleges that run it. Even with new tools and processes, longstanding institutional goals surely will endure. Even with changes in admissions criteria, one enrollment leader said in that article, "I'd still be thinking about balancing the class — the number of oboe players, geographic diversity."

Marie Bigham, a former college counselor, founded Admissions Community Cultivating Equity and Peace Today, a few years ago. The group recently co-sponsored Hack the Gates, a yearlong initiative to determine how the admissions process might better serve low-income, first-generation, and underrepresented minority students. That initiative inspired eight new research briefs containing recommendations for colleges.

Yet Bigham, who worked in admissions before becoming a college counselor, knows that institutions often hesitate to make even small changes in their processes. "There's a sense of competition that's always there among colleges," she said. "Presidents and boards might ask, 'Should we get rid of essays? Our competitors didn't get rid of essays. How will that make us seem?' Getting leaders to de-escalate the competition is really hard. Self-interest and lack of time — that keeps people from changing."

Still, Bigham sees a hunger for change in the admissions profession. And so does Pérez, who, like many leaders in higher education, recognizes that a tumultuous year has exacerbated educational inequities that disproportionately affect college students — and would-be college students — of color.

"We are in crisis, because of Covid-19, because of a lack of affordability, because of racial injustice," he said. "If we don't see fundamental change before the world creates a new normal, we will have missed a window of opportunity." ■

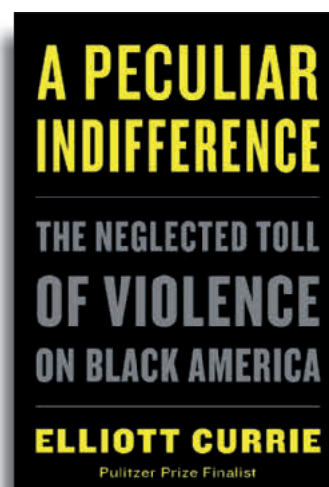


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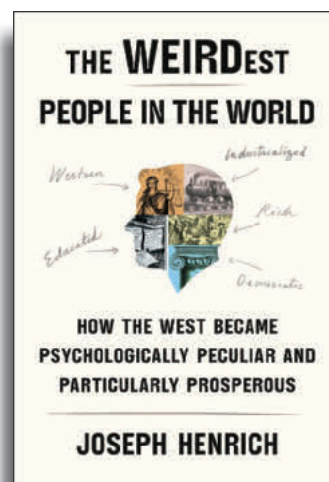
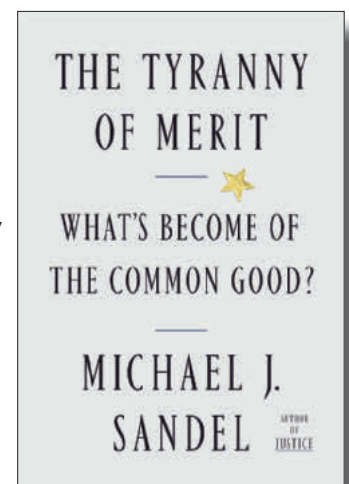
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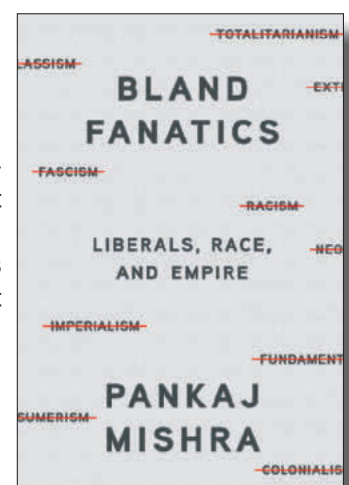
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The Faux Righteousness of Test-Optional Admissions

Colleges pretend it's an honorable sacrifice. Not exactly.

STANDARDIZED TESTING'S stranglehold over college admissions is breaking. The inability of millions of students to sit for the SAT and ACT exams in the midst of the coronavirus pandemic has pushed hundreds of colleges to stop requiring prospective students to submit their scores. While Harvard, Yale, Princeton, and others have made it clear that this is just a short-term solution, many more colleges are rethinking the value of the tests to their admissions practices for the long term.

College leaders at those institutions are finally acknowledging what critics of standardized testing have been saying for years: that the SAT and ACT don't provide much predictive value in determining which students will succeed in college; that the tests serve as a barrier to low-income and minority students, who tend to score lower than do their more wealthy and white peers; and that the exams have created a test-taking frenzy in affluent communities, where wealthier families hire high-paid coaches and tutors to help their children learn the tricks of the tests, so they can artificially inflate their scores.

While some brave colleges, such as the California Institute of Technology, Catholic University of America, Dickinson College, some University of California campuses, and the entire California State University system, have chosen not to consider test scores at all, most colleges are taking a middle-ground approach known as "test optional" admissions. Going test-optional means it is up to prospective students to decide whether to submit their scores.

Going test-optional is not new. Bowdoin College stopped requiring students to submit standardized test scores in 1969. Bates College joined Bowdoin in 1984. Then, for years, those two liberal-arts colleges in Maine stood pretty much alone. But over the past decade, as concerns about standardized testing have grown, a test-optional movement has gained significant momentum. Before the pandemic hit, more than 1,000 colleges had chosen to go test-optional, according to the National Center for Fair and Open Testing (FairTest). Since March, at least 500 more colleges have joined them.



JUSTIN METZ FOR THE CHRONICLE

Typically, when a college decides to go test-optional, its leaders say the institution is doing so to become more socioeconomically and racially diverse. For example, that's the line Laurie Koehler, then George Washington University's senior associate provost for enrollment management, offered in 2015 when announcing the uni-

including students of color, first-generation students, and students from low-income households."

A paradox emerges in such statements. Despite recognizing that the tests put low-income and minority students at a disadvantage, and do not provide much predictive value, advocates of test-optional admissions say it

him last year. In other words, students should be allowed to submit scores if it helps them make their case for why they should be admitted.

But recent reporting, in *The Chronicle* and elsewhere, shows why going test-optional is nearly as inequitable as requiring students to submit scores. It turns out that students in affluent

Many colleges that go test-optional aren't sincerely interested in increasing socioeconomic diversity on their campuses.

versity's move to test-optional: "The test-optional policy should strengthen and diversify an already outstanding applicant pool," she wrote, "and will broaden access for those high-achieving students who have historically been underrepresented at selective colleges and universities,

is appropriate for colleges to continue allowing high-scoring students to submit their scores. "Going test-optional is a great option because it empowers students to put their best foot forward in presenting their talents," Robert Schaeffer, interim executive director of FairTest, told me when I interviewed

families don't really believe that their odds of being accepted at a selective college are just as good, whether they submit test scores or not. That's why so many wealthy families have gone to extraordinary lengths to have their children take the SAT or ACT, even in the face of a deadly pandemic, with

some jetting around the country to find open testing sites.

“‘Optional’ means nothing to privileged kids,” Adam Ingersoll, a co-founder of a test-preparation firm, recently told the education writer Jeffrey Selingo (a former editor of *The Chronicle*). “They interpret it as required. It doesn’t matter what the policy of a college is. It’s what’s happening in my local sphere. *Are kids in my school, in my town, still trying to take the test? If so, I’m going to do everything I can to get a score.*”

Officials at test-optional colleges are well aware that those privileged students, who tend to do best on the test, will continue to submit their scores, and that the colleges benefit from their doing so. The truth is that many colleges that go test-optional aren’t sincerely interested in increasing socioeconomic diversity on their campuses. Instead, they choose to go test-optional because it allows them to artificially inflate their average SAT and ACT scores, a key component in the *U.S. News & World Report* college rankings, since generally only students with good scores submit them.

THIS IS A STRATEGY that Miami University, in Ohio, considered pursuing in 2019. As part of its strategic-planning process, Susan Schaurer, then the associate vice president for strategic enrollment management and marketing, wrote that the university “could take a bold step toward increasing its rankings in USNWR” by moving to test-optional admissions. Noting that colleges that had done so generally “see increases in their overall academic profile,” she wrote: “This process naturally allows schools that are test-optional to submit test scores only for a portion of the applicant pool that chose to submit scores — as they self-selected and saw themselves fitting an already high student profile.”

“If Miami went test-optional and retained its merit guarantee, we would likely see a boost in our profile with students who fall within the grid and our admitted-student profile, whereas students who feel outside the grid would likely not submit,” she explained. The university did not move in this direction until the pandemic hit, and it is currently test-optional for the high-school Class of 2021 only.

It is also important to note that *U.S. News* tries to guard against this

type of manipulation in its rankings — the editors reduce by 15 percent the average standardized-test scores of colleges that receive scores from less than 75 percent of their incoming class. However, many test-optional colleges come in over that threshold, and thus go unpunished.

Miami University is hardly alone in considering a move to test-optional for strategic enrollment-management reasons. A 2014 study by researchers at the University of Georgia examined U.S. Department of Education data at 32 selective liberal-arts colleges that had adopted these policies, finding that “test-optional policies overall have not been the catalysts of diversity

that many have claimed them to be.” The study did not find evidence that test-optional col-

leges had made “any progress” in enrolling more low-income or minority students. The study did find, however, that after going test-optional, those colleges saw their mean SAT scores rise, on average, by 25 points.

Advocates of test-optional admissions have raised some questions about the study, but even friendlier studies have been unable to find compelling evidence that test-optional colleges have opened their doors wider to low-income students. In 2018, researchers who support the movement released a study in which they compared four-year colleges that had gone test-optional with peer institutions that continued to require standardized-test scores. They found that colleges had “achieved proportionally greater increases in enrollment” of underrepresented minority students after going test-optional, as compared with their peer institutions. However, the results were less impressive for low-income students: Half of the newly test-optional colleges surpassed their peers in enrolling Pell Grant recipients; the other half did not, with many losing ground in comparison with peer institutions.

At George Washington University, for instance, the share of freshmen receiving Pell Grants has barely budged since the institution went test-optional. Since 2015 (the year it did so), the share of freshmen receiving Pell Grants has fluctuated on a yearly basis in the 13-to-15-percent range.

Questions about their motivations rankle the test-optional movement’s supporters. But if they truly believe that standardized tests do not add val-

ue in admissions, systematically disadvantage low-income and minority students, and are easily gamed by students from wealthy families, their colleges should stop considering scores altogether.

Until this year, colleges had a good excuse for not going “test blind” — or completely ignoring standardized testing. *U.S. News* refused to include those institutions in its rankings. This year the editors of the magazine realized that policy was no longer tenable. In June the magazine announced it would start ranking the colleges. (According to the methodology of its most recent rankings, it continues to unfairly penalize test-blind colleges by assigning them an arbitrarily low average SAT score — “equal to the lowest test score by a ranked school in their category.”)

Since the start of the pandemic, 59 colleges have gone test blind. The leaders of those colleges generally recognize how self-serving and unfair it is to consider only the best scorers. Will others join them? ■



Stephen Burd

is a senior writer and editor with the education-policy program at New America. He was formerly a senior writer at *The Chronicle of Higher Education*.

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IF HIGHER EDUCATION truly wants to recruit a more diverse pool of campus leaders, it's going to need to pay a lot more attention to creating diverse search committees and rethinking how they operate.

Every institution talks about the importance of attracting a diverse, dynamic pool of candidates to its leadership search. But to actually achieve that requires a high-functioning search committee — with a membership that is flex-

ible, candid, energetic, and, crucially, representative of the very diversity that people want to see reflected in a newly hired leader.

Yet search committees are used to operating in a certain way, and old rules of engagement die hard.

In our experience as consultants on administrative recruiting, campus search-committee processes continue to differ very little across the board. Many

ADVICE

of those processes are presumed to work well — even though times have changed — which is one reason we still are not seeing significant numbers of diverse candidates advance to leadership positions.

Often the very things that search-committee members believe are fair, excellent, and inclusive — such as setting baseline credentials for a search — may, in fact, be defeating the purpose and perpetuating existing structures, practices, and inequities. A process that looks fair on the surface can be biased and unfair underneath because of unstated or conflicting agendas.

One example of that has to do with academic elitism. If committee members hold or value a doctorate from a highly ranked university, they might discount a candidate whose degree comes from an institution that they've never heard of or that they view as lower ranked. But doing so will result directly in a less-diverse candidate pool, given that, for decades, many highly ranked universities produced relatively few nonwhite Ph.D.s.

Candidates who, as students, were denied access to elite institutions, or who felt more welcome at other universities, are now showing up in leadership searches — and are highly qualified and capable. But they are likely to be overlooked or dismissed by search committees that have decided to establish an elite academic pedigree as a baseline credential.

Despite good intentions to treat all candidates equally, that kind of reputational bias directly affects the diversity of final candidate pools. The search committee's role in determining the diversity of finalist pools is powerfully influential and ultimately the linchpin upon which successful recruiting hinges.

Here are some ways that your leadership-search committee can be part of the solution rather than part of the problem:

Be explicit in defining diversity. Among the first conversations that members of the search committee should have concerns what diversity means to them, and what it will mean for the search. Communicating that position — either orally or, better yet, in writing — is important to developing early cohesion on the committee and helps members better



KATHERINE STREETER FOR THE CHRONICLE

INSIDE CAREERS

INDEX
42

EXECUTIVE
43

ADMINISTRATIVE
44

FACULTY
44-47

OTHER POSITIONS
48-49

understand one another's perspectives. It should be reinforced each time the committee meets.

This year, in the wake of the killing of George Floyd and the subsequent protests, we've seen a laser focus on racial diversity. That's important, as representation matters. But even among people who fall within the same racial or ethnic group, there is a range of experiences, values, religions, philosophies, ideologies, and socioeconomic statuses.

When a search committee operates ineffectively, that can negatively affect every candidate. But for candidates whose backgrounds are underrepresented in the hiring pool, the damage can be long-lasting. Candidates want their application treated seriously — and not just as a checkmark on the institution's diversity report card. When we reach out to diverse candidates, many want to know if the committee is serious about considering someone with

Search committees that incorporate diversity in their processes are much more likely to attract diverse candidates.

their background because of previous negative experiences.

A recent dean search offered a case in point: The search committee itself was very diverse. However, the committee members did not engage in the foundational work of discussing what diversity meant to them and how they were going to use that definition in their process. As a result, factions formed. Some members had a narrow view of diversity, which left candidates who did not fit that mold with a bad taste in their mouths about the search. In the end, the committee had a hard time coming to a consensus on any candidates because they never developed a consensus upfront.

Set the stage for people to express and consider divergent views. Increasing diversity within a candidate pool also depends, in our experience, upon the committee's agreeing on a set of principles to guide the search. One of the most important: How will opposing and contrasting perspectives be aired and considered? Committee members (especially the less-powerful ones within an institutional structure) have to be able to express their views without fear of repercussions.

Imagine a newly appointed assistant professor — acutely aware that expressing a point of view may end up in their promotion-and-tenure file — speaking up on a search committee to oppose a senior professor's assessment of a candidate. Likewise, a senior administrator may be reluctant to put his or her

views on the line in front of a board chair. And in today's politically charged environment, many committee members will hesitate to express views that risk aligning them with a particular political party.

We've seen all too many searches head off in unintended directions because committee members defer, rather than object or offer another take. Agreeing at the outset on the rules of debate and disagreement can provide a strong foundation for a more diverse candidate pool.

One of our clients did just that. In 2019 the presidential-search committee for the Olin College of Engineering spent time deciding how to work together. The committee defined diversity broadly to include gender, ideology, race, and discipline.

However, committee members were concerned that simple statements could unintentionally bias others during the discussion process. They recognized that what you say, how you say it, whether you say it, and when you say it can change the course of a search. So the co-chairs asked the committee to develop and adopt a set of procedural norms that would enable thoughtful discussion. For example:

- The committee set guidelines on how much time people would have to speak on a topic, and on how long meetings would run to make sure people weren't too tired or hungry to make good decisions.

- At the start of every meeting, the committee held a check-in or "baggage drop" for participants to share their mind-set that day, and what "baggage" (personal or professional) they were bringing to that particular meeting. Besides helping committee members feel comfortable with one another, this helped everyone check their assumptions about why someone had responded in a, for instance, clipped way that day.

- The committee built formal pauses into the discussion periods to make space for reflection and quieter voices. In other words, the process built in expectations that everyone would have the space to speak up, but also recognized that silence and/or reflection were integral to the decision-making process.

- It agreed on specific methods for stopping a contentious conversation or calling out troubling language.

As a result of those measures, the committee emitted an open, respectful, positive energy that candi-



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dates readily picked up on. If candidates can observe in real time how committee members express divergent views, they will be able to assess whether an institution is a community they want to be part of.

We saw that happen in a recent vice-presidential search. A nontraditional candidate — invited to the first round of interviews — sensed that the search-committee members did not agree on priorities for the new leader or on the climate of the campus. Feeling the tension in the room, the candidate withdrew from the search. The reason? The candidate extrapolated that the wider campus would harbor the same tensions.

Check and recheck for bias. Everyone on a search committee has biases, conscious or unconscious. Like many search committees committed to best practices today, Olin's presidential search included an implicit-bias-awareness workshop facilitated by an outside consultant. That's good practice and should be encouraged. Many institutions are now requiring all committees to have at least one member who has been educated or certified in implicit-bias mitigation.

Putting bias awareness into action is essential for it to have any impact. Committee members' com-

mitment to holding one another accountable and naming counterproductive behavior is one step. In one presidential search we supported, the committee appointed a "bias interrupter" who was responsible for stopping the conversation in the event of biased language or evaluations, without retribution or criticism. When potential bias entered into the discussion — comments like "Do you think this candidate will understand our culture?" — the interrupter stepped in.

Those statements need to be called out because they cast doubt on a candidate's true competencies, skills, and talents without any foundation; they're just based on the assumptions of the committee member. If those assumptions and statements are called out respectfully, not in anger or offense, and in a way based on the statement rather than the person, there is an opportunity to move forward in a productive way.

An important benefit of building time into the hiring process for the committee members to examine assumptions, practice behaviors, and listen thoughtfully is that it builds trust.

That becomes visible and highly important later in a search. During interviews, candidates can see

when a committee in action has shared values about diversity — or not. And that can profoundly influence how candidates respond and how the final pool is shaped.

Design a flexible interview process. Sometimes the interview process itself is a barrier to diversity. First-round interviews (whether on Zoom or, pre-Covid-19, at an airport hotel) can provide insights into candidates but mostly tend to benefit people with lots of experience in such interviews.

Furthermore, the interview process itself has changed little in the many years we have been in the executive-search business. The questions are more or less experience-based and require the use of examples. The committee members are predisposed to listen for examples that are most relevant to their institution and to discount ones that are not. That works against the creation of a diverse pool. Candidates who know the drill know what the search com-

mittee wants to hear, whereas people who are less experienced or coming from different backgrounds or perspectives may not.

We believe that competency- and behavior-based interviews are more likely to yield a strong pool of diverse candidates. In such interviews, committees glean insights into how candidates might perform on the job by probing how they approach problems, especially novel problems, and gauging whether their leadership style would be a good fit for the institution. In a competency-based interview, the committee might ask things like: *How would you go about solving problem X? Whom would you turn to first? What data would you seek? What questions would you ask? How would you approach similar problems differently?*

Observing leadership behavior in action is key. In many of our presidential searches, we recommend an interim experience between the first-round in-

terviews and the campus visits that end up focusing on vast, open forums. In between, we recommend a hands-on working session (conducted via videoconference or in person) in which the candidate leads a discussion. The idea is to give the search committee additional insight into how the candidates might operate in a more dynamic environment in real time, while modeling their leadership style.

Search committees that willingly do the extra work to incorporate the spirit of diversity in their processes — who define diversity for themselves, freely express divergent views, check for biases, and design a flexible interview process — are much more likely to send the kind of messages that are attractive to diverse types of candidates.

Yes, these are changes from the traditional recruiting process, but those old ways haven't exactly produced the diverse pool of leaders that higher education claims to want. ■

JOBS

INDEX

By Category

EXECUTIVE

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

ADMINISTRATIVE

- Academic Affairs**
- Chief academic officers/vice presidents **43**
 - Other academic affairs **44**

- Business Affairs**
- Chief business officers/vice presidents **43**

- Deans**
- Dean **44**

- Student Affairs**
- Chief student-affairs officers/VP's **43**

FACULTY

- Arts**
- Art **44**
 - Music **44**

- Business**
- Accounting/finance **46**
 - Business/administration **46, 47**
 - Economics **46**
 - Management **46**
 - Marketing/sales **46**
 - Other business/management **47**

- Education**
- Other education **45, 47**

- Health & Medicine**
- Medicine **44**
 - Nursing **44**
 - Other health/medicine **47**
 - Veterinary sciences **47**

- Humanities**
- Foreign languages/literatures **47**
 - Other humanities **47**

- Professional Fields**
- Other professional fields **45**

- Science, Technology, & Math**
- Biology/life sciences **44**
 - Biotechnology/bioengineering **45**
 - Computer sciences/technology **45**
 - Engineering **45**
 - Mathematics **44**
 - Other sciences/technology **45**
 - Physics/space sciences **44**
 - Statistics **47**

- Social Sciences**
- Human development/family sciences **44**
 - Other social/behavioral sciences **46, 47**
 - Political science/int'l relations **46**
 - Psychology **44, 47**

- Other Faculty**
- Biochemistry **48**
 - Bioengineering **48**
 - Finance **48**
 - French **48**
 - Management Information Science **48**
 - Multiple **48**
 - Neuroscience **48**
 - Pharmacology **48**
 - Statistics **49**

By Region

Location

United States

NORTHEAST

- Gordon College**
- Chancellors/presidents **43**
 - Other executive positions **43**

- Harvard University**
- Statistics **47**

- Housatonic Community College**
- Other social/behavioral sciences **47**
 - Psychology **47**

- Massachusetts College of Liberal Arts**
- Chief academic officers/vice presidents **43**
 - Chief business officers/vice presidents **43**
 - Chief student-affairs officers/VP's **43**

- New Jersey City University**
- Multiple **48**

- Northeastern University**
- Engineering **45**

- Norwalk Community College**
- Other health/medicine **47**
 - Veterinary sciences **47**

- Rutgers University - Camden**
- Chancellors/presidents **43**
 - Other executive positions **43**

- The Community College of Baltimore County (CCBC)**
- Biology/life sciences **44**
 - Human development/family sciences **44**
 - Mathematics **44**
 - Music **44**
 - Nursing **44**
 - Physics/space sciences **44**
 - Psychology **44**

SOUTHEAST

- Christopher Newport University**
- Other social/behavioral sciences **46**
 - Political science/int'l relations **46**

- Emory University**
- Statistics **49**

- University of Alabama**
- Other education **45**
 - Other professional fields **45**

- University of Alabama at Birmingham**
- Other health/medicine **47**
 - Other social/behavioral sciences **47**

- University of Montevallo**
- Management Information Science **48**

MIDWEST

- Eastern Michigan University**
- Foreign languages/literatures **47**
 - Other humanities **47**

- University of Illinois at Urbana-Champaign**
- Bioengineering **48**

- University of Michigan**
- French **48**

- University of Wisconsin-Madison**
- Biotechnology/bioengineering **45**
 - Computer sciences/technology **45**

- Wayne State University**
- Dean **44**
 - Medicine **44**

- Western Michigan University**
- Other education **47**
 - Other social/behavioral sciences **47**

SOUTHWEST

- Arizona State University at Tempe**
- Engineering **45**
 - Other sciences/technology **45**

WEST

- South Dakota Art Museum**
- Art **44**
 - Other academic affairs **44**

- University of California, Irvine**
- Business/administration **47**
 - Other business/management **47**

- University of Southern California**
- Accounting/finance **46**
 - Business/administration **46**
 - Economics **46**
 - Management **46**
 - Marketing/sales **46**

International

- Southern University of Science and Technology (SUSTech)**
- Biochemistry **48**
 - Finance **48**
 - Neuroscience **48**
 - Pharmacology **48**

MCLA

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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



GORDON
COLLEGE

PRESIDENT

Gordon College invites nominations and applications for the position of President.

Since its founding in 1889, Gordon College has become one of the nation's premier Christian colleges. Located on a 450-acre campus on the North Shore of Boston, Gordon has deep roots in evangelical Christianity and is characterized by academic excellence, devotion to Scripture, and a global outlook across undergraduate, graduate, and adult learning programs.

The next president of Gordon College will be only the ninth president in Gordon's 131-year history. Gordon seeks a leader who will faithfully steward the legacy of influence that Gordon has had on New England and across Christian higher education, while also leading the College in casting a dynamic vision for delivering on its mission in innovative ways in the years to come.

The combined blessings of location, heritage, scholarship, and global vision continue to inspire the mission of Gordon College: to graduate women and men distinguished by intellectual maturity and Christian character, committed to lives of service and prepared for leadership worldwide.

Visit <https://carterbaldwin.com/opportunities/gor-pre/> to learn more.

Interested candidates should submit a letter of interest and a curriculum vitae to GordonPresident@carterbaldwin.com

Price Harding
678.448.0015
pharding@carterbaldwin.com

Ted Wieber
678.448.0006
twieber@carterbaldwin.com

Gordon College is an evangelical Christian liberal arts college whose faculty and staff affirm a shared Statement of Faith and adhere to lifestyle expectations. Gordon is an equal opportunity employer committed to recruiting and retaining a diverse and talented workforce and student body. For more information about Gordon College visit www.gordon.edu.



www.carterbaldwin.com

RUTGERS
UNIVERSITY | CAMDEN

CHANCELLOR

Rutgers University–Camden invites nominations and applications for the position of Chancellor.

Founded in 1926 as the South Jersey Law School, and joining Rutgers in 1950, Rutgers University–Camden is a leader in education and research. Rutgers–Camden enrolls over 7,200 undergraduate and graduate students, employs more than 1,300 faculty and staff, and has over 55,000 alumni. Rutgers University–Camden offers 38 undergraduate majors and 29 graduate programs, across four schools and colleges, with an average class size of 24 students and a 10:1 student to faculty ratio. An R2 University, the institution is comprised of the College of Arts and Science and its Graduate School, the School of Business, Rutgers Law School, and the School of Nursing. Rutgers University–Camden boasts a unique student body, 25% of whom are first-generation students and more than 50% are from underrepresented racial or ethnic backgrounds.

The Chancellor for Rutgers University–Camden has direct responsibility for the daily administration of the southernmost of four regional campuses comprising Rutgers. The institution is located in the University District of Camden, a city nationally known for its determination and resilience, in the heart of the metro Philadelphia region. The Chancellor serves as the chief executive officer of Rutgers University–Camden, overseeing an annual budget of more than \$173 million. The Chancellor reports to the Rutgers President as a member of his cabinet and a key partner on the University's executive team. Rutgers University–Camden is an anchor institution in the city and the region, and the Chancellor plays a leadership role in the revitalization of Camden and southern New Jersey, serving as a partner with other institutions and businesses in promoting the economic, social, and cultural development of the fastest-growing region in New Jersey.

The Chancellor is responsible for maintaining and advancing the dynamic national and international profile of the institution. Rutgers University–Camden is home to world-class Rutgers research faculty, renowned academic departments and programs, including innovative, multidisciplinary PhD programs, a diverse and engaged student body inclusive of students from across the nation and the globe, and a research portfolio with nearly \$20 million in grant awards for FY2020. Critically important will be the Chancellor's commitment to enhancing the research mission and aspirations of the Camden campus. The Chancellor also works collaboratively across Rutgers to define and advance the Camden campus experience and mission. The Chancellor is responsible for working within an enrollment-driven budgeting environment to enhance state and tuition revenues by developing innovative and relevant programs. Serving as the primary representative of Rutgers to the community, the Chancellor also is a driving force, forging partnerships with public and private institutions in the region and working to improve the quality of life of community members. Additionally, Rutgers University–Camden has earned the National Carnegie Community Engagement Classification, considered widely to be a signature accomplishment and a demonstration of the intrinsic value of connecting the assets and resources of the University with the surrounding community.

The next Chancellor will embody Rutgers University–Camden's core values, including: the highest levels of integrity and empathy; a dedication to growing and fostering a vibrant, 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.

The ideal candidate 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 social justice; experience leading a 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 and student engagement; and a record of accomplishment engaging with and supporting local and regional urban communities.


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



Shelly Weiss Storbeck, Managing Partner
Tammarah Townes, Managing Associate
Carly Rose DiGiovanni, Associate
RUCamdenChancellor@storbecksearch.com

For more information, please visit Rutgers University–Camden's home page at <https://camden.rutgers.edu>.

Rutgers University is committed to fostering and maintaining a diverse and welcoming workplace – an environment of excellence in which all individuals can participate to the full level of their capabilities, realize their aspirations and contribute to the increasingly global society in which we live.




**SOUTH DAKOTA
STATE UNIVERSITY**

DIRECTOR OF THE SOUTH DAKOTA ART MUSEUM

South Dakota State University is conducting a national search for its next Director of the South Dakota Art Museum. The Search Committee invites nominations, applications (letter of interest, resume/CV, and the names and contact information of five or more references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to January 15, 2021. For a complete position description, please visit the Current Opportunities page at <https://www.parkersearch.com/sdsudirectorartmuseum>

Porsha L. Williams, Vice President
Erin Raines, Principal
770-804-1996 ext. 109 or 117
pwilliams@parkersearch.com || eraines@parkersearch.com

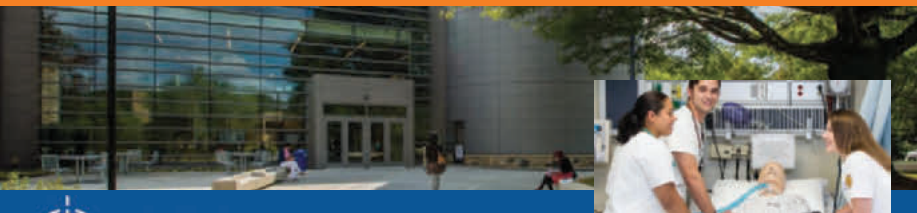
South Dakota State University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. SDSU's policies, programs and activities comply with federal and state laws and South Dakota Board of Regents regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, gender, gender identity and/or expression of sexual orientation.




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Anticipated Fall 2021 Faculty Positions

Baltimore County, MD





Great Jobs. Great Benefits.
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The Community College of Baltimore County (CCBC) is ranked among the top providers of undergraduate education, workforce development, technology training, and lifelong learning/life enrichment in the Baltimore Metropolitan area. Rooted in the community since 1957, CCBC offers a unique approach to learning that empowers people to transform their lives. Our graduates, many on scholarship, go on to attend some of the nation's finest colleges and universities. Nationally recognized as a leader in innovative learning strategies, CCBC educates nearly 65,000 people each year, including more than half of all Baltimore County residents attending undergraduate college. By offering a holistic learning environment that is both accepting and challenging, we meet students where they are and take them where they want to go.

The Nursing Program at CCBC is the premier, learning-centered, Associate Degree Nursing Program in the greater Baltimore metropolitan area. We prepare students for an exciting career in the health field by offering degrees and certificates in highly sought after areas.

Benefits: CCBC's benefits include medical, dental, vision, disability, AD&D and life insurances, ample paid time off, choice of one of two Maryland State Retirement Plans (contributory and noncontributory), tuition waiver/reimbursement, and much more.

10-month faculty (Instructor), \$53,091 - \$65,295 or
12-month faculty (Instructor), \$63,709 - \$78,354

10-month faculty (Assistant Professor), \$56,171 - \$69,084 or
12-month faculty (Assistant Professor), \$67,404 - \$82,900

CCBC invites applicants for the following anticipated positions for Fall 2021:

- School of Wellness, Education, Behavioral and Social Sciences
 - Human Services
 - Psychology
 - Economics
- School of Business, Technology and Law
 - Accounting
- School of Arts and Communication
 - Music/Voice/Choral Specialist
 - Music/Instrumental Specialist
 - Interpreter Prep
 - Music/Piano
- School of Mathematics and Science
 - Physical Sciences
 - Mathematics
 - Biology
- School of Health Professions
 - Nursing

Various Adjunct Faculty Opportunities Also Available


Online and In Person Teaching – some physical presence on campus may be required.

TO APPLY, visit <http://www.ccbcmd.edu/jobs>

For best consideration, please apply by December 18, 2020.

CCBC strongly encourages applicants from diverse backgrounds and life experiences.

CCBC is an Equal Opportunity/Affirmative Action employer. CCBC is committed to ensuring equal opportunity and non-discrimination in all hiring and employment practices. We are committed to equal treatment for all applicants and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation or any other basis protected by law.



WAYNE STATE
School of Medicine

MISSION
We will educate a diverse student body in an urban setting and within a culture of inclusion, through high quality education, clinical excellence, pioneering research, local investment in our community and innovative technology, to prepare physician and biomedical scientific leaders to achieve health and wellness for our society.

COMMITMENT
We are privileged to serve our community, state, nation, and the world as innovators in medicine, health, prevention and wellness.

Wayne State University School of Medicine is located in Detroit and is intimately connected to the exciting resurgence of Detroit and its communities. It is the largest single campus medical school in the United States and currently hosts an enrollment of more than 1,200 undergraduate medical students. In addition to the MD program, the School of Medicine offers degree programs leading to the MPH, the Master of Science, the Ph.D. and the M.D.-PhD.

Excellence, Innovation, and Leadership are pre-eminent values of the medical education enterprise. Accordingly, the School of Medicine is committed to being nationally recognized for developing physicians who are both comprehensively educated to provide 21st century medical care and who are uniquely trained to provide clinical excellence in the urban setting (Urban Clinical Excellence).

Wayne State University School of Medicine (WSUSOM) invites applications for the position of Assistant Dean for Curricular Integration (ADCI). A competitive applicant must qualify for an academic appointment as a Professor or Associate Professor in one of our clinical departments. Candidates must have demonstrated a significant experience in health professions education within a medical school.

Reporting to the Senior Associate Dean for Undergraduate Medical Education, the ADCI will perform the following functions:

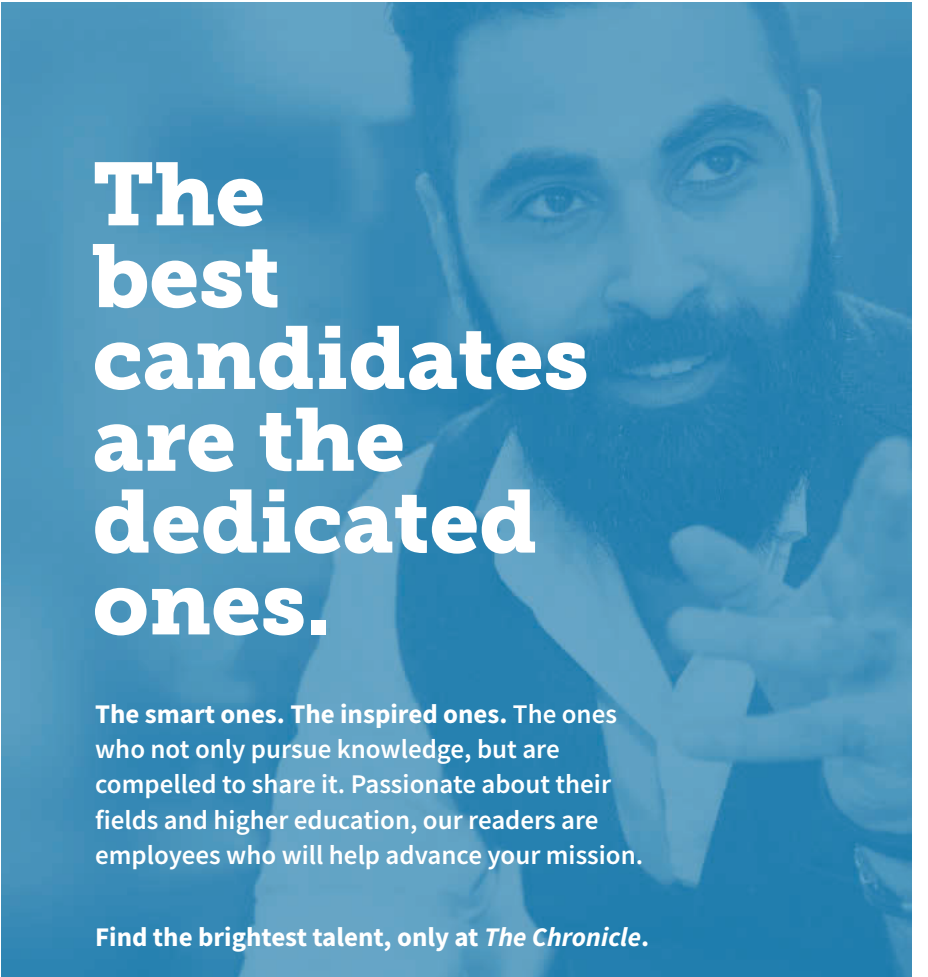
1. Map our current curriculum to our graduating competencies
2. Map our current curriculum for content
 - a. To identify what content/topic is taught where and in what depth
3. Partner with instructional designers to meet our AAMC curriculum database requirements
4. Oversee integration of content vertically and horizontally
5. Facilitate and oversee integrated longitudinal case-based learning sessions (yet to be designed and implemented)
6. Oversee integration of threads and disciplines across courses and clerkships
7. Oversee and facilitate integration of basic sciences into the clerkship years
8. Oversee the longitudinal courses and ensure alignment between longitudinal courses and other courses.
9. Serve as the Director of any of the preclerkship and/or longitudinal course(s)

The Assistant Dean will fulfill her/his roles and responsibilities in the form of assigned time-limited projects in addition to continually overseeing the integration aspect of the curriculum.

QUALIFICATIONS:

- The successful candidate must possess an MD or DO and possess Board Certification in a clinical specialty.
- Demonstrated knowledge of program and course evaluation and student assessment methods. Extensive leadership experience and/or course leadership experience.
- Excellent written and verbal communication skills for both technical and non-technical audiences
- Strong organizational skills and the ability to set priorities, manage multiple tasks, and complete assignments with minimal supervision.
- Strong technical skills in Microsoft Word, Excel, Power Point, and Access. Must be able to simultaneously handle multiple assignments.

To apply: Please visit <https://jobs.wayne.edu> and search for posting number 045172. For more information regarding this position, please contact Ms. Vickie Muhammad, Manager and Assistant to Dr. Richard Baker, Vice Dean for Medical Education, Wayne State University School of Medicine at (313) 577-5196, or via email at vmuhamme@med.wayne.edu.



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**School of Medicine
and Public Health**
UNIVERSITY OF WISCONSIN-MADISON

**Assistant or Associate Professor of
Clinical Research Informatics (227672)**

The Department of Biostatistics & Medical Informatics (BMI) and the Clinical and Health Informatics Institute (CHI2) seek applicants for a tenure-track assistant or associate professor whose research focuses on clinical research informatics. The successful applicant for this position will deepen our campus' interdisciplinary research strength in clinical research informatics, its applications for healthcare and biomedical sciences, and will embrace diversity in the broadest sense. We require a doctoral degree (PhD or equivalent) in biomedical informatics, computer science, biostatistics, or a closely related quantitative field. Assistant professor candidates must have at least 3 years of relevant research experience, which may have been acquired in the doctoral program. Associate professor candidates must have relevant tenure-track faculty experience. We require a strong methodological research program; a demonstrated commitment to interdisciplinary research in basic, translational, or clinical research; and the potential to thrive in our dynamic research environment. BMI is a vibrant and collaborative basic science department in the School of Medicine & Public Health at the University of Wisconsin-Madison. CHI2 delivers informatics expertise and infrastructure enabling the discovery, translation, and dissemination of interventions to improve health.

**Assistant or Associate Professor of
Machine Learning (228054)**

The Department of Biostatistics & Medical Informatics, a vibrant and collaborative basic science department in the School of Medicine & Public Health at the University of Wisconsin-Madison seeks applicants for a tenure-track assistant or associate professor whose research focuses on machine learning. The successful applicant for this position will deepen our campus' interdisciplinary research strength in machine learning, its applications for healthcare and biomedical sciences, and will embrace diversity in the broadest sense. We require a doctorate (PhD or equivalent) in Computer Science, Statistics, Biomedical Informatics, Electrical Engineering, or a closely related quantitative field. Assistant professor candidates must have at least 3 years of relevant research experience, which may have been acquired in the doctoral program. Associate professor candidates must have relevant tenure-track faculty experience. We require a strong methodological research program in machine learning; a demonstrated commitment to interdisciplinary research in basic, translational, or clinical research; and the potential to thrive in our dynamic research environment. We are looking for someone to develop new machine learning approaches, algorithms, and strategies to create more effective predictive models from growing data resources. You will have the opportunity to use electronic health record, genomic, imaging, and other relevant data sources, all of which may inform prediction for clinical outcomes or treatment strategies, as well as data on molecular structures that might guide predictions of protein binding or other molecular characteristics. This is a great opportunity for those interested in machine learning and its application to questions of human health and biomedical science.

The assured consideration date for both positions is December 31, 2020, although late applications may be considered. We strongly encourage women and underrepresented minority candidates to apply.

Apply for these positions at:
<https://jobs.hr.wisc.edu>

Ira A. Fulton Schools of Engineering Positions for 2021-2022

Building Engineers and Inspiring Innovation

Multiple tenured and tenure-track faculty positions

At the Ira A. Fulton Schools of Engineering, we seek to deliver a world-class learning experience for our students and to advance research and innovation - all at scale. We value and emphasize inherently interdisciplinary endeavors that capitalize on both the breadth and depth of our outstanding faculty and have built a special place for large-scale innovation characterized by foundational excellence and translational impacts. We are the lead institution on two National Science Foundation engineering research centers and lead a Department of Homeland Security Center of Excellence. Our faculty are also responsible for over 225 patents and nearly 30 startups in the last three years.

To support our goals in building engineers and inspiring innovation, we are recruiting faculty at all ranks and across a wide range of disciplines. We count more than 455 faculty among our ranks, with 355 tenured/tenure-track faculty. Our faculty are among the very best with young faculty awards across all agencies, including 42 National Science Foundation CAREER Awards in the last five years.

We are an engineering school on the rise in the most innovative university in the country and in the heart of the nation's fifth largest metropolitan area. The scale of our faculty research interests and interdisciplinary mindset, combined with 47 graduate degree programs and 25 undergraduate degree programs, provide the foundation and collaborative possibilities to advance your ideas. Join us.

ASU continues to be a university on the move with a strong commitment to access, excellence and impact. The Fulton Schools of Engineering are agile, dynamic and dedicated to continuous innovation, student success, faculty excellence, and cultivation of an environment that is diverse, equitable and inclusive.

In compliance with federal law, ASU prepares an annual report on campus security and fire safety programs and resources. ASU's Annual Security and Fire Safety Report is available online at <https://www.asu.edu/police/PDFs/ASU-Clery-Report.pdf>. You may request a hard copy of the report by contacting the ASU Police Department at 480-965-3456.

Arizona State University is a VEVRAA Federal Contractor and an Equal Opportunity/Affirmative Action Employer. All qualified applicants will be considered without regard to race, color, sex, religion, national origin, disability, protected veteran status, or any other basis protected by law. See ASU's full non-discrimination statement (ACD 401) at [asu.edu/aad/manuals/acd/acd401](https://www.asu.edu/aad/manuals/acd/acd401) and the Title IX statement at [asu.edu/titleIX](https://www.asu.edu/titleIX).

TO LEARN MORE AND APPLY, GO TO:
engineering.asu.edu/hiring





☒ **Thriving Research and Graduate Programs**


☒ **Established Partnerships with Industry and Government**

With over **185** tenured/tenure-track faculty, and **18** multidisciplinary research centers and institutes, and funding by eight federal agencies, Northeastern's College of Engineering is in a period of dynamic growth. Our emphasis on interdisciplinary, transformative and innovative research—tied to Northeastern's unique history of industry collaboration through the university's signature cooperative education program—enables partnerships with academic institutions, medical research centers, and companies near our centrally located Boston campus and around the globe.

Learn more and apply at coe.northeastern.edu/faculty-hiring

Consideration will be given to candidates at the assistant, associate, and full professor levels; successful applicants will be expected to lead internationally recognized research programs aligned with one or more of the college's strategic research initiatives. We are also seeking to recruit and support a broadly diverse community of faculty and staff and strives to foster an inclusive culture built on respect that affirms inter-group relations and builds cohesion. Applicants will be asked to submit a diversity statement discussing how they view their contributions to sustainment and improvement of diversity in the college and community at large.

Northeastern University is an equal opportunity employer, seeking to recruit and support a broadly diverse community of faculty and staff. Northeastern values and celebrates diversity in all its forms and strives to foster an inclusive culture built on respect that affirms inter-group relations and builds cohesion. All qualified applicants are encouraged to apply and will receive consideration for employment without regard to race, religion, color, national origin, age, sex, sexual orientation, disability status, or any other characteristic protected by applicable law. To learn more about Northeastern University's commitment and support of diversity and inclusion, please see northeastern.edu/diversity.



ANNOUNCEMENT OF POSITIONS

TENURE-TRACK POSITIONS
(Positions begin August 16, 2021)

Associate/Professor and Department Head, C&I
Department of Curriculum and Instruction

Assistant Professor of Instructional Technology
Department of Educational Leadership, Policy, and Technology Studies

Assistant/Associate Professor of School Psychology
Department of Educational Studies in Psychology, Research Methodology, and Counseling

Assistant Professor of Qualitative Research
Department of Educational Studies in Psychology, Research Methodology, and Counseling

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

Application Process: Please apply online at <https://facultyjobs.ua.edu>. Tenure Positions: A letter of application, vita, names, addresses, and telephone numbers of three references, unofficial transcript(s) of all graduate level coursework, and up to three samples of professional writing are required to complete the online application process.

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



Political Science Faculty Position (Rank Open) & Director of the Reiff Center

Christopher Newport University invites applications for the position of Political Science Faculty and Director of the Reiff Center, effective August 2021. The successful candidate will have an appointment in the Department of Political Science with teaching and research responsibilities in the areas of international human rights, conflict resolution, ethnic conflict, and genocide studies. Applicants must be committed to undergraduate education and demonstrate the potential for excellence in teaching and research with undergraduates. In addition, applicants must have a promising scholarly agenda and commitment to taking an active part in the life and work of the University.

The duties of this position will also include administrative leadership of the Reiff Center. The Reiff Center's mission is to pursue the study of ethnic conflict, conflict resolution, human rights violations, and genocide through research, campus visits by those with expertise and/or experience in these areas, classes investigating these subjects, and study abroad experiences for students interested in these topics. The Reiff Center currently has an endowment of more than one million dollars. Named in honor of Dr. Theodore R. Reiff, a retired physician, medical educator, and researcher, the Center applies historical, political, social, and international perspectives to its initiatives. For more information visit <https://cnu.edu/reiffcenter/>. The nominal teaching load is 2-2. An earned Ph.D. in Political Science or a closely related field is required for appointment at the rank of Assistant Professor. Exceptionally well-qualified candidates will be considered for appointment at a higher rank with tenure. Phi Beta Kappa membership is highly desirable.

CNU is committed to outstanding teaching and learning, undergraduate education, and the liberal studies core; The Fall 2020 freshman class of 1,155 students was selected from 7,300 admission applications, and presented average high school GPA and SAT scores of 3.8 and 1184, respectively. The University has a new and technologically advanced campus, located between Colonial Williamsburg and the Virginia coast. The campus integrates the University's liberal arts vision, nurturing mind, body, and spirit. Facilities include the state-of-the-art Tribble Library; three new academic buildings including a newly opened integrated science building; the Freeman Center athletic complex; and the I.M. Pei-designed Ferguson Center for the Arts, which brings to Virginia the finest performing artists in the world. Opening in 2021 and adjoining the Ferguson Center, the \$57 million Fine Arts Center will house over 7,500 sq. ft of gallery exhibition space, state-of-the-art teaching and museum learning spaces, studios and classrooms. It will serve the university community and the entire Peninsula region. Our faculty enjoy an atmosphere of collegiality and mutual respect that rewards outstanding teaching and fosters active intellectual and creative engagement. Christopher Newport is committed to ensuring that all people are welcomed, honored and fully engaged in the life of our academic community. We recruit exceptional and diverse faculty and encourage applications from individuals who are underrepresented in their profession. Faculty are productive scholars and researchers, supported by professional development funds. Faculty and administrators regularly consult and collaborate as the University works to sustain a culture of scholarly inquiry, informed debate, and civic action that enriches students, faculty, and the surrounding community. The result is a supportive and cohesive academic setting in which the University cultivates and carries forward its mission. The University is among the highest ranked in the nation for its quality of life and innovative spirit. Competitive salary with excellent health and retirement benefits and a well-designed family leave policy further enhance the workplace. For further information, please visit our website at <http://www.cnu.edu>. Candidates wishing to know more about the Department of Political Science and its academic programs are invited to visit <https://cnu.edu/academics/departments/politicalscience/>.

Review of applications will begin on January 3, 2021.

Applications received after January 3, 2021, will be accepted but considered only if needed.

View full job posting & how to apply at <http://jobs.cnu.edu/9828>

Christopher Newport University, an EO Employer, is fully Committed to Access and Opportunity.



USC Marshall School Of Business
Full-Time and Part-Time,
Tenure-Track, and Non-Tenure-Track
Faculty Positions

USC Marshall is renowned for its high-ranking undergraduate, graduate, international, online, and executive education programs, an exceptional and inclusive faculty engaged in leading-edge research, a diverse and creative student body, and a commitment to technological advancement.

The research productivity of Marshall's 230 full-time faculty ranks among the top 20 business schools in the world. Marshall faculty are a collaborative and inclusive group of scholars who value diverse pedagogical, curricular, and methodological approaches, and who foster a genuine sense of belonging for all students.

The USC Marshall School of Business is accepting applications for full-time and part-time, tenure-track, and non-tenure-track faculty positions. The Marshall School of Business is a private research and academic institution committed to educating tomorrow's diverse and global leaders. We welcome applicants who desire to be part of an inclusive community that understands the value of culture, race, ethnicity, protected veteran status, gender, gender identity and expression, sexual orientation ability, and socioeconomic factors in preparing future equity-minded leaders, innovators, and visionaries.

The hiring process is expected to continue throughout the academic year.

Positions may be available in the following departments and centers:

- Department of Business Communication
- Department of Data Sciences and Operations
- Department of Finance and Business Economics
- Department of Management and Organization
- Department of Marketing
- Greif Center for Entrepreneurial Studies
- Leventhal School of Accounting

Requirements for tenure-track positions include a doctoral degree or foreign equivalent in an area of study appropriate to the hiring department or center. No specific experience is required, although consideration may be given to candidates who have teaching experience at the college/university level, and/or one who can demonstrate evidence of research competence. Salary is dependent on qualifications, and employee benefits for full-time faculty are excellent.

Preferred qualifications for non-tenure-track positions include an advanced degree (masters, Ph.D., J.D., etc.), relevant experience in teaching at the college/university level, and superior communication skills.

Please click on the link to access a list of positions available: <http://www.marshall.usc.edu/faculty/faculty-positions>

Positions may require documents to include a cover letter, curriculum vita or resume, teaching statement, a statement sharing how you would contribute to, and promote Marshall's commitment to diversity, equity, and inclusion in your teaching, curricula, research, and student engagement, research papers or publications, and contact information for letters of reference writers.

USC is an equal opportunity, affirmative action employer, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed, and background. USC is building a diverse faculty that embraces a range of disciplinary traditions. The University will consider all candidates for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, disability, or any other characteristic protected by law or USC policy. USC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. USC will consider for employment all qualified applicants with criminal histories in a manner consistent with the requirements of the Los Angeles Fair Chance Initiative for Hiring ordinance.



Faculty Positions at the
NYU Stern School Of Business

NYU Stern seeks candidates for a limited number of tenure-track, tenured, clinical, visiting and adjunct faculty positions.

View and apply: stern.nyu.edu/joinfaculty

EOE/AA/Minorities/Females/Vet/Disabled/
Sexual Orientation/Gender Identity

JOB SEARCH
TIPS

The CV and the cover letter are fundamentally different genres.

Your CV is a chronology of your accomplishments. As a genre, it has its own conventions and styling. Whereas the CV is a document that informs, the cover letter is a document that elucidates and persuades.

Get more career tips on jobs.chronicle.com



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



The University of Alabama at Birmingham

Clinical Research Faculty Position Behavioral & Population Sciences

The Department of Clinical & Community Sciences at the University of Alabama at Birmingham (UAB), School of Dentistry, invites applicants for a full-time, research-intensive, tenure-track faculty position in clinical research.

Position responsibilities predominantly include research in a patient-oriented research discipline. Candidates will spend some of their time participating in the department's clinical and teaching missions, but the position's main focus is to develop a research program in clinical research that also includes practice-based research and population-based research. The Department comprises two divisions and is the national administrative site for the National Dental Practice-Based Research Network (<http://NationalDentalPBRN.org>).

Applicants must have a dental degree and have advanced training in public health and/or clinical research, preferably with an MPH or PhD or equivalent degree. Experience in directly providing care in a United States practice setting (private practice or academic) is preferred, but not required. Candidates are expected to attract external research funding over time. Participation in intramural faculty practice is available for persons with Alabama licensure. Excellent written and verbal English skills are required. The faculty appointment will be in the Division of Behavioral & Population Sciences. The search will begin immediately and will end when the position is filled. A pre-employment background investigation is performed on candidates selected for employment.

Academic rank and salary will be commensurate with qualifications and experience. Interested individuals are encouraged to apply online at <http://uab.peopleadmin.com/postings/7709>

UAB is an Equal Opportunity/Affirmative Action Employer committed to fostering a diverse, equitable and family-friendly environment in which all faculty and staff can excel and achieve work/life balance irrespective of race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans.



Equity in Action Presidential Postdoctoral Fellowship

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

The Equity in Action Presidential Postdoctoral Fellowship is designed to increase the diversity of Kean University's research, teaching, and clinical faculty. Kean seeks to attract promising researchers, clinicians, and educators from different backgrounds, races, ethnic groups, and other diverse populations whose life experiences, research experiences, and employment backgrounds will contribute significantly to Kean's academic mission and enhance the environment and learning opportunities for all Kean students.

Fellowships may be awarded for postdoctoral training in any field of study at Kean. Successful candidates will receive a two-year lecturer appointment with a reduced course load designed to provide ample opportunities for highly mentored scholarly and research training. Courses and workshops will be available to enhance the research skills necessary for securing a tenure-track faculty position at Kean or elsewhere at the conclusion of the fellowship.

Applications will be accepted and reviewed on a rolling basis through January 15, 2021. Interviews and offers will be made through March 1, 2021. Start dates will be arranged in consultation with the faculty mentor and may begin as early as July 2021, but no later than September 1, 2021.

For more information on the Equity in Action Presidential Postdoctoral Fellowship and to apply, please visit: <https://www.kean.edu/equity>.

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



HARVARD UNIVERSITY DEPARTMENT OF STATISTICS TENURE-TRACK PROFESSOR OF STATISTICS

The Department of Statistics invites applications for a tenure-track professor for the 2021-2022 academic year. We seek strong candidates in any field of statistics and probability as well as in any interdisciplinary areas where innovative and principled use of statistics and/or probability is of vital importance. Candidates should have strong doctoral records and demonstrated teaching and research experience or the promise of achieving such. We particularly encourage application from historically underrepresented groups. The tenure-track professor will be responsible for teaching at the undergraduate and graduate levels.

The appointment is expected to begin on July 1, 2021. Doctorate or equivalent terminal degree in Statistics or a related discipline will be required by the start date.

Please submit application materials through the ARIeS portal <https://academicpositions.harvard.edu/postings/9888>

Application submission by **January 5, 2021** will ensure consideration.

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.



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

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

Board-Appointed Academic Year Faculty Positions

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

Terminal Faculty Specialist I: Work Force Education and Development

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

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

Tenure-Track Assistant Professor: Elementary Education Social Studies/Curriculum and Instruction

Degree Requirements: Earned doctorate in curriculum and instruction with concentration in Social Studies or closely related field by August 2021.

For the responsibilities specific to the position, minimum qualifications, and required application documents and procedure, please visit <http://www.wmich.edu/hr/jobs/>. The appointment process at Western Michigan University requires that each applicant submit a comprehensive vita or set of placement credentials and arrange for the transmittal of at least three recent letters of recommendation.



NORWALK COMMUNITY COLLEGE

Norwalk Community College is currently recruiting for the following positions:

> FT Lecturer (Assistant Professor Veterinary Technology PC III)
(10-Month, Full-Time, Non-Tenure-Track Position Grant Funded*)

*This position may result in a permanent full-time tenure track assignment depending on funding and College needs.

STARTING SALARY: \$64,291

APPLICATION DEADLINE: by 5:00pm, Friday, December 4, 2020

You must submit a cover letter and resume via the NCC Careers Portal at <https://norwalk.edu/hr/employment/>

Norwalk Community College is an Affirmative Action/Equal Opportunity Employer, M/F.



Housatonic Community College is currently recruiting for the following positions:

> Instructor of Psychology

(10-Month, Full-Time, Tenure-Track Position)

STARTING SALARY: \$59,528

APPLICATION DEADLINE:

by 5:00pm, Friday, December 4, 2020

You must submit a cover letter and resume via the HCC Careers Portal at <https://careers.housatonic.edu/>

Housatonic Community College is an Affirmative Action/Equal Opportunity Employer, M/F.



Tenure-Track Assistant Professor (Africology and African American Studies)

The Department of Africology and African American Studies at Eastern Michigan University invites applications for a tenure-track Assistant Professor who focuses upon research methodologies in social and behavioral sciences, and/or on law and justice issues in the discipline.

A Ph.D. in Africology and African American Studies or a cognate discipline is required; ABDs are welcome to apply, but the successful candidate must have obtained a Ph.D. by the appointment date of 08/30/2021.

Submit online an application addressed to the Chair, AAAS Faculty Search Committee, including your CV, your academic transcripts and a writing sample. For details, visit <http://www.emich.edu/jobs>.



Professor of Teaching in Finance (Security of Employment series-open rank)

The Paul Merage School of Business at the University of California, Irvine anticipates filling one position in the Professor of Teaching in Finance with Security of Employment series to begin as early as July 1, 2021.

For more information about UC Irvine, The Paul Merage School of Business, the position and the application requirements, visit: merage.uci.edu/employment.

Please visit our website periodically.

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

BIOCHEMISTRY

Faculty positions in Biochemistry at SUSTech Medical School*Southern University of Science and Technology*

The School of Medicine, Southern University of Science and Technology (SUSTech), seeks outstanding applicants for full-time tenure-track/tenured faculty positions in all ranks. In our newly established Department of Biochemistry, we welcome exceptional candidates in areas of biochemistry including protein design, structural biology, protein misfolding diseases, nucleic acids, translational biology, proteomics, chromatin biology, protein trafficking and metabolism. The successful candidate should have a record of outstanding research creativity and productivity, and is expected to establish an innovative, cutting-edge research program. Since its inception in 2012, SUSTech has quickly risen to a top 10 university in mainland China. Located in Shenzhen, arguably the most dynamic and vibrant city in China, we have unique advantages, including but certainly not limited to: 1) a new university with innovative spirits and little traditional barriers; 2) bilingual education with lectures conducted in English and/or Mandarin, attracting top global talents; 3) an internationally competitive startup package that allows many PIs quickly build a team with dedicated researchers; 4) a highly collaborated environment with strong administrative and scientific support. SUSTech Medical School offers equal opportunity and welcomes applicants of all ethnic backgrounds who can contribute to the excellence and diversity of our academic community. Applicants must possess a Ph.D. and/or M.D. degree, demonstrated research excellence, and strong teaching ability. Candidates with clinical background and a translational focus are encouraged to apply. A globally competitive start-up package will be provided to successful candidates. Salary and rank will commensurate with qualifications and experience. All applicants should submit the following documents to hraoh@hotmail.com or hr-med@sustech.edu.cn: (1) Curriculum Vitae, (2) a Statement of Research and Teaching Interests.

BIOENGINEERING

Faculty Position in Bioengineering (Open Rank)*University of Illinois at Urbana-Champaign*

Faculty Position in Bioengineering (Open Rank) The Grainger College of Engineering Department of Bioengineering University of Illinois at Urbana-Champaign (UIUC) invites applications for a full-time faculty member for a tenure-track or tenured position in neuroimaging. Senior and mid-career faculty are encouraged to apply, but all qualified candidates will be considered. A successful candidate is expected to possess a demonstrated track record of productivity and experience in neuroimaging research and interdisciplinary collaboration. Minimum qualifications include an earned doctorate in bioengineering, biomedical engineering, or relevant areas of the physical and life sciences and the ability to teach effectively at both the graduate and undergraduate levels. Candidates are expected to demonstrate evidence of a commitment to diversity, equity, and inclusion through research, teaching, and/or service endeavors. A highly distinguished senior level candidate may also be considered for a tenured Full or Associate Professor endowed position as part of the Grainger Engineering Breakthroughs Initiative, which is backed by a \$100-million gift from the Grainger Foundation. Please visit the website <https://bioengineering.illinois.edu/employment/index.html> to view the complete position announcement

and application instructions. Applications received prior to December 31, 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. The U of I is an EEO Employer/Vet/Disabled (<http://go.illinois.edu/EEO>) and committed to a family-friendly environment (<https://provost.illinois.edu/faculty-affairs/work-life-balance/>).

FINANCE

Assistant/Associate/Full Professor/Visiting Position/Postdoc in Department of Finance*Southern University of Science and Technology*

The University Profile Southern University of Science and Technology (SUSTech) was officially established in April 2012. It is a public university funded by Shenzhen city and the chair of the university council is the mayor. Shenzhen has developed from a small fishing village 40 years ago to a modern metropolitan city with more than 20 millions in population. It is regarded as China's Silicon Valley where numerous world's well-known corporations are headquartered here, including Huawei, Foxconn, Tencent, ZTE, BYD, etc. In the year of 2017, its GDP has exceeded Hong Kong's for the first time in history. Shenzhen has been ranked to be the No. 1 competitive city in Greater China region and No. 6 in the world, by the United Nations Human Settlements Program and Chinese Academy of Social Sciences. SUSTech is a pioneer in higher education innovation of China, covering five hundred acres of wooded landscape in the picturesque Nanshan (Mountain South) area with an idyllic environment suitable for learning and scholarship. It is the unique university in mainland China where English is largely adopted as a teaching language across campus. With the strong support from Shenzhen city, SUSTech has developed rapidly and been approved to offer Bachelor, Master and Doctorate Degree programs by the Ministry of Education of China. According to the Times Higher Education World University Rankings 2020, SUSTech was ranked No.8 among the listed mainland China universities. Following QS World University Rankings 2021, SUSTech was ranked No. 14 among the listed mainland China universities and No. 323 in the world. Faculty Positions in the department of finance The department of finance is a fast-growing department, which offers joint Doctor programs collaborating with top-tier international research universities of the world, including UBC (University of British Columbia, Canada), Warwick Business School (UK), University of Queensland (UQ, Australia), Fox Business School of Temple University (USA), National University of Singapore (NUS, Singapore), HKUST, HKU, etc. Recently, HEC Paris, the ranked No.1 business school of Europe for eight consecutive years by Financial Times, has become a strategic partner of the department. HEC's finance programs are among the best in the world. The department of finance in SUSTech invites applications for full time, tenured/tenure-track faculty

positions (at any level: Assistant, Associate, or Full Professor), as well as postdocs, in financial engineering and risk management, insurance and actuarial science, accounting, investment and asset pricing, corporate finance, and digital finance, etc. Applications from other finance related areas are also welcome. We also welcome established or young faculty to apply for visiting assistant/associate/full professor position (given the excellent climate in the Fall and Winter as well as the good air quality of the city, it would be an attractive choice for faculty to do Sabbatical leave who could spend 3-12 months here). Applicants should (i) be a promising or established scholar with a doctoral degree (or close to completion) from an established university; and (ii) demonstrate a specialty in the above fields. The appointee will be expected to (i) have ability to teach postgraduate and undergraduate courses; and (ii) publish research papers in top-tier journals in related fields. Salary and Fringe 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 research fund ranging from 2 to 10 million RMB and the 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. Postdoc Positions We seek applications for postdoc positions with expertise in a broad and related field, including cross-disciplinary fields like Blockchain application in finance, machine learning for finance, FinTech, etc. Salary will be competitive, ranging from up to 300 or 400 thousand RMB annually, commensurate with qualifications and experience. There are additional allowances provided by Shenzhen city or Guangdong province for eligible appointees, such as 1.6 or more million RMB (tax-free) for those qualified talents awarded by Shenzhen's government. The terms mentioned herein are for reference only and are subject to updating in due time. The postdoc is a two-year contract, renewable for one additional year depending upon academic performance. Application Procedure Application letter with a full up-to-date C.V.; one research statement and one teaching statement; transcripts of both undergraduate and graduate studies; copies of 3 selected research publications; names, emails and addresses of three referees, should be sent to the Search and Appointment Committee of the department of finance, Southern University of Science and Technology, 1088 Xueyuan Avenue, Nanshan District, Shenzhen 518055, China [email : hiring@sustech.edu.cn and finhire@sustech.edu.cn]. Review of applications will start immediately and continue until the positions are filled. The University would thank applicants for the application but only the candidates being short-listed will be notified for campus interviews. For more information on Talents programs, please refer to the website <http://www.gaoxin-butie.com/haiwairercai/>.

Assistant Professor in Finance*Troy University*

Assistant Professor in Finance. Teach finance and related courses, advise students, maintain an active research agenda, and perform faculty service. ABD or Ph.D. Finance or Business. Interested persons should mail a cover letter and CV to: Ashley English, Associate Vice Chancellor, Troy University, 100 University Park-2nd Floor, Troy, AL 36082.

FRENCH

Assistant Professor of French*University of Michigan-Ann Arbor*

The Department of Romance Languages and Literatures invites applications for a tenure-track Assistant Professor of French. We are seeking an interdisciplinary specialist in contemporary post-colonial French/Francophone Studies with emphasis in religious studies (for example, comparative Muslim-Jewish interactions) and sexuality studies. We are particularly interested in innovative approaches to contemporary politics, representation and lived experience. Will teach courses at the postsecondary level and conduct research in French/Francophone culture/area studies, advise students, and perform service to the university. Requirements: Ph.D. in French/Francophone Studies by the date of application and native or near-native fluency in English and French. An Affirmative Action - Equal Opportunity Employer

GEOLOGY

Instructor*University of Mississippi*

Instructor. Duties: Teach geology and related courses and advise students. Requirements: Master's Geological Engineering, Geology, or Earth Science. Interested persons should mail a cover letter and CV to Dr. Gregg Davidson, Department of Geology and Geological Engineering, University of Mississippi, University, MS 38677. Ole Miss is an EEO/ AAE employer.

LIBRARY

Library Coordinator for Student*Lee University*

Seeking Library Coordinator for Student Success at Lee University located in Cleveland, TN, to work closely with library personal and other university department to design and implement innovative library services and programming to support student success. Requires a Masters degree in counseling, leadership, social sciences, or related field, and 2 years of experience working in a library or academic setting with significant student coaching or mentoring responsibilities. Experience to include demonstrated ability to evaluate trends, education, experience and effective communication skills appropriate for providing individual and small group student success coaching; experience with implementing best practices in undergraduate student engagement and success; demonstrated ability to work collaboratively with library personnel, classroom faculty, other campus departments, and students; demonstrated ability to plan, design, and implement innovative projects or services to enhance and/or support student success; experience with research techniques/methods, college and career resources for student development, and various documentation styles (MLA, APA, or Chicago, etc.). Will work evening shifts (Monday through Thursday) and every other weekend (Saturday and Sunday), other assigned shifts, and special events, as needed. Resume only to Ann McElrath, Lee University, amcelrath@leeuniversity.edu; 1120 North Ocoee Street, P.O. Box 3450, Cleveland, TN 37320.

MANAGEMENT INFORMATION SCIENCE

Assistant or Associate Professor of Computer Informatics*University of Montevallo*

The University of Montevallo, Montevallo, Alabama, seeks a full-time, tenure-track faculty position (Assistant or Associate) in Computer Informatics. The successful candidate will develop and deliver courses for traditional and virtual classrooms for both graduate and undergraduate students. The candidate is expected to have experience in teaching computer programming and cybersecurity with a secondary area of emphasis in data analysis and operations management. A Ph.D. is required in one of the following fields: Man-

agement Information Science; Computer Information Systems; Industrial Engineering graduates with emphasis in data science, financial or decision making; or a degree in a closely related field. ABD doctoral candidates will be considered. The Stephens College of Business at UM offers programs at the undergraduate and MBA levels with an average class size of 21 students. With an enrollment of approximately 3,000, UM is Alabama's designated public liberal arts university, offering baccalaureate, master's, and education specialist degree programs with an emphasis on high quality, innovative teaching. The University seeks to recruit, develop, and retain the most talented people from a diverse candidate pool. The successful applicant will be a dedicated teacher, active scholar, and effective mentor for students with diverse backgrounds, preparation, and career goals. Nominations and inquiries should be directed to Dean Stephen Craft at bizdean@montevallo.edu. Applicants should apply online at <https://jobs.montevallo.edu>. Review of applications begins immediately and continues until the position is filled. UM is an AA/EO institution.

MEDICINE

Assistant Professor of Medicine*Emory University*

Emory University seeks Assistant Professor of Medicine in Atlanta, GA. Specific duties are as an inpatient & outpatient hospice & palliative medicine attending at Grady Memorial Hospital. Req. MD or DO & 1 yr of relevant exp. Send cover ltr & resume: tquest@emory.edu w/ job title & PM20 in subj line.

MULTIPLE

New Jersey City University, Fall 2021 Openings*New Jersey City University*

New Jersey City University, Fall 2021 Openings. New Jersey City University (NJCU) provides a diverse population with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond. Established in 1927 as a training school for teachers, today NJCU is among the most comprehensive universities in the state. Located in Jersey City, NJ, one of the most diverse cities in the nation, and just minutes from New York City, NJCU's College of Arts and Sciences, Education, Professional Studies, and School of Business offer 47 undergraduate degree programs and 30 master's programs, and 3 doctoral programs including emerging and interdisciplinary fields. NJCU students engage in rigorous applied-learning experiences that include opportunities to study abroad, and cooperative education internships. NJCU operates two additional campus sites-NJCU School of Business at Harborside Plaza 2 in Jersey City's financial district and NJCU at Brookdale in Wall Township in Monmouth County. In addition, NJCU will soon open a campus location in Fort Monmouth, NJ. NJCU is recruiting for various positions including tenure-track faculty positions in the following disciplines: "Sports Management-School of Business -Financial Technology-School of Business -Community College Leadership - College of Education -Nursing - College of Professional Studies -Security Studies- College of Professional Studies -Fitness & Exercise- College of Professional Studies -Media Arts (Sound- College of Arts & Sciences -Dual Track- African American Studies & Director, Lee Hagan Africana Center- College of Arts and Sciences EDUCATION: Candidates should have an earned doctorate in a related field. In extraordinary cases, as determined by the University, a terminal degree may not be required. CONSIDERATION: Review of applications will begin im-

OTHER

mediately and will continue until the position is filled or the search is ended. REQUIREMENTS: For full consideration, applicants should send a letter of application, a current curriculum vita, a statement of teaching philosophy, a statement of research agenda and background, transcripts, and the names, addresses, telephone numbers, and e-mail addresses of three references. Please refer to our website to apply: <https://www.njcu.edu/jobs> Anticipated start date September 2021. We offer a competitive Compensation and Benefits Package. New Jersey City University is an equal opportunity institution encouraging a diverse pool of applicants.

NEUROSCIENCE

Faculty Positions in the Department of Medical Neuroscience*Southern University of Science and Technology*

The newly established Department of Medical Neuroscience at the School of Medicine, Southern University of Science and Technology (SUSTech) in China seeks applicants for multiple tenure-track/tenured faculty positions at the rank from assistant professor to full professor. Candidates pursuing research in all areas of neuroscience with medical relevance are welcome to apply. Applicants should have a doctoral degree and relevant postdoctoral experience. They will be expected to establish an independent, internationally recognized research program and contribute to the undergraduate and graduate education. Joint appointments with affiliated hospitals are encouraged. Southern University of Science and Technology is a young university with focus on research excellence. The medical school was recently established with the aim to become a first class, international recognized medical research and education center in China. The university is located in Shenzhen, a vibrant city with growing high-tech industries. Startup fund and starting salary will be internationally competitive and commensurate with qualifications and experience. Housing and medical benefits will also be provided. Application materials including a cover letter, CV, statement of research & teaching and contacts of three referees should be submitted to the secretary for faculty search at hr-med@sustech.edu.cn with "neuroscience search" in the email subject.

PHARMACOLOGY

Global Recruitment of Excellent Talents for the Pharmacology Department at the School of Medicine*Southern University of Science and Technology*

Established in Shenzhen, the Southern University of Science and Technology ("SUSTech" for short) is a highly-positioned state-owned innovative university with high starting point against the background of development and reform of higher education in China. The School of Medicine of the SUSTech is positioned as a Shenzhen-based internationalized high-level academic medical school geared towards China and the rest parts of the world. Featuring the integration of sciences, engineering, medicine and humanities, the School of Medicine takes as its mission to foster leading medical talents with international vision and proficiency. Following the overall positioning and development objectives of SUSTech, the School of Medicine has recently established the Pharmacology Department. From the day one of its establishment, the Pharmacology Department has worked hard to set up innovative platforms to recruit excellent pharmacology professionals who have solid academic basis, capability of making innovation, huge room for progress as well as development potentials, set up a first-class molecular pharmacology research base, and formed an efficient echelon of faculty members special-

ized in pharmacology. To move faster towards the goal of building an international-class academic discipline of pharmacology, improving its school-running capability and enhancing its international influences, the Pharmacology Department announces its plan of publicly recruiting high-end academic staff. Excellent scholars from both home and abroad are sincerely welcomed to join the Pharmacology Department at SUSTech. The specialties include but are not limited to pharmacology of drug metabolism, biochemical pharmacology, molecular pharmacology, neuro pharmacology, cardiovascular pharmacology, endocrinology and metabolism pharmacology, respiratory pharmacology and tumor pharmacology. 1?(Chair) professor A. The applicant should have the capability of achieving independent development and guiding academic direction. The applicant should be a world-class scientist with profound academic attainments, be recognized by international colleagues, and can play an irreplaceable guiding or leading role. B. An applicant who holds the professional title of associate professor or professor at a world-class university or has scored achievements at the equivalent academic level is preferred. C. There is no record of undesirable incident or practicing fraud in the experiences of the applicant. D. The applicant should be healthy and competent for the works at his or her post. 2?Associate professor A. The applicant should have solid education background and excellent work experiences. He or she should engage in forward-looking or innovative researches, and has obtained research findings that have landmark significance as well as important academic influences and are recognized by domestic colleagues. B. An applicant who holds the professional title of assistant professor or associate professor at a world-class university or has scored achievements at the equivalent academic level is preferred. C. There is no record of undesirable incident or practicing fraud in the experiences of the applicant. D. The applicant should be healthy and competent for the works at his or her post. 3?Assistant professor A. The applicant should have solid education background and experiences of conducting research at high-level domestic or international university / research institute, and have promising potentials in academic development. B. An applicant who has the experiences of conducting postdoctoral research at a first-class university at home or abroad, and holds the professional title of assistant professor or has scored achievements at the equivalent academic level is preferred. C. The applicant should be competent for lecturing in relevant courses. D. There is no record of undesirable incident or practicing fraud in the experiences of the applicant. E. The applicant should be healthy and competent for the works at his or her post. F. An applicant who has medical background is preferred. Remunerations: The School of Medicine provides ample remunerations to recruited applicants depending on their conditions and requirements for posts. Application documents: 1.A copy of detailed personal r 2.Contact details of at least three recommenders; 3.List of the research projects over the last five years, published papers, and award-winning outcomes; copies of research projects, as well as award-winning certificates; 4.Proof of employment at important positions at home and / or positions abroad. The Pharmacology Department recruits the above-mentioned talents all the year round. Candidates should send the application documents to the recruitment email of SUSTech School of Medicine: hr-med@sustech.edu.cn or bianjs@sustech.edu.cn, and the email should be entitled in the format of “name + post + Pharmacology Department”. For any questions, please contact us at tel: +86-0755-88018031 Contact: Ms. Wang

POLITICAL SCIENCE

Assistant Professor
University of Michigan-Ann Arbor
Teach courses at the postsecondary level and conduct research in Political Science. Advise students. Perform service to the University. Requirements: PhD in Political Science Submit CV and letter of interest to mkturner@umich.edu An Affirmative Action - Equal Opportunity Employer

PUBLIC POLICY

Assistant Professor
University of Mississippi
Assistant Professor. Teach public policy and related courses, advise students, maintain an active research agenda, and perform faculty service. Completion of academic requirements for Ph.D. in Public Policy, Political Science, or related field by start date. Interested persons should send a cover letter and CV to: Dr. David Rutherford Department of Public Policy Leadership, University of Mississippi, University, MS 38677.

STATISTICS

Lecturer
Emory University
The Department of Quantitative Theory and Methods at Emory University invites applications for a full-time lecturer to teach in the areas of machine learning, causal inference and the intersection of these fields. Responsibilities include Emory's standard lecture-track faculty teaching load of five courses, supporting administration of the undergraduate program through advising undergraduates, and participating in the life of the college through committees and other forms for academic service. Candidates must be excellent teachers, effective advisors, and have the potential to administer our undergraduate program. We are especially interested in candidates who have demonstrated ability to lead groups of students on capstone research projects and to administrate departmental programs. Must have Ph.D. in Statistics, Economics, or related field and have two semesters of experience teaching at the undergraduate level. Administrative experience is preferred. A complete application will consist of a cover letter, a research statement, curriculum vitae, graduate transcript, teaching portfolio, and three letters of recommendation. Please submit (along with other materials) a brief statement that reflects upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds. The deadline to apply is December 2, 2020. To apply, please visit <http://apply.interfolio.com/79506> to submit your materials free of charge through Interfolio. Emory University is an Equal Opportunity/Affirmative Action/Disability/Veteran employer. QTM, Emory College, and Emory University are committed to recruiting female and minority candidates. Women, minorities, persons with disabilities and veterans are encouraged to apply.

Assistant Professor
University of California at Berkeley
Assistant Professor. Teach statistics and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Statistics, Applied Mathematics, Computational and Mathematical Engineering, or closely related field by start date. Interested persons should send a cover letter and CV to: Shantel Mitchell, Dept of Statistics, University of California, Berkeley, 367 Evans Hall, Berkeley, CA 94720 w/i 30 days.



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New Chief Executives



Eric W. Kaler, a former president of the University of Minnesota, will become president of Case Western Reserve University on July 1, 2021. He will succeed Barbara R. Snyder, who left to become president of the Association of American Universities.



Michelle Majewski, acting president of Marian University, in Wisconsin, since April, has been named to the post permanently.



Timothy E. Sams, vice president for student affairs at Prairie View A&M University, in Texas, will become president of the State University of New York College at Old Westbury in January. He will succeed Calvin O. Butts III, who retired in August.

Chief executives (continued)

APPOINTMENTS

Richard Barnhouse, vice president for student services and enrollment management at State College of Florida, Manatee-Sarasota, will become president of Waukesha County Technical College, in Wisconsin, on January 5. He will succeed Kaylen Betzig, who will retire at the end of December.

David Burks, chancellor and a former president of Harding University, in Arkansas, has been named interim president. He will replace Bruce McLarty, who will retire on November 30.

Mantosh Dewan, interim president of the State University of New York Upstate Medical University since November 2018, has been named to the post permanently.

Submit items to
people@chronicle.com

RETIREMENTS

Bob Fisher, president of Belmont University, in Tennessee, since 2000, plans to retire in May 2021.

Sandra Jordan, chancellor of the University of South Carolina at Aiken since 2012, plans to retire in June 2021.

Joseph G. Joyner, president of Flagler College, in Florida, since 2017, plans

to retire at the end of the 2020-21 academic year.

Chief academic officers

APPOINTMENTS



JENNIFER BRADLEY

Jennifer Bradley, associate vice president for academic affairs in liberal arts at Kirkwood Community College, in Iowa, has been named vice president for academic affairs.

Jon Preston, dean of the College of Computing and Software Engineering at Kennesaw State University, will become provost and senior vice president for academic affairs at the University of West Georgia on December 1.

Mark Somerville, a professor of electrical engineering and physics at Franklin W. Olin College of Engineering, has been named provost and dean of faculty.

RETIREMENTS

Richard Eglisaer, provost and vice president for academic affairs at Sam Houston State University, will retire at the end of the academic year.

Other top administrators

APPOINTMENTS

Robin R. Means Coleman, vice pres-

ident and associate provost for diversity at Texas A&M University, will become vice president and associate provost for diversity and inclusion and chief diversity officer at Northwestern University on February 1.

Dallas A. Grundy, vice dean and chief financial officer at the University of Pennsylvania Law School, has been named senior vice president and chief financial officer at the University of Akron.

Aisha Oliver-Staley, chief ethics-and-compliance officer and deputy general counsel at the Georgia Institute of Technology, will become general counsel and university secretary at New York University in January.

Doneka Scott, vice provost for undergraduate education and student success and a clinical faculty member at the University of Oregon, will become vice chancellor and dean of the Division of Academic and Student Affairs at North Carolina State University on February 15.

Irem Tumer, interim vice president for research at Oregon State University since October 2018, has been named to the post permanently.

RETIREMENTS

Rick Matasar, senior vice president for strategic initiatives and institutional effectiveness at Tulane University, plans to retire at the end of the year.

Deans

APPOINTMENTS

Hub Brown, associate dean and associate professor at the Newhouse School of Public Communications at Syracuse University, has been named dean of the College of Journalism and Communications at the University of Florida.

Christopher S. Celenza, dean of the Georgetown College of Arts and Sciences at Georgetown University, will become dean of the Krieger School of Arts and Sciences at the Johns Hopkins University in January.

Brandon Common, assistant vice president for student affairs for campus life at Illinois Wesleyan University, has been named associate vice president for student affairs and dean of students at Louisiana State University at Baton Rouge.

Colleen G. Koch, a professor and chair of the department of anesthesiology and critical-care medicine at Johns Hopkins Medicine and anesthesiologist-in-chief of the Johns Hopkins Hospital, will become the first female dean of the College of Medicine at the University of Florida on January 10.

Maureen Lichtveld, a professor and director of the Center for Gulf Coast Environmental Health Research, Leadership, and Strategic Initiatives in the School of Public Health and Tropical Medicine at Tulane University, will

become dean of the Graduate School of Public Health at the University of Pittsburgh on January 1.

Dennis Livesay, dean of the College of Engineering at Wichita State University, will become dean of the College of Computing at Michigan Technological University on February 1.

Duane Mezwa, interim dean of the William Beaumont School of Medicine at Oakland University, in Michigan, since February 2019, has been named to the post permanently.

Paul Pickhardt, a professor of biology at Lakeland University, in Wisconsin, has been named dean of the J. Garland Schilcutt School of Business, Science and Technology.

Michelle Sabick, dean of the Parks College of Engineering, Aviation and Technology at Saint Louis University, will become dean of the Ritchie School of Engineering and Computer Science at the University of Denver on March 1.

William Gerard Sanders, dean of the College of Business at the University of Texas at San Antonio, will become dean of the Lee Business School at the University of Nevada at Las Vegas on January 1.

Mark Schaub, acting and interim dean of the Brooks College of Interdisciplinary Studies at Grand Valley State University since February 2019, has been named to the post permanently.

Denise Simard, interim dean of the School of Education, Health and Human Services at the State University of New York College at Plattsburgh since July 2017, has been named to the post permanently.

RESIGNATIONS

Matthew L. O'Connor, dean of the School of Business at Quinnipiac University, plans to step down at the end of the spring-2021 semester and return to his role as a professor of finance.

RETIREMENTS

Peggy A. Johnson, dean of the Schreyer Honors College and a professor of civil and environmental engineering in the College of Engineering at Pennsylvania State University at University Park, plans to retire in August 2021.

Department chairs

APPOINTMENTS

Dennis Gibson, an adjunct faculty member at Howard Payne University, in Texas, has been named chair of the department of physical sciences and an associate professor of chemistry.

Other administrators

APPOINTMENTS

Melinda S. Camus, an associate professor of clinical pathology in the College of Veterinary Medicine at the University of Georgia, has been named associate dean for academic affairs at the Auburn University College of Veterinary Medicine.

Lisette Garcia, executive vice president and chief operating officer at the Hispanic Association on Corporate Responsibility, will become assistant vice president for diversity, inclusion, and belonging at Pennsylvania State University on November 23.



TERRI HOWARD

Terri Howard, a senior director at FEI Workforce Resilience, has been named associate vice president for diversity, equity, and inclusion at Herzog University.

Bhaskara R. Jasti, a professor of pharmaceuticals and medicinal chemistry at University of the Pacific, has been named inaugural executive director of the Jie Du Center for Innovation and Excellence for Drug Development.

Keesha Mitchell, chief of the health-care-fraud section of the Ohio Attorney General's Office, will become interim associate vice president for the Office of Institutional Equity at Ohio State University on November 23.

Keiko Price, a former senior associate athletics director at the University of Illinois at Urbana-Champaign, has been named assistant vice president for campus life and director of athletics at Emory University.

Nicole Patton Terry, a professor of education at Florida State University, has been named director of its Florida Center for Reading Research.

RESIGNATIONS

Morgan Levy, Title IX coordinator at the University of Rochester, has resigned.

Faculty

APPOINTMENTS

Roberto Gonzales, a professor of ed-

ucation at the Harvard Graduate School of Education and director of the Immigration Initiative at Harvard University, will become a professor with joint appointments in the department of sociology in the School of Arts and Sciences and in the Graduate School of Education at the University of Pennsylvania on July 1.

Major Jackson, a professor of English at the University of Vermont and a poet and essayist, will join the Vanderbilt University faculty in January 2021.

Martin Mintchev, a professor in the department of electrical and computer engineering at the University of Calgary, has been named director of the engineering-science program and a professor of engineering at Howard Payne University.

Chris Sutton, a family nurse practitioner with Adult Medical Solutions, has been named an assistant professor of nursing at Howard Payne University.

Shatema Threadcraft, an associate professor of government at Dartmouth College and the author of *Intimate Justice: The Black Female Body and the Body Politic*, will join the Vanderbilt University faculty in January 2021.

Organizations and Agencies

APPOINTMENTS

Brian Bridges, vice president for research and member engagement at UNCF (United Negro College Fund), has been named New Jersey's secretary of education.

Janet Godwin, who has served as interim chief executive of ACT since May, has been named permanent

chief executive of the nonprofit organization.

Laura Hamilton, a senior behavioral scientist and distinguished chair in learning and assessment at the RAND Corporation, has been named general manager of research centers at the Educational Testing Service.

Deaths

Stuart Bowyer, a former professor of astronomy at the University of California at Berkeley, died from complications of Covid-19 on September 23. He was 86. Bowyer pioneered ultraviolet studies of the universe and the search for signals from extraterrestrial life.

Jay Alan Gershen, who had a 43-year career in higher education, died on November 12. Gershen served as president of Northeast Ohio Medical University, held executive positions at the University of Colorado at Denver, and was on the faculty of the School of Dentistry at the University of California at Los Angeles.

Robert Marshak, a former dean of the School of Veterinary Medicine at the University of Pennsylvania, died on October 20. He was 97.

Mario Molina, a former researcher at the University of California at Irvine, died on October 7. He was 77. In 1995 he shared the Nobel Prize in Chemistry for research on chemicals that deplete the ozone layer. Molina also worked at the Jet Propulsion Laboratory, in Pasadena, Calif., the University of California at San Diego, and the Massachusetts Institute of Technology.

Gordon Van Wylen, a former president of Hope College, in Michigan, died of Covid-19 on November 5. He was 100. Van Wylen led the college from 1972 to 1987.

- COMPILED BY JULIA PIPER

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