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OF HIGHER EDUCATION

October 2, 2020
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CORRECTIONS

In the Almanac issue of *The Chronicle* (August 21):

- A Data Points article on remote learning misstated the timing of a survey. It was conducted in May 2020, not May 2019.
- A table showing transfer students as a percentage of total enrollment listed incorrect enrollment and transfer-student counts, covering undergraduates in only some majors. The corrected table, covering students in all majors, is viewable at chronicle.com.

THE CHRONICLE OF HIGHER EDUCATION

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Overseeing the Overseers

AMERICAN COLLEGES have never needed cool-headed stewardship more than they do now. The persistence of the Covid-19 pandemic has ratcheted up the stakes of nearly every decision higher-ed leaders face. The health and well-being of students, faculty, staff — and, crucially, the general public — are now on the line.

Yet at this pivotal moment, the boards that oversee public universities — trustees, regents, governors, visitors, whatever your state system calls them — are likely to be dominated by political actors and their donors. It's a shift that mirrors our broader politics: a turn toward hyperpartisanship rooted so deeply that few management principles seem to fall outside its scope.

CHRONICLE PHOTO BY JULIA SCHMALZ

The creeping politicization of college trusteeship isn't always easy to spot, but its repercussions are profound. Some boards may prioritize doctrinaire wedge issues over fiduciary management. Others may move in lockstep with skeptical state lawmakers. Still others may view themselves as watchdogs of, not advocates for, the university systems they serve. Covid-19 is accelerating a phenomenon that had already begun: an erosion of public trust in college governance.

For months, three *Chronicle* reporters — Lindsay Ellis, Jack Stripling, and Dan Bauman — have worked to understand and explain this erosion. Their investigation, based on 75 interviews, reviews of more than 2,000 pages of public records, and an unprecedented analysis of appointments to public-university governing boards, reveals the inner workings of what they describe as "a system that is vulnerable to, if not explicitly designed for, an ideologically driven form of college governance rooted in political patronage and partisan fealty."

We're proud to publish the fruits of their work. You'll find new data demonstrating how few board appointees now face a meaningful bipartisan check; deeply reported narratives of political purges, institutional micromanagement, even meddling in student-government elections; and thoughtful analysis of what's changed and what's at risk.

Projects like this are at the core of our journalistic mission. Simply put: If we're not holding people and institutions accountable, we're not fulfilling our responsibility to higher education. What other sea changes demand scrutiny? Please send us your thoughts at investigations@chronicle.com.

— BROCK READ, MANAGING EDITOR

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U.S. News & World Report, 2020

FIRST READS

Confidantes or enforcers?

RAs Reach a Breaking Point

AS A RESIDENT ADVISER for the past two years at the University of Michigan at Ann Arbor, Soneida Rodriguez was trained to help students navigate a maze of complex problems: Racial slurs. Debilitating depression. Date rape.

Even so, she felt unprepared for the crises she's facing this fall: Panicked calls from a student whose friend tested positive for Covid-19 and who worries she'll be next. News this week that Rodriguez herself might have been exposed to someone with the coronavirus and needed to be quarantined and tested.

ISTOCK

This fall, the already heavy load on RAs — typically 19- to 21-year-olds with a few weeks of training — is becoming unbearable for a growing number of them on campuses across the country. The life-or-death stakes of the pandemic have pushed some to strike and others to quit, threatening the public-health measures at colleges that rely heavily on RAs to enforce the rules.

It's understandable that colleges would expect RAs to monitor and report public-health violations, since they're the "eyes and ears" closest to students, said Karen Levy, an assistant professor of information science at Cornell University who has written about her concerns over asking students to police one another.

But at the same time, RAs who are expected to be students' mentors and confidantes end up having to play "good cop/bad cop" and take on a role that could endanger their health, she said.

At Michigan, Rodriguez feels she can no longer ensure the health and safety of her students, because of what she and other critics consider inadequate testing and lax enforcement of safety protocols.

Last month, she said, she was suffering from a cough, sore throat, and fever — worrisome signs since the cafeteria where she'd been eating daily is in a residence hall where a cluster of Covid-19 cases had been recently reported. She said she was waiting for someone to accompany her to a building where she'd remain in quarantine while she awaits testing.

In September, Rodriguez helped organize a strike by dozens of RAs on her campus, demanding better Covid-19 protections and hazard pay for student employees like her More than 100 RAs voted to stop performing such duties as letting in students who are locked out and staffing mailrooms. (The strike was settled after almost two weeks.) The effort was inspired by a similar push at Cornell, where RAs called off a strike after administrators met with them and agreed to discuss their concerns.

In an interview with *The Chronicle,* Rick Gibson, Michigan's director of university housing, and Martino Harmon, vice president for student life, said the university had strengthened its response to reported public-health violations to make it clear that, while the focus is on educating students rather than punishing them, there are consequences for flouting the rules. In a new round of surveillance testing, RAs who apply will have priority, the officials said.

"They're in the front lines, and we understand their fears and concerns," Harmon added.

As word of those concerns spreads on social media, RAs on campuses around the country have been looking to one another for ideas and support. Those at Louisiana State University at Baton Rouge have been demanding better personal protection as well as fewer required in-person interactions with students. An LSU spokesman, Ernie Ballard III, said that the university had responded to such concerns by reducing the number of student visits required, and that it's working to get RAs more masks.

At the University of Virginia, RAs wrote in a letter to housing officials that a two-hour Zoom training session on Covid-19, followed by an email that repeated the information, did "not get close to providing … the emotional, psychological, and physical tools as well as detailed knowledge on how to handle situations related to containing the spread of the virus in residence halls." Brian T. Coy, a Virginia spokesman, said the university had expanded both educational resources and protective equipment for RAs, and would continue to do so through the fall.

Not all RAs who feel ill-equipped for their roles can afford to leave them. Many, like Rodriguez at Michigan, depend on the free room and board — worth about $12,000 at Michigan — that typically come with the position.Moreover, Rodriguez doesn't have a home to return to if she lost her job; her mother and sister had to move in with their extended family after pandemic-related pressures forced them to sell their home, she said. The family includes an elderly relative whom Rodriguez is afraid she might infect if she joined them.

"Now," she said, "we're being forced to choose between basic necessities, like eating and having a roof over our head, and doing what's best for our health."

— KATHERINE MANGAN

Information overload

Covid Dashboards Often Confuse

AS CORONAVIRUS OUTBREAKS continue to threaten campuses across America, many people are turning to their college's website with one simple question: How bad is it today?

The answer isn't always clear.

Most colleges with students on campus have created a "dashboard" to provide, at least in theory, a straightforward, at-a-glance summary of the current level of risk. The dashboards are a mix of big-picture numbers, such as total positive Covid-19 cases, along with more-detailed breakdowns.

But their usefulness varies widely. Some colleges update the numbers weekly — an eternity when a new cluster is erupting. Others remove yesterday's results when posting today's numbers, making it hard to discern whether things are getting better or worse.

Some colleges share the number of "active" cases, which provides a helpful snapshot in time. Others do not. Positivity rates, a crucial indicator of whether enough testing is occurring, are not always disclosed.

A meaningful comparison of institutions is almost impossible. There is no uniform standard for which statistics dashboards should include or how often to update them.

The New York Times assembled a comprehensive national database of college Covid-19 cases, but the newspaper noted that at least 250 colleges had "ignored inquiries or refused to answer questions." And because of the wide variations in how data are reported, the *Times* warned against using the numbers to make campus-to-campus comparisons.

During this tense and tumultuous fall semester, college dashboards have emerged as a transparency battleground. Institutions are grappling with what level of candor is appropriate during a once-in-a-century pandemic.

Andrew Noymer, an associate professor of public health at the University of California at Irvine, said colleges have "more work to do" on the transparency front. "If you're embarrassed by anything, then that should be a sign that you're not doing it right," Noymer said.

Yet not every college thinks a dashboard's information should be public. Arizona State University, for example, began the fall semester by refusing to share its Covid-19 numbers.

The university said its decision had been motivated, in part, by privacy concerns, although privacy experts say there is no evidence that releasing Covid-19 figures violates federal rules.

Jay Thorne, a spokesman for Arizona State, said the university also considered a dashboard to be of limited usefulness. People can get more-precise information on their community, he said, from the state, which discloses Covid-19 information by ZIP code.

But some faculty members, students, and parents wanted a dashboard. So Arizona State created one in September. "We did it because people demanded it," Thorne said. "We decided to offer the information in the way people were asking for it."

For image-conscious colleges, the public-relations risks of a dashboard are clear: Administrators might watch in horror after an outbreak occurs, and as the data become increasingly unflattering.

But the alternative, where little or no data are shared, can leave the campus dangerously uninformed. "If you're living in campus housing, it matters a lot to you whether that dorm has two Covid cases or 40 Covid cases," said Frank LoMonte, director of the Brechner Center for Freedom of Information at the University of Florida. A student might choose to leave campus if cases skyrocketed, he said.

"That is a potentially decisive statistic in your life," LoMonte said. "And there's no reason to withhold that."

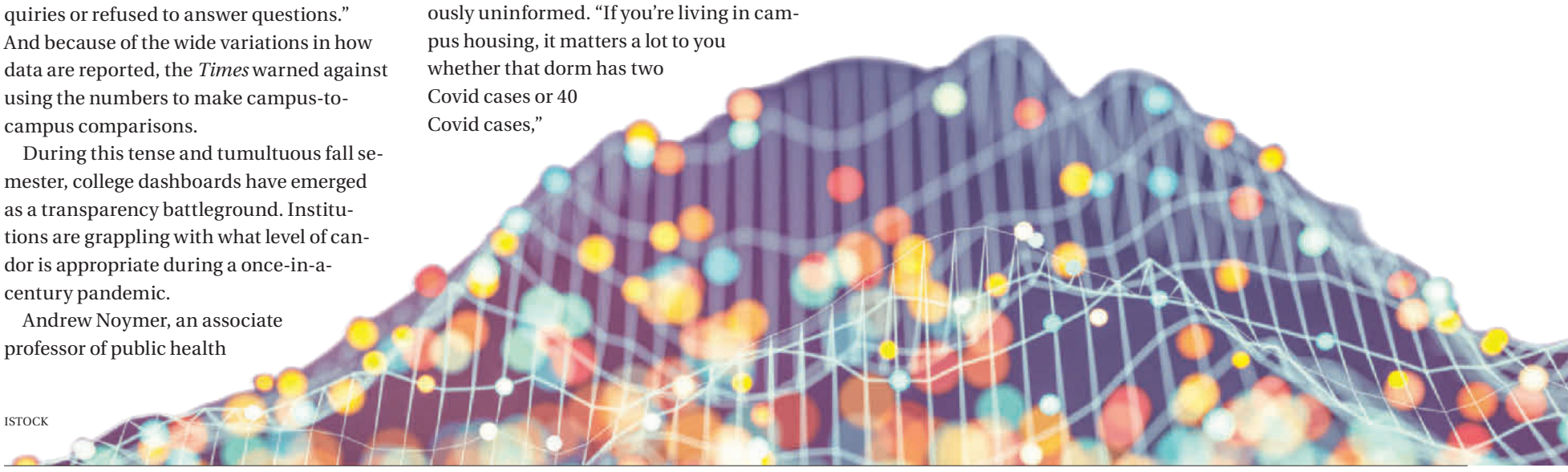
Howard P. Forman, a professor of public health at Yale University, said it's not surprising that colleges would be reluctant to create dashboards, given how the data can lead to institutions' having to answer some uncomfortable questions. "Many of them have done a truly great job," Forman said. "But then there are a lot of failures out there."

Forman worked with another Yale professor, along with students at several colleges, to create ratecoviddashboard.com, a website that assigns A-to-F letter grades to colleges' Covid-19 dashboards.

The evaluators consider whether a dashboard is easy to read, and also whether it includes important context, such as a breakdown of student cases versus faculty/staff cases. Providing data for the surrounding community is also important, Forman said, as colleges have an obligation to their neighbors.

"If we lead to death and harm in our communities," Forman said, "then we have failed at our ultimate responsibility."

— MICHAEL VASQUEZ



ISTOCK

Flail Mary

Big Ten's Big Reversal

EARLIER THIS YEAR, the Big Ten Conference announced that the fall sports season would be postponed because of the risk of exposing athletes and others to the coronavirus.

But in September, the conference reversed that decision, announcing new medical protocols — including daily, rapid testing for the virus — that officials say will allow athletes and team staff members to practice and compete more safely. The new steps for football are the "platinum standard," said Mercedes R. Carnethon, vice chair of Northwestern University's department of preventive medicine and a professor of epidemiology and pulmonary and critical care.

But the plan has raised questions among public-health experts and those who study college athletics. If universities are willing to adopt a "platinum standard" for some students, why not do so for all students, especially as case counts climb on many campuses? And what does the discrepancy say about a system that claims athletes are just like their classmates and are primarily to be considered students, not unpaid performers?

Few campuses, in the conference or nationwide, are taking similarly rigorous steps for the rest of the student body.

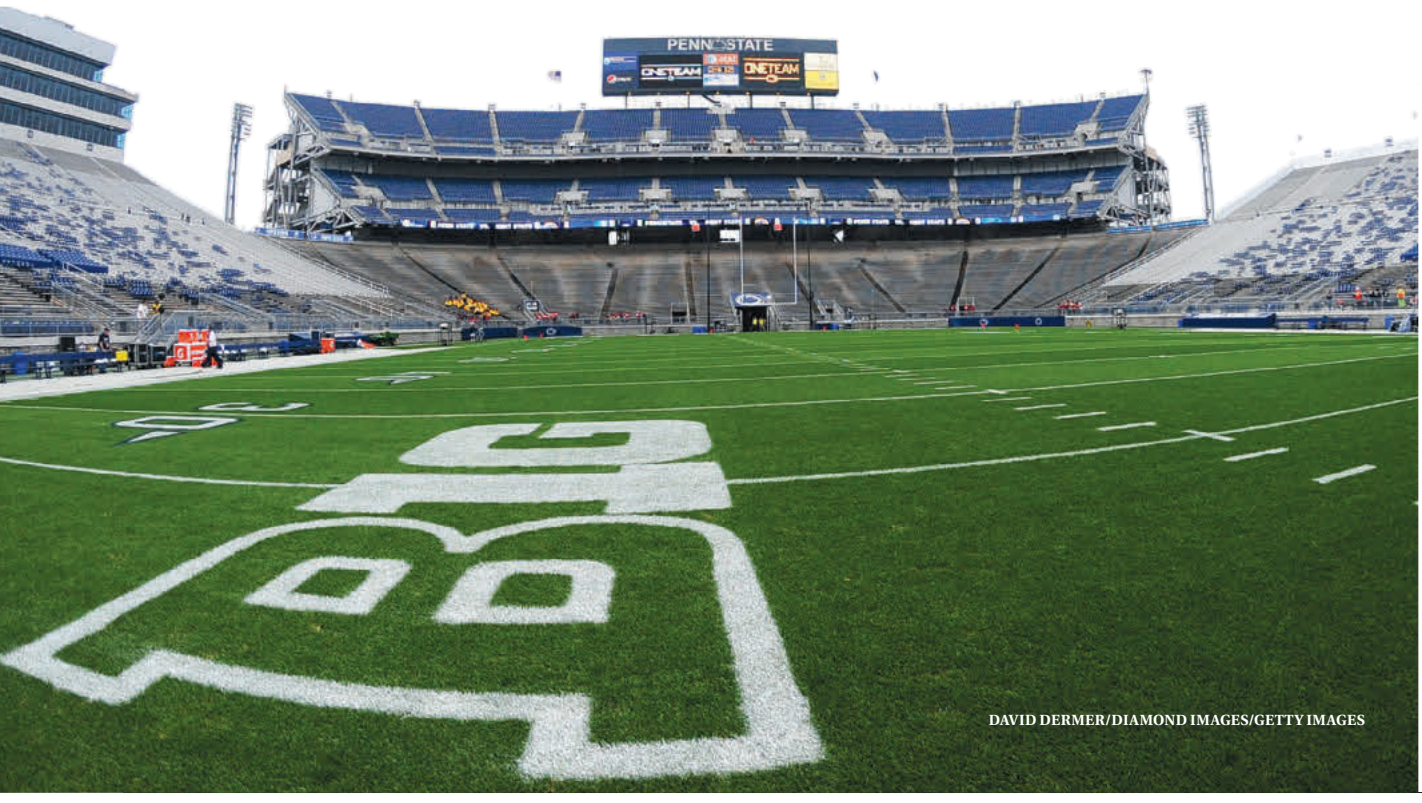
Among the Big Ten's members — 14 in all — only the University of Illinois at Urbana-Champaign tests all students on a regular schedule. Michigan State and Rutgers Universities, on the other hand, have essentially closed their campuses to most students and moved nearly all instruction online for the semester.

At Illinois, undergraduates must be tested twice a week, and graduate students and faculty members at least once a week. While the university has seen small increases in coronavirus cases, the positivity rate of those tests has remained below 3 percent, according to the university's dashboard.

Some institutions, like Purdue University, have had some success in limiting the spread of the coronavirus with regular testing. But other conference members, including the University of Iowa and the University of Nebraska at Lincoln, are not requiring any students or employees to be tested.

Big Ten campuses have had outbreaks. The University of Wisconsin at Madison moved all instruction online from September 10 to 25, and ordered students in two residence halls to quarantine for two weeks, after the rate of positive coronavirus tests passed 20 percent on two consecutive days. The university is regularly testing all students who live in residence halls, along with weekly surveillance testing of off-campus students, according to Meredith McGlone, a spokesperson.

The conference will pay for tests of football players, McGlone said, so the athletics protocols won't use up resources for the rest of the student body.



DAVID DERMER/DIAMOND IMAGES/GETTY IMAGES

But taking special testing and health measures for football players undermines the common argument that athletes, especially football and basketball players, are just like other students, said Victoria Jackson, a clinical assistant professor of sports history at Arizona State University.

College presidents and NCAA officials often make that argument to oppose paying players or giving them the opportunity to organize labor unions. But athletes in the revenue sports of football and basketball know how much money they are earning for the athletics department and to support other teams, Jackson said.

Now their burden has increased, Jackson said, because they are being asked to perform under the threat of the coronavirus. "I just think it's time to do the right thing and admit that football is different," she said.

Carnethon, the epidemiologist at Northwestern, said the decision to hold a fall football season after all brings up issues of racial equity as well.

Nearly two-thirds of football players in Division I identify as Black or some other nonwhite group — Black and Hispanic Americans have suffered disproportionately from the coronavirus — and they are being asked to perform at universities that are predominantly white.

In addition, a statement by the NCAA mentioned collecting coronavirus data from the athletes and a possible connection to myocarditis, a heart condition. "The data we are going to collect from testing and the cardiac registry will provide major contributions for all 14 Big Ten institutions as they study Covid-19 and attempt to mitigate the spread of the disease among wider communities," said Jim Borchers, head team physician at Ohio State university and co-chair of the NCAA subcommittee that devised the new testing measure.

But that statement echoed the troubling history of medical experiments carried out on people of color without their consent in the United States, Carnethon said. In this case, athletes may have very little choice about whether or not to play, if they want to preserve their scholarships or their favor with coaches who could heavily influence their opportunities to play professionally.

"The optics are poor," said Carnethon, herself a former college athlete. "It's starting to look like a scene out of *Gladiator*."

— ERIC KELDERMAN

Mapping success

Why Location Matters

THE hurdles to earning a college degree are many — confusion about the application process, lack of academic preparation, and cost, to name a few.

But another obstacle can be considered just as significant: geography. Think of the students who live in "education deserts" — areas where two- and four-year public colleges, which accept most applicants, are few and far between. For some students, research says, the farther they live from a college, the less likely they are to attend one.

The importance of geography also comes into play for students who actually do make it to college. Studying close to home is increasingly common, despite the popular belief that going to college means traveling far away. In 2019, nearly 42 percent of freshmen reported that they attended a college within 50 miles of home, up from about a third of freshmen two decades ago.

Where students live is also a factor in other parts of the college journey. In some instances, paying attention to geography lays bare who gets admitted to public flagships. In others, it sheds light on where graduates are likely to carry hefty student-loan debt — and where they don't.

For a closer look at the intersection of place and the pursuit and costs of a college degree, see the charts below.

— AUDREY WILLIAMS JUNE

Student Debt by State

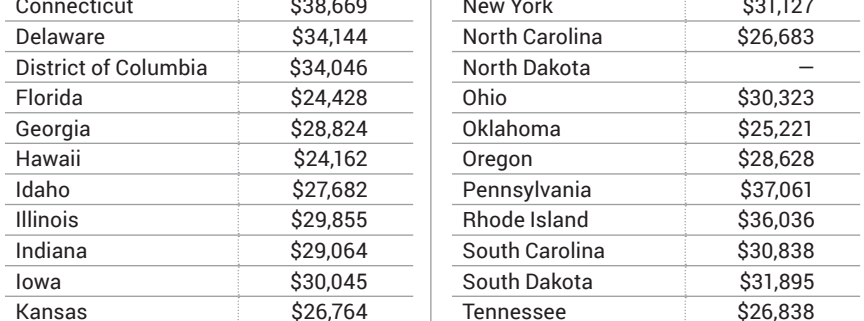
For students who earned bachelor's degrees in 2018, the average student-loan debt at graduation varied by location, with high-debt states mostly in the Northeast and low-debt ones mainly in the West. In 20 states and the District of Columbia, the average student-loan debt was more than $30,000.

	Average student loan debt
Alabama	$29,469
Alaska	—
Arizona	—
Arkansas	$26,579
California	$22,585
Colorado	$24,888
Connecticut	$38,669
Delaware	$34,144
District of Columbia	$34,046
Florida	$24,428
Georgia	$28,824
Hawaii	$24,162
Idaho	$27,682
Illinois	$29,855
Indiana	$29,064
Iowa	$30,045
Kansas	$26,764
Kentucky	$28,435
Louisiana	$27,151
Maine	$32,676
Maryland	$29,178
Massachusetts	$31,882
Michigan	$32,158
Minnesota	$32,317
Mississippi	$30,117
Missouri	$29,224
Montana	$28,032
Nebraska	$26,422
Nevada	$22,600
New Hampshire	$36,776
New Jersey	$34,387
New Mexico	$21,858
New York	$31,127
North Carolina	$26,683
North Dakota	—
Ohio	$30,323
Oklahoma	$25,221
Oregon	$28,628
Pennsylvania	$37,061
Rhode Island	$36,036
South Carolina	$30,838
South Dakota	$31,895
Tennessee	$26,838
Texas	$27,293
Utah	$19,728
Vermont	$31,431
Virginia	$30,363
Washington	$23,524
West Virginia	$30,014
Wisconsin	$31,705
Wyoming	$24,474

Note: Data not available for some states.
Source:The Institute for College Access & Success

College Close to Home

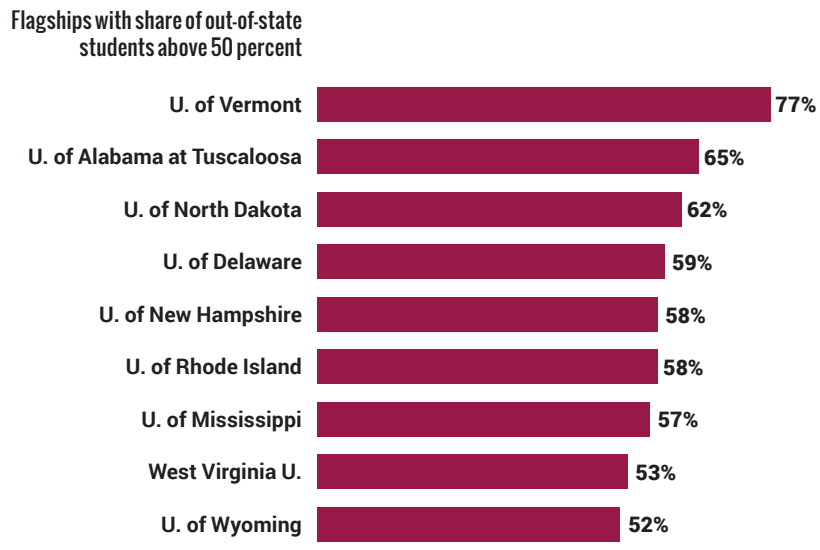
Roughly four out of 10 freshmen at four-year colleges in the fall of 2019 were enrolled at an institution within 50 miles of their home. That's up from a third two decades earlier.



Source: "The American Freshman: National Norms" for fall 1999 and fall 2019, Higher Education Research Institute, University of California at Los Angeles

Out-of-State Competition

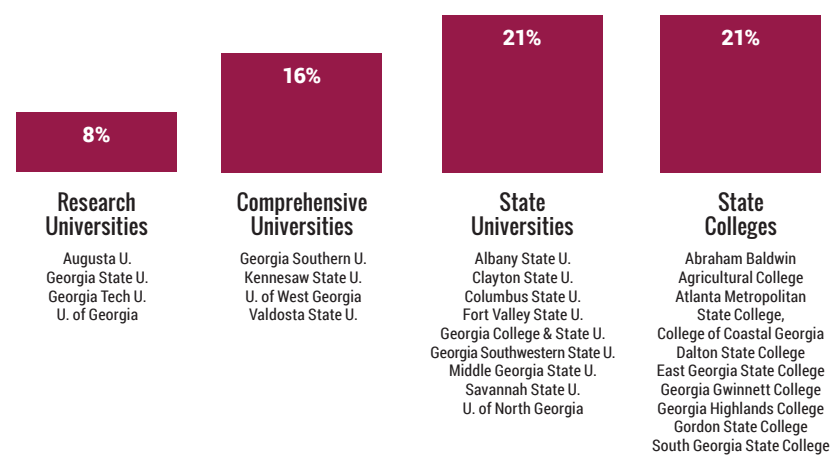
At nine public flagships, out-of-state students made up a majority of the U.S. freshmen enrolled in the fall of 2018.



Note: Students whose state of origin was unknown are not included in analysis.
Source:*Chronicle* analysis of U.S. Department of Education data

Rural Students: Sparse at the Top

Students from rural counties accounted for about 15 percent of in-state enrollments in the University System of Georgia in the fall of 2019. Those students were less likely to be enrolled at the state's public research institutions.



Note: Rural counties determined using U.S. Census Bureau's "rural" or "mostly rural" definition.
Source: *Chronicle* analysis of University System of Georgia Fall 2019 resident enrollment, by institution and county of origin data

NIX + GERBER FOR THE CHRONICLE

The New Order

How the nation's partisan divisions consumed public-college boards and warped higher education.

By LINDSAY ELLIS, JACK STRIPLING, and DAN BAUMAN

IT WAS A LONG TIME COMING; 140 years, in fact.

When Republicans seized control of both chambers of North Carolina's General Assembly, in 2010, for the first time in more than a century, they quickly set about remaking a politically moderate state that Barack Obama had carried in the presidential election just two years earlier.

Buoyed by a Tea Party backlash against the nation's leftward drift, Republicans redrew voting districts and pushed socially conservative proposals that hardened political battle lines. A ban on same-sex marriages passed in 2012. Several years later came a "bathroom bill," restricting transgender people's access to restrooms. (Both measures would later be undone in courts.)

Less noticed in those early days of Republican rule was a methodical effort that reshaped the culture and policies of what is arguably the state's most beloved and influential institution: the University of North Carolina system.

Exerting political dominance over higher education in North Carolina, where public universities anchor the Research Triangle and college basketball dominates the culture, gave Republicans an opportunity to put their stamp on a particularly high-profile state agency. It was the view of many in the new Republican majority that the system, governed for decades by a board of Democratic-friendly appointees, had allowed unchecked liberalism to crowd out conservative viewpoints in the classroom and wasted taxpayer money on professors' left-wing indulgences.

The key to transforming these institutions lay in the Board of Governors, which at the time was a group of 32 people who oversaw 16 universities. Often invisible in daily campus affairs, college governing boards have a profound influence on the policies and priorities of public universities. They set tuition, hire and fire presidents, and approve strategic plans. Beyond that, though, they have tremendous latitude in setting their own agendas.

IN RECENT YEARS, a number of politically appointed public-university boards have used their broad powers to wade into contentious territory that often splits along partisan lines — setting policies around free speech, scrutinizing the perceived ideological underpinnings of curricula, targeting protections of tenure, and restraining collective-bargaining rights. Such issues, some of which have come to preoccupy the North Carolina Board of Governors, make public universities ideal staging grounds for waging broader political warfare.

It would take time for North Carolina's board to be positioned for such fights. Bit by bit, though, the board, whose members are elected by the General Assembly, came to look like the state's new conservative majority. By 2015, the board was essentially purged of Democrats, who had been replaced with Republican megadonors, current and former lobbyists, an ex-lawmaker, and a couple of super-PAC organizers.

Once the chess pieces were in place on the board, the endgame became clear: Take out the king. At the time that was Thomas W. Ross, who had been named president of the system in 2010, a few months before Republicans took control of the legislature.

Ross, a former president of Davidson College, is a onetime judge with long ties to the state's Democratic party.

Although Ross had not been politically active for years, his party affiliation made him an obvious target, Ross said in a recent interview with *The Chronicle*. He recalled, early in his tenure at North Carolina, being told by a board member, "You're going to be great here. And you'll be here a long time if you change your party registration."

Ross would not divulge the name of the person who made that comment, which he called a warning bell. His concerns subsided, though, as the years went on. So much so that, on a crisp January day in 2015, Ross turned to his chief of staff and mused that maybe he had survived the political revolution after all.

"I think we're over the hump," Ross recalls saying.

His lieutenant concurred.

Later that day, Ross said, the board's chairman told him he should step aside.

"I don't know who ordered it," Ross said of his forced resignation. "There are people who think it came from the legislature. I don't know where it came from. But I don't think many people doubt it was a political decision; I certainly don't."

After the board hired a high-profile Republican to succeed Ross as president, the General Assembly elected additional hardline members, whose politics mirrored those of the state's conservative and libertarian establishment. Moderate board members and administrators, themselves loyal Republicans, say they were systemically purged or finally quit of their own accord. The result was the rise of a board with a penchant for power struggles, whose politically connected members imposed their wills on campuses and inflamed conflict in the name of fiscal responsibility or civic principle.

It was the sort of political transformation that, in the coming years, would take hold on public-university governing boards across the nation.

ANI GARRIGO, THE DAILY TAR HEEL

Thomas Ross, a Democrat who was president of the U. of North Carolina system, said he was told in 2015 to step aside. "I don't think many people doubt it was a political decision. I certainly don't."

TRUSTEE or regent. Governor or visitor.

Titles differ from state to state, but the fundamental duties of those who govern colleges are broadly agreed upon. Whether college-board members are appointed or elected, their roles are that of a fiduciary, an ambiguous but potent term that boils

NORTH CAROLINA

University of North Carolina Board of Governors

Total board members 24

24 **Politically appointed board members***

* Excludes the president of the UNC Association of Student Governments, who is a nonvoting, ex officio member; and a nonvoting emeritus member.

Political appointment process: **Elected by state Senate and House.**

Elected by GOP majority: **24**

Elected by Dem majority: **0**

down to this: You are entrusted with the well-being of the institution, putting the college's interests above all others.

It is expected that, as political power shifts at the state level, so too will the politics of university board members. There is consensus in higher education, however, that good governance relies upon board members who are unencumbered by political loyalties. Regional accreditation, a requirement for universities to receive federal financial aid, demands that boards be independent and, in many cases, specifically requires their members to be free of undue influence from lawmakers, donors, or any other external groups.

Some governance experts sense a fundamental change afoot. Fueled by growing skepticism of higher education, board members at public colleges across the nation increasingly comport themselves more as watchdogs than as collective guardians of sacred trusts. Some appear willing to trade the sober work of high-level policy making for the adrenaline rush of a good culture war.

"There has always been political influence," said William E. (Brit) Kirwan, a former chancellor of the University System of Maryland and a consultant with the Association of Governing Boards of Universities and Colleges. "But it has moved, at least to some institutions, to a very troubling degree."

In "too many instances" of late, Kirwan continued, board members are "making political judgments that have potential long-term consequences" for higher education.

"I recognize the danger of romanticizing the good ol' days," Kirwan said, "but it's certainly my perception that boards had a clearer understanding of their proper roles."

There are a host of reasons for why this might be happening now. The nation's coarsened politics have seeped into every facet of American life, and higher education is no exception. Gerrymandered voting districts have empowered uncompromising lawmakers, who, in many states, play a central role in deciding who should serve on public-university boards. At the state level, legislative and executive powers are now largely concentrated within a single political party, decreasing the need to appoint college board members with bipartisan appeal.

A *Chronicle* investigation, based on 75 interviews, reviews of more than 2,000 pages of public records, and an unprecedented analysis of appointments to public-university governing boards, reveals a system that is vulnerable to, if not explicitly designed for, an ideologically driven form of college governance rooted in political patronage and partisan fealty.

Hundreds of sitting public-university board members govern 50 flagship universities across the nation. Of 411 board members appointed through a multistep political procedure, 285, or almost 70 percent, assumed their roles through an appointment and confirmation process controlled by a single political party. Just 93, or 22 percent, of politically appointed trustees navigated a confirmation process that included a meaningful bipartisan check. (The remainder have not yet been confirmed or, in two cases, a confirmation date could not be identified).

Many students and faculty members are politically left of center, but the people who appoint and confirm the major power players at public flagship campuses most often are not. Among board members who were confirmed through a single-party political process, the majority were put in place by Republicans, outnumbering Democratic-appointed and -confirmed board members nearly two to one.

This says nothing of the dozens of trustees and regents who are directly elected, as happens in some states, or the government officials who sit on boards by virtue of their positions, including governors or their cabinet members. And in some states, board members can join through a governor's appointment or a single chamber's vote, with no confirmation process required.

The resulting system of public-college governance is often dominated by political actors and their donors. Board members across the nation's public flagship campuses or state systems have poured at least $19.6 million into political campaigns and partisan causes within their institutions' states, *The Chronicle*'s analysis shows. This figure is limited to state-level, nonfederal contributions that politically appointed board members made in the states in which they serve, and does not include additional donations from spouses, companies, or other family members associated with a board member.

After a wave of Republican victories like North Carolina's in 2010, the march toward one-party domination of state legislatures began to climb. By 2013, states governed exclusively by Republicans numbered 25, while 12 had trifecta Democratic leadership, according to the nonprofit, nonpartisan website Ballotpedia. It was the highest number of trifecta states in more than half a century. Today there are 21 such states controlled by Republicans and 15 by Democrats.

While not limited to Republicans, the most notable examples of politicized college governance in recent years have been staged in red states, where voters and politicians are more likely to view higher education with skepticism, if not hostility.

The politicization of college governance comes at a pivotal moment for higher education, as board members navigate what Covid-19 means for postsecondary instruction. Not since 1918, when the flu killed hundreds of thousands of people in the U.S., has the fate of human life been so visibly entwined with the effectiveness and legitimacy of college trusteeship.

On many campuses, the pandemic leadership test is not going well. The resumption of in-person instruction proved disastrous at the flagship University of North Carolina at Chapel Hill, which reversed course and moved online after just one week. North Carolina State soon followed suit. At other institutions, though, governing boards have made the calculation that remaining open is worth the risk, even as colleges have become national hot spots for a lethal virus.

"There has always been political influence, but it has moved, at least to some institutions, to a very troubling degree."

And when things go wrong, many students and faculty members — and even some public-health experts — are blaming boards, questioning whether they can exercise independent and sound judgment.

In August, students at the Georgia Institute of Technology protested reopening plans with a "die in," warning the Board of Regents, in one sign, that "the Covid death clock is ticking." A similar protest took place outside a board meeting at the University of Oklahoma. A sign recently draped near the University of Iowa read, "Board of Regents: Our Blood, Your Hands."

This outrage didn't manifest overnight. It reflects deeper concerns about flawed governance that have surfaced over the past decade in North Carolina, Wisconsin, Tennessee, Connecticut, and South Carolina. Across the nation, states of darkened hues of red and blue have produced a generation of board members who now struggle to be seen as honest brokers in the midst of a sprawling crisis.

Most of Gov. Scott Walker's nominees to the University of Wisconsin system board flew through the state Senate on a June afternoon in 2015. Republicans controlled the chamber, and Democrats voted with the majority party. Then came Michael M. Grebe.

In the view of many Democrats, who didn't have the votes to stop Walker's appointments, Grebe was far too close to the governor and shared his polarizing views on higher education. Grebe, a corporate lawyer, is the son of Walker's campaign co-chairman.

In a legislative hearing, Grebe had compared colleges to manufac-

WISCONSIN

Board of Regents of the University of Wisconsin System

Total board members **18** | **14** **Politically appointed board members***

*Excludes two politically appointed student members, the state superintendent of public instruction, and the president or a designee of the Wisconsin Technical College System Board. The latter two are ex-officio members.

Political appointment process: **Appointed by governor, confirmed by Senate.**

Appointed by GOP governor, confirmed by GOP majority: **9**

Appointed by Dem governor, confirmed by GOP majority: **2**

Appointed by Dem governor, not yet confirmed: **3**

turing plants, signaling a willingness to consolidate academic programs. When asked about his views on the Wisconsin Idea, a cherished mission statement embracing broad access to higher education, Grebe questioned how the system could fulfill that promise in a way that "protects taxpayers." One lawmaker asked if the state was contributing enough to public colleges, mere days after a Republican-dominated finance committee cut $250 million from the system. "I think we are," Grebe replied.

Walker, who left college before earning his bachelor's degree, had made attacks on higher education a central feature of his political persona. Shortly into his second term and mulling a run for president, he criticized professors for teaching too few classes, and his administration attempted to alter the system's mission statement to focus on work-force needs.

One after another, in the Senate, Democrats called Grebe's appointment out for what they thought it was — the installation of a political crony who would line up behind Walker's agenda for public colleges.

And no one could stand in the way. The Senate chamber had become a "turnstile to just approve whatever the governor wants," said Sen. Chris Larson, a Democrat from Milwaukee, one of the last to speak against Grebe.

After the confirmation vote — split on party lines — someone in the gallery yelled, "That is an outrage!"

Grebe and Walker declined to comment for this article.

Trifecta Republican control was relatively new for Wisconsin when Grebe was confirmed. Democrats had dominated all of Wisconsin's legislative chambers after the 2008 election, when 56 percent of voters there supported Obama. But the GOP 2010 wave flipped the Senate, Assembly, and governorship.

In the years that followed Grebe's confirmation, the board seemed a natural extension of the legislature Walker steered, picking up higher-education issues from politicians. Regents watered down policies

USA TODAY NETWORK

Gov. Scott Walker of Wisconsin faced protests over his cuts in higher education. In his second term, the university's governing board seemed an extension of the GOP-dominated legislature he steered.

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U. OF WISCONSIN SYSTEM

Wisconsin Democrats called out the appointment of Regent Michael Grebe for what they thought it was — the installation of a political crony who would line up behind Governor Walker's agenda for public colleges.

on tenure after the legislature struck it from state law. In 2017 the Assembly would go on to pass a bill on free speech, threatening expulsion for students who blocked others from expressing themselves. The board, following the lead of the State Assembly, passed a resolution on the issue weeks later.

There were consequences for the university. Several star researchers left Wisconsin, some attributing the decision directly to the state's political climate. It was all enough to deeply trouble Charles Pruitt, a long-serving regent. He saw a board that, rather than beating back the "existential threat" of public disinvestment, had preoccupied itself with political wedge issues.

At his final meeting, in 2016, Pruitt pleaded for a return to nonpartisan governance. He directed his comments toward board members who joined after 2011, when Walker took office.

"I continue to cling to the hope and belief," he said, "that this university is best served by regents who, when they pass through the doors of Van Hise Hall or the UW Union, strive not to be Republican regents or Democratic regents, but simply regents, of one of the finest public-university systems in the country."

BACK in North Carolina, tensions were ratcheting up. After forcing out Ross as president, the board had sent an unmistakable message by hiring Margaret Spellings, a former U.S. secretary of education under President George W. Bush, to succeed him, which she did in 2016. There was, as one board member from the time described it, a "new-sheriff-in-town attitude."

By the spring of 2017, the board had axed three university research centers, including the Center on Poverty, Work and Opportunity, a think tank at Chapel Hill led by Gene R. Nichol, a law professor who regularly skewered Republicans in newspaper columns. Now the board's focus turned to the Center for Civil Rights, a legal-advocacy institute that was established at Chapel Hill in 2001, when Nichol was dean of the law school there.

The center's founding director was Julius L. Chambers, a legendary civil-rights lawyer and a graduate of North Carolina's law school. Its primary function was to represent poor and minority clients across the state. The center's two staff lawyers were often pitted against local governments in discrimination cases, focusing on issues that included alleged school segregation or environmental pollution from industrial hog farms — think particles of feces in the air — in minority communities.

Steven B. Long, a university board member and tax lawyer, would have none of it. He argued that it was anathema for a center affiliated with a public university to sue state agencies. Stripping the center of its power to litigate became a point of passion for Long, who had served on the board of the Civitas Institute, a conservative think tank that criticized liberalism at the university and had championed investigations of academic centers and institutes.

In his crusade against the center, Long found an ally in Joseph T. Knott III, a lawyer and fellow board member with whom Long would sometimes commiserate over political correctness. In an email from the period, Knott referred to students as "snowflakes." He also expressed consternation at a conservative website's article about Appalachian State students being instructed on the use of gender-neutral pronouns.

"I am going to complain about this to the chancellor," Knott wrote. "This nuttiness has to stop."

The emails, which were obtained through a public-records request, show Long and Knott on a war footing with their faculty detractors. Responding to one of Nichol's newspaper columns, which was critical of their agenda, Knott wrote, "It takes courage to face the dragon. It always has."

"Yep," Long replied. "And these are dragons."

Long declined an interview request.

On May 11, 2017, about a month after that email exchange, Knott attended a public-comment session about a proposed litigation ban for university-affiliated centers — a policy that, while broadly applicable, appeared to affect only the Center for Civil Rights. Elizabeth Haddix, then the senior staff lawyer at the center, recalls confronting Knott after the session. Why was he doing this? she asked.

"What you don't understand," Haddix recalls him saying, "is that we won."

"There are legislators in our General Assembly who have appointed us," Haddix says Knott explained. "We won, and it's our turn to have the agenda here."

Knott, in an email to *The Chronicle*, denied saying this, adding that the sentiment "is perfectly counter to my philosophy of education." "I was saying a law school ought not to be a law firm," he said in a subsequent interview, "and we ought to stay in our lane and educate students."

The Wisconsin Senate chamber had become a "turnstile to just approve whatever the governor wants."

As debate over the civil-rights center unfolded, there was another politically consequential shake-up of the board — one that purged members who considered themselves moderates and empowered an ascendent faction of fiscal hawks and higher-education skeptics.

That same spring, Gov. Roy Cooper, a Democrat, had signed into law a bill that would reduce the size of the board from 32 to 24 members. The legislation was described by its proponents as a way to improve the governance of an unwieldy board, but others saw it as a sure-fire way to hasten the board's lurch to the political right.

As seats on the board diminished, members jockeyed to retain their positions, reminding lawmakers of the money they had raised for Republicans or the partisan battles they had waged in the preceding years.

"I would challenge you to find anyone who has worked harder than myself to get conservatives elected and keep them there," Henry Hin-

Connecting the Next Generation of Engineers with Booming Med Tech Industry

Chapman University partners with Masimo to support human centered engineering

Long before Eric Chier ’24 became a Masimo Scholar at Chapman University, he had the company’s devices in his life.

“I didn’t know it, but we had Masimo tools in our house,” Chier says of the global medical technology company. “Getting the scholarship has provided an opportunity to peek behind the curtain and learn more about things that it turns out we already had experience with.”

At 3 months old, Chier had part of his lung removed because of a tumor that had been growing in utero, and as he grew up he came to depend on pulse oximetry monitoring to help him live a normal life. He still carries a portable Masimo device in his backpack to make sure his oxygen level is stable.

“It just became part of my life,” he says.

Now the connection to Chapman University and Fowler School of Engineering has special depth for Chier. Thanks to his Masimo Scholarship, the San Diego native is preparing to begin his first year at Fowler, where he will major in computer science.

“I really want to design prosthetics – that has always been a passion of mine – but I’m also very interested in the work Masimo does and the noninvasive biotech devices they make,” he says. “Just to get my foot in the door of that field is an amazing opportunity. I’m glad I didn’t let it pass.”

Chier is one of three Fowler Engineering students to earn the first Masimo Scholarships this year, thanks to the generosity of Joe Kiani, founder, chairman and CEO of Irvine-based Masimo. An engineer himself, Kiani is also a member of the President’s Cabinet at Chapman as well as a past winner of the Argyros Medal for his visionary leadership and commitment to patient safety.

But Masimo Scholars are far from the only Fowler Engineering students receiving life-changing financial aid this academic year. Fifteen students from low-income backgrounds and underrepresented communities have earned support from the school’s new Human Centered Engineering Scholarship Program, with 100% of their academic financial needs being met.

IMPROVING THE LIVES OF STUDENTS AND OTHERS

“These two programs together illustrate how dedicated we are to improving the human condition,” says Andrew Lyon, founding dean of Fowler School of Engineering. “We have faculty and programs that focus not only around medical devices but assistive technologies. That work is directed toward improving the lives of students and others who live with challenges like physical disabilities.”

The Masimo Scholarships are exciting because Chapman students get a chance to gain skills and experience needed to thrive as engineers in the burgeoning medical device industry.

“There’s been an absolute explosion nationally and especially in Southern California in ensuring that people have the technology to manage their own health,” Lyon says. “Masimo is at the forefront and perceives Chapman as a good partner, with strong contributors at Fowler Engineering who can then participate in internships at Masimo to get a good sense of what it’s like to work in this industry.”

SOUTHERN CALIFORNIA AND ORANGE COUNTY LEAD A MEDICAL DEVICE INDUSTRY BOOM

Indeed, Southern California is far and away the leading state driving the medical device industry boom, with Orange County as a key hub of that growth. Nationally, the U.S. accounts for 40% of the global market, with the industry supporting about 2 million jobs, according to SelectUSA, a government-wide effort to promote business investment.

Masimo Scholar Sophia Guarnotta ’24 was attracted to Fowler Engineering by the quality of the facilities and the people in the program, she says. The scholarship opportunity really opened her eyes to the medical device industry.

“I’ve known for some time that whatever industry I work in I want to help people, and when I learned about Masimo, I learned how they’re working for the greater good,” she says. “I think the scholarship reviewers saw my enthusiasm.”

The scholarship says a lot about Fowler’s priorities, Guarnotta adds.

“It shows they want students who are up for a challenge, but also that they want their students to succeed,” she says.

SCHOLARSHIP SUPPORT ENCOURAGES STUDENTS TO EXCEL

For Isabel Leon ’24, a Santa Ana resident, her Human Centered Engineering Scholarship has provided more than financial support.

“It makes me feel more confident, seeing that the school thought I deserved this,” she says. “Getting the scholarship encourages me to be the best I can. I feel I have a lot more waiting there for me because of the scholarship.”

Leon graduated from NOVA Academy, where she took college classes during her high school experience. Now she can’t wait to dive into her computer science and computer engineering courses at Chapman as she pursues the goal of a career in computer design. She also wants to bridge her interests in engineering and the arts.

“A lot of people who like technology and engineering are not necessarily into the artistic side, so I feel like I can represent that perspective,” she says. “Also, as a Latina woman, it’s nice to think that I can influence the field. Growing up, I never imagined I’d be one of the few women in STEM, but now that I’m into STEM, I’m excited to do this.”

SHARING A SENSE OF CONNECTION THROUGH GAMING

Human Centered Engineering Scholar Angel Virgen ’24 is also pursuing computer engineering at Chapman, but with a focus on game design and animation. He grew up on Santa Catalina Island and didn’t always find it easy to make new friends. Bonding over gaming allowed Virgen to find and grow a community based on a shared interest.

“I know I’m not the only kid who has struggled making friends, so I want to give this opportunity to as many people as possible,” he says.

The scholarship support has validated Virgen’s college dream, which otherwise would have been in doubt.

“I think it’s great that more people will have this opportunity, even if they’re not from the best backgrounds,” he says. “Many of us may have great ideas, and to see them come to fruition is going to be an amazing experience.”

ton, a board member up for reappointment, wrote in an email to House leaders, which *The News & Observer*, a Raleigh newspaper, reported on at the time. "In fact I have been leading an effort for a new PAC to raise $250,000 to help with the 2018 elections."

Hinton, a broadcast executive from Greenville, agreed with his colleagues on the board that the university had too much of a "liberal bent" and that things had "gotten out of hand" in that regard, he told *The Chronicle*. He had voted to shut down the poverty center, and he supported the proposed litigation ban. He was not, though, among the board members "running to the legislature with everything that came up," Hinton said.

As Hinton saw it, not only was he politically aligned with the Republicans, but he had longstanding connections to the university that qualified him to be on the board. Before joining the Board of Governors, he had been chairman of the foundation board at the East Carolina campus. Hinton had spent years, too, as a radio and television commentator for ECU Pirates and UNC Tar Heels games. But if he wanted to get reappointed to the Board of Governors, "a high-ranking member of the legislature" had told him, it would be a good idea to remind House leaders how much money he had helped them raise, Hinton said.

"This governor and this legislature seek new leadership and new perspectives in the governance of the University of Tennessee."

"In retrospect, I wish I hadn't written it," he said of the email to lawmakers. "I can apologize and pretend that isn't how it happens, but that's how it always happens. If that's the only reason I had been put on that board, I think it would be a problem. But my record in higher education speaks for itself."

Hinton's appeals to lawmakers weren't enough to get him reappointed. He was passed over, along with a number of other board members who had appeared ascendent in the board's hierarchy.

"Look at who got taken out: the vice chair, the chair of governance, the chair of budget and finance; the secretary," said Hinton, who had been chairman of the powerful governance committee. "These are the people that are normally in line for leadership positions, right? All of us were taken out."

The legislature, though, saw fit to reappoint Long, who months later was victorious in passing the litigation ban for centers. The Senate also extended a new term to Harry L. Smith Jr., a prolific Republican fund raiser whose approaching stint as chairman would mark a particularly tumultuous and contentious period.

People in the system office had a name for his tenure: "The New Order."

OFTEN, a political overhaul of public-college governance starts with a pivotal election. At the University of Tennessee, it began with a student patrolling the flagship campus, dressed as a penis.

Year after year, students at the University of Tennessee at Knoxville tried to catch as many eyeballs as possible as they advertised their programming for an annual event called Sex Week. Examples of sessions included "Masturbation Nation," "Your Vulva and You," "Butt Stuff 2.0," and "50 Shades of Orange: BDSM 101." There was that penis costume, and once, they promoted Sex Week with a billboard on I-40.

Started in 2013, Sex Week brought together students and faculty members for explicit, frank conversations about sexuality. But in a culturally conservative state, it was a constant headache for campus leaders, who pleaded unsuccessfully with students to tone it down. A unanimous board vote allowing students to opt out of using their fees to fund Sex Week did little to appease state lawmakers, who described the programming as an affront to decency.

Furious over the board's failure to rein in Sex Week, lawmakers had an opportunity in 2018 to shake things up. New legislation shrank the size of the board, and the Republican governor put forward a slate of 10 people, including four reappointed trustees, to join the new group. They would all have to go before the Republican-controlled legislature and plead their cases for keeping their positions.

The hearing took place during Sex Week in April 2018, just as the evangelical leader Franklin Graham took to Facebook, calling on his flock to condemn the "filthy trash" of Sex Week programming with emails to the university's chancellor. More than 25,000 people shared the post.

At the hearing, State Sen. Dolores R. Gresham, a Republican, made clear from her opening salvo that the returning board members would have to answer for Sex Week.

Sex Week, she said, "is not education. It's not even the free exchange

TENNESSEE

University of Tennessee Board of Trustees

Total board members **12** | **10** **Politically appointed board members***

* Excludes a non-voting, board-appointed student member and the commissioner of agriculture, an ex-officio member.

Political appointment process: **Appointed by governor, confirmed by House and Senate.**

Appointed by GOP governor, confirmed by GOP majority: **10**

CAITLYN JORDAN, THE DAILY BEACON

The drag queen Lana Mars performed at Sex Week in 2019 at the U. of Tennessee at Knoxville. Sex Week brings together students and faculty for explicit, frank conversations about sexuality. Some lawmakers called it an affront to decency.

of ideas. It seeks nothing more than to glorify depravity, and it takes the name of the university and drags it through the trash. … Human sexuality is a legitimate academic field of inquiry and should be approached in a scholarly manner. It is not a circus by which the dignity of the human person is denigrated and besmirched. What a betrayal.

"This governor and this legislature seek new leadership and new perspectives in the governance of the University of Tennessee," she continued. "And the events on the flagship campus made us a spectacle and a national embarrassment again. ... So, for those candidates for confirmation here, present, heed my words: We expect better. And we expect lots better."

William Evans, one of the reappointed trustees, had gone into the hearing knowing the confirmation wouldn't be a rubber stamp. The state's governor, Bill Haslam, had told him as much. But Evans had entered the chamber hoping he could change the senators' minds. The content of Sex Week crosses the line, he conceded, but Evans tried to focus his remarks on academic matters. The flagship university, in Knoxville, had aimed to move up into the top 25 public universities in national rankings. It hadn't made "material progress," and he wanted to change that.

None of it mattered. The next day, Evans's name didn't even come up for a vote. In fact, no one seeking reappointment made the cut.

To anyone paying attention, the reason seemed unambiguous. They "were all voted down because of Sex Week," Randy Boyd, the university's interim president, said at a later board meeting. "It was because of the feeling by the legislature that the board was not listening to them, we were not engaged."

Boyd was named interim president in September 2018. He spent part of the early months doing damage control, talking with lawmakers about Sex Week, among other things. He knew many of them and was fluent in their political language, having worked in state government and undertaken his own run for governor in the Republican primary not long before. As interim president, Boyd met with 80 percent of the state's elected and senior appointed officials, according to a self-review he submitted later.

To hear Boyd tell it, his charm offensive worked. He credited his outreach with producing the "largest state appropriation in UT history," noting in the self-review that there hadn't been any "punitive legislation … as a result of controversial issues."

In a recent interview with *The Chronicle*, Boyd said he did not think the board had caved to legislative pressure, characterizing trustees' work as independent. The frustration with the board, he said, was broader than with Sex Week. Still, he said that board members seek to serve the state of Tennessee, whose residents are represented by elected officials. "We need to be responsive," he said.

In response to the state comptroller's lengthy report on Sex Week, complete with a reader-advisory label for explicit content, Boyd pledged that he and the board were committed to "rectifying" the "frustration and embarassment" that the event had caused the legislature.

Tennessee's new board then went after Sex Week, just as conservative lawmakers wanted. The board eliminated the campus organization that distributed money for all student activities, including Sex Week, giving administrators more control over how the money was spent.

HARRY SMITH'S TERM as chairman of North Carolina's Board of Governors began in 2018, bringing with it a period of tumult that was punctuated by infighting and allegations of micromanagement. Ask critics of the board what has gone wrong at the university, and many will point to the brief and consequential leadership tenure of Smith, a businessman who has said he only reluctantly joined the board in the first place.

When State Sen. Phil Berger, one of North Carolina's most powerful lawmakers, approached Smith about serving, in 2012, Smith's first question was, What's the Board of Governors? he told a reporter years later.

What Smith lacked in knowledge about college governance, he more than made up for in political connections. A graduate of the East Carolina campus, Smith worked his way up in the air-filtration business, and his wealth made him a power player in North Carolina politics. (Smith has donated more than $218,000 to political causes and politicians within the state, nearly all of them Republican, including Berger, federal and state records show.)

Among system and campus officials, Smith was regarded as Berger's man, dispatched to the boardroom to ferret out wasteful spending and

"The means may have been haphazard or clumsy, but in the end there was a consistent goal: We need more votes on our side."

administrative failure. He sent detailed requests for information from lower-level administrators, records show, questioning campus-level spending decisions that many felt were outside of his purview as the chairman of a policy-making body.

"I don't care about the wine-and-cheese approach," Smith told *Business North Carolina* magazine. "I'm a change agent."

Berger, in a statement provided to *The Chronicle,* said he never directed Smith or any other board member to pursue a particular agenda.

"My philosophy on appointing members to the Board of Governors is well known," Berger said. "I select people, including Mr. Smith, who I believe are capable of making sound decisions and who agree that affordability in education is a top priority.

"I expect those people to think and act for themselves and use their own best judgment," he continued. "I have no interest in, nor do I engage in, directing my appointees on the details of their work."

For a "change agent," Smith concluded, there was plenty to fix in his own backyard. He was convinced that his alma mater, East Carolina,

NATIONWIDE

186

Board members appointed and confirmed under GOP control

99

Appointed and confirmed under Dem control

93

Split party appointment and confirmation

Note: Excludes 33 members either yet to be confirmed or for whom confirmation information could not be determined.

had gone off the rails, allowing enrollment to slip and blowing money on stupid investments. In July 2016, Smith pressed campus officials for details on a recreation center that had been built years earlier. What was this boondoggle?

In an email to Frederick (Rick) Niswander, East Carolina's vice chancellor for administration and finance, Smith unloaded. He wanted to know how much the facility cost and who had approved the project.

"I want the detail," Smith wrote at 12:16 a.m., copying fellow board members and the system's president.

The facility, Niswander responded, was used extensively in the fall and spring.

"I'm not buying that," Smith responded. "What's it cost and is it worth it? Please tell them to shoot me straight on utilization. I think it's a pig and we are putting lipstick on it, and I'm not the only one that thinks that."

Costly and underutilized facilities, Smith told *The Chronicle* in a recent text message, are a "big problem" driving up the cost of higher education. During his tenure on the board, Smith said, his goal was to use data to help the board better understand what was working at the university and what was not. But Smith's approach, particularly toward East Carolina, often provoked criticism of micromanagement or felt punitive to the institutions on the receiving end.

"I was trying to build a model so that we could see which schools are doing great, where schools are doing OK, and which schools needed help, right?" Smith said in an interview. "That was the goal. And I think it was a good goal. I did a terrible job of communicating that."

As a system-level board member, Smith's charge was to set policy and strategy for 16 postsecondary campuses. But he had frequent and specific suggestions for East Carolina, including a thorny proposal that the campus go into business with him on what became a failed apartment complex, which might have been profitable if the campus had required students to live there. (East Carolina officials declined to go along with the idea.)

Cecil P. Staton Jr., who was chancellor of East Carolina at the time, concluded that Smith was driven at least in part by a desire to please Berger, the state senator who had put Smith on the board.

"Harry boasted sometimes that he could figure out how to save a billion dollars a year," said Staton, who, in addition to a career in academic administration, served five terms as a Republican in the Georgia Senate. "And it was as though he was going to give that billion dollars back to Berger."

As chancellor, Staton said, it was part of his job to advocate for more financial support for East Carolina. But he quickly learned that Smith bristled at public criticism of Republicans in the General Assembly.

In the summer of 2018, a couple of weeks after Smith became chairman of the board, the *News & Observer* published a seemingly innocuous op-ed by Staton. For the most part, Staton trumpeted the accomplishments of East Carolina's professors. In one critical paragraph, though, the chancellor complained about state budget cuts. Smith "was incensed by that," Staton said.

Smith apologized in an email to two Republican House members for the chancellor's "completely inappropriate" transgression. "Please accept my personal apologies for such a poorly written and thought out op-ed," he wrote, pledging to meet with Stanton and explain "in great detail" the chancellor's leadership failures.

The op-ed also frustrated Kieran Shanahan, an East Carolina trustee, who told Smith, in an email, "I assure you this has my full attention and I am pissed."

Smith's criticisms weren't confined to private emails. On several occasions, he took to Pirate Radio 1250, a local station, to complain about decisions at East Carolina. He questioned a $1.3-million expenditure on a new chancellor's residence, and he criticized an athletic director's contract extension. (Smith was hardly the only critic of these decisions, but some at East Carolina thought that a board member publicly lambasting campus leaders did more harm than good.)

Behind the scenes, Smith was relentless in his pursuit of information. Over a six-month span, beginning around the time of his election as chairman, Smith and Spellings exchanged more than 530 text mes-

sages, public records the university provided to *The Chronicle* show. Smith's texts ran the gamut, from questions about the dress code for a forthcoming event — "Khakis and walking shoes with a sport coat," Spellings replied — to admonishments over perceived slights.

"I took great disrespect to an email verses [sic] a phone call," Smith once wrote to Spellings.

Whatever concerns there may have been about Smith's approach as chairman, he was perceived to be politically bulletproof because of his relationship with Berger, according to several former system and campus-level officials, who requested anonymity, saying that they feared retaliation against the university.

"It is widely understood that you cannot do business in North Carolina if the most powerful politician in the state is out for you," a former high-ranking system official said.

Asked about the former official's statement, Berger said, the critic very likely "opposes all efforts we have made to address real and substantive problems in higher education."

"It's deeply unfair to cite vague accusations that have no basis in fact," he said, "and treat them as legitimate when the person doesn't even take him or herself seriously enough to be named."

The notion that Smith had Berger's political protection gave rise to a phrase in the system office that, Staton says, "nauseated me": "We are just going to go along with the new order."

The new order wasn't so much about ideology as it was about power and perspective, several former board members and university officials told *The Chronicle*. The board increasingly acted as an investigatory body in the mold of an inspector general, holding accountable — rather than championing — the university.

"I remember one board member who, on his first day, said, 'I'm here as a representative of the General Assembly,'" recalls W. Louis Bissette Jr., a former Republican mayor of Asheville who preceded Smith as chairman. "I was frankly astonished by what he said. But looking back on it, you know, that's really what was happening."

Soon, controversy became the norm. Within Smith's first days as chairman, the search for a new chancellor at the Western Carolina campus fell apart after Thomas H. Fetzer, a lobbyist and former Republican mayor of Raleigh, sponsored a rogue investigation into the credentials of a leading candidate for the position. The move, many of his colleagues said, undermined the president's authority and violated rules of confidentiality by disclosing the candidate's name to a third party.

This wasn't the first time Fetzer had acted outside of the full board. In 2017, he drafted a letter— signed by 15 board members, but without the full group's knowledge — castigating Spellings, the president, and Bissette, then the board's chairman, for their handling of a controversy over a Confederate monument, known as Silent Sam, at Chapel Hill. Debate over the fate of the moment, which still drags on, thrust the university into a polarizing national conflict over Confederate symbols. It pitted board members, who argued that state law required the statue to remain on campus, against students and others who saw it as a hateful homage to slavery and racisim.

Controversies large and small continually drew the board in. Faced with big challenges, such as expanding access to low-income students, the board often seemed more concerned with what system officials and chancellors viewed as small-ball political feuds that were of interest only to them or a few lawmakers.

"You're majoring in the minors," Spellings was known to tell board members.

Some board members believed North Carolina needed a more active governing board that would press for details. The board's more aggressive posture has been mischaracterized as political, according to Marty Kotis, whose current term on the board began in 2017.

"When we do things, people like to attribute it to politics, but it's more that we're not rubber stamping," said Kotis, who describes himself as libertarian. "Boards of the past have been there to enjoy the perks of the board. You would go to campus and be treated like a rock star.

"The disputes we have between us are not Republican versus Democrat; they are more often between Republican and Republican," he continued. "That's called dysfunctional because they are actually discussing things. Dysfunctional is a board that rubber stamps."

The board, though, often appeared more focused on hot-button issues than the humdrum of higher-education management. Members clamored to serve on the budget and finance committee, where they could scrutinize spending, but showed little interest in the mission-critical area of academic affairs, several former members said. As Spellings hammered away at a strategic plan, board members devoted meetings to what some viewed as politically symbolic initiatives, such as moving the system office out of Chapel Hill — the site of the flagship campus that some conservatives have dubbed "the people's republic of Chapel Hill."

By October 2018, just two and a half years into her tenure as president, it was all too much for Spellings. In a surprise announcement, she said she would resign her post with two years remaining on her contract. Coming as it did just a couple of months after protesters at Chapel Hill had toppled Silent Sam, some speculated that political

JAY CLARK, ECU

Cecil P. Staton (right), then-chancellor of East Carolina U., publicly criticized funding cuts for his campus, prompting a rebuke from the politically connected chairman of the system's board. Margaret Spellings, president of UNC at the time, is to his left.

LISA PHILIP, WUNC

Harry Smith's term as chairman of North Carolina's Board of Governors began in 2018. It was characterized by infighting and accusations of mismanagement.

controversy had worn her down. Others figured she was simply exhausted by dysfunction on the board.

In an interview with *The Chronicle*, Spellings declined to go into detail about her reasons for leaving.

"It was the hardest professional decision I've ever made," she said. "Period. Paragraph."

At a farewell reception, Spellings gave each of the chancellors a pewter Jefferson cup engraved with a folksy maxim: "When the horse dies, get off."

IN THE RUN-UP to Connecticut's 2018 gubernatorial election, an outsider Republican candidate painted a bleak picture of the state's declining fortunes under years of Democratic rule. Bob Stefanowski, the Republican hopeful, pointed to the state's shrinking population, and its struggles to retain college graduates and big corporations, as evidence of the need for change.

Pro-Stefanowski campaign advertisements drove home those themes with ominous headlines: "Connecticut on the Brink." "GE's Leaving Connecticut." Easier to miss was the small text, in the final frames of several ads, which disclosed who had helped to pay for them: Denis Nayden, a longtime gubernatorial appointee to the University of Connecticut's board.

Nayden was a UConn Huskies fanatic. He had been on the board for more than 15 years, appointed by Republican and Democratic governors. He and his wife had donated more than $5 million to the campus and its foundation, sponsoring scholarships, faculty development, and facilities. Nayden had helped raise hundreds of millions more through the university's first-ever capital campaign, and he won a distinguished-alumni award in 1999.

Nayden, who was up for reappointment to UConn's board in 2019, was also loyal to his former colleague Stefanowski, the Republican candidate. They'd worked together at GE Capital, and the two had talked economic policy and education as Stefanowski considered his run for governor, according to the candidate. The trustee would eventually donate more than $100,000 to Stefanowski and a committee supporting his campaign, which, if successful, would break a longtime trifecta of Democratic governance in the state.

It wasn't to be. In 2018, Stefanowski lost to his Democratic opponent, Ned Lamont. In short order, Lamont's staff set their sights on reshaping the UConn board with the help of prominent Democrats who served as trustees, according to emails reviewed by *The Chronicle*, which have not been previously disclosed.

Paul Mounds, who was then the governor's chief operating officer, wrote that his colleagues should meet with Democrats on the board and "let them know who we want as chair and vice chair and have them work with their members to execute." Lamont's staff also developed questions to ask candidates for the flagship's president, and organized a meet-and-greet with a finalist late in the process.

In Connecticut, the governor serves as president of the board, but the chair leads board meetings when the governor is not present. Mounds told *The Chronicle* that the governor had hoped to elevate UConn, one of the "largest and biggest brands" of the state.

January turned to February, and February to March, without new board appointments. Then came March Madness; the women's bas-

AP PHOTO/JESSICA HILL

Head Coach Geno Auriemma (left), of the U. of Connecticut, presents Denis and Britta Nayden with a team jersey. The Naydens donated millions to UConn for facilities and scholarships for athletes. Republicans were livid when a Democratic governor did not reaappoint Denis Nayden to UConn's board, where he had served for 15 years. Nayden was "flabbergasted," he wrote, "particularly after everything that I have done and contributed."

CONNECTICUT

University of Connecticut Board of Trustees

Total board members **21** | **12** **Politically appointed board members***

* Excludes alumni-elected and student-elected members, in addition to five ex-officio members — the governor, the chair of the UConn Health Board of Directors, and three state commissioners.

Political appointment process: **Appointed by governor, confirmed by House or Senate.**

Appointed by Dem governor, confirmed by Dem majority: **9**

Appointed by Dem governor, not yet confirmed: **2**

Open position: **1**

ketball team was on its way to the Final Four in Tampa, Fla. The governor and Nayden, who with his wife had donated $3 million to campus basketball facilities and scholarships for players, each planned to go.

Just before the Final Four, Nayden and Mounds spoke. Nayden wouldn't be reappointed to the board. The governor wanted to go in a different direction, Mounds told him, according to a summary Nayden wrote of the call, which was obtained by *The Chronicle*.

"I asked if this was a political decision," Nayden later wrote to the university's president, board chair, and a few others. "Paul said not predominantly (I think he was hedging)."

Nayden asked — twice — for the governor to meet with him, he wrote. Nothing. Nayden was "flabbergasted," he wrote, "particularly after everything that I have done and contributed and the breadth of my business background."

"Pathetic!" he wrote. "I am sorry to say, this decision will affect me greatly. It is a sad day for me and a bad day for UConn."

Nayden declined to comment for this article.

In an interview with *The Chronicle*, Mounds said the governor's decision was "at no point" political. But when asked whether he had told Nayden that the decision was "not predominantly" a political one, Mounds demurred. "I have a lot of uncomfortable conversations with people," he said.

Connecticut Republicans were livid. The decision signaled that the governor's office would treat the university like any other state agency: UConn's people would be Lamont's people.

"There's no way in hell that you can describe that as anything other than retribution," Stefanowski, the candidate Nayden had supported, told *The Chronicle*. "It tells you that if you want to stay on the board at UConn, you better not cross the governor. Because he's now shown that he's vindictive."

The board chairman, Thomas E. Kruger, wouldn't finish out the year in his position. He resigned days after Nayden got the news that he was ousted, saying Lamont should be "close" to the UConn chair.

Thomas D. Ritter stepped in as interim chairman. Ritter, who assumed the role because of his position as vice chair, was the former speaker of the House, a political power player — and a Democrat.

Connecticut is among a dozen states in which the governor holds a seat on the governing board of a public flagship university system, providing a legitimate avenue for the state's top elected official to exert direct influence on campus affairs. Such arrangements are ripe for controversy, as recently evidenced at the University of South Carolina, where the governor is ex-officio chair. That board's decision, in 2019, to install as president the favored candidate of Gov. Henry McMaster, a Republican, despite widespread opposition, prompted scrutiny from the university's accreditation agency, which found evidence of undue political influence.

The Southern Association of Colleges and Schools' Commission on Colleges, South Carolina's accrediting agency, did not penalize the university. But a damning report, written by two independent consultants, concluded that the board had a "fundamentally misguided governance culture" with "a predilection for political governance."

Public records, which came to light in the wake of the controversy, showed that the governor's office saw the university's presidency as a prize awarded to the ruling political party.

"The Democrats hate us," the governor's chief of staff wrote in a text message after the board selected McMaster's pick to lead the university. "We took their castle."

C. Dan Adams, who serves as the governor's designee on the board, replied, "It's our turn!!"

THIS PAST JANUARY, some five years after North Carolina's Republican revolution, Phil Lewis and Robert B. (Robbie) Moore Jr., two trustees of the East Carolina campus, met a student for lunch at the Villedge Wood Fired Kitchen & Bar, in a Hilton hotel in Greenville. The trustees made her an offer: Let us secretly pay for your campaign to become student-government president, and in turn help us to secure majority control of the East Carolina board.

> "If you want to stay on the board at UConn, you better not cross the governor. Because he's now shown that he's vindictive."

In North Carolina, the Board of Governors sets system-level policy, but some authority is delegated to campus-level boards, which include student presidents as voting members. Eight of a campus's appointed board members are elected by the Board of Governors, and four by the legislature.

Lewis, an insurance executive, grew up on a tenant farm in the town of Farmville, outside of Greenville, before graduating from East Carolina in 1977, according to an online biography. He was appointed to the East Carolina board by the Board of Governors in 2019,

GAVIN MCINTYRE, THE POST AND COURIER

Students, faculty, and alumni protested after the U. of South Carolina board voted to make retired Army Lt. Gen. Robert L. Caslen Jr. the new president. Caslen was a favorite of Gov. Henry McMaster, a Republican, and the university's accreditation agency found evidence of undue political influence in the appointment.

along with Moore, a billboard-company owner and Republican donor, who was appointed by the General Assembly.

The trustees told Shelby Hudson, the student, whom they had first contacted on Facebook, that the board needed a "strong Republican leader" like her, Hudson would later recount in a statement. They wanted to help her become student-government president — a position she had unsuccessfully run for before.

By this time, the years of controversy at the University of North Carolina had taken their toll. Resignations of top officials were the regular order. In 2019, a few months after Spellings announced her plans to resign, so too did Carol L. Folt, whose chancellorship at Chapel Hill had become consumed by quarrels with the board and the legislature over the fate of Silent Sam. Next came Staton, who, in a recent lawsuit, says Smith used his power as chairman of the Board of Governors to have Staton forced out, following a yearslong campaign of "relentless attacks" on the chancellor.

"Defendant Smith," the legal complaint states, "was appointed to the UNC-BOG for no reason other than he had contributed to and raised substantial funds for the political campaigns of top legislators in the North Carolina General Assembly."

Smith, who denies any wrongdoing, resigned from the board in February, citing professional demands.

With all of this collateral damage in the rearview mirror, Lewis and Moore proposed that the solution for East Carolina was, in fact, more politicization of university governance. What Lewis and Moore did not realize, though, was that Hudson, who had been jittery about the meeting, was recording the conversation.

If Hudson would agree to accept their help, Lewis explained in the recording, she would be welcomed into a powerful network of state lawmakers.

"Robbie is really in with the legislature," Lewis said.

Winning a student-government election, Lewis opined, was about "name recognition." Hudson might need signs, he said. Well, as it happened, Moore owned a billboard company.

"How big could your sign be?" Lewis asked. He offered to donate, "as long as you don't have to show where you get the money."

(Most of Hudson's comments were redacted by the university, citing privacy concerns.)

Envisioning their alliance with other board members, the trustees said, they could ensure that East Carolina did not raise student fees again.

"If you would run and win, we'll help you," Lewis said. "We'll give you seven votes."

Moore, Lewis added, "should be the chair" of the board once the votes could be secured.

Secret donations. Vote trading. This was the stuff of "bare knuckle politics," East Carolina trustees wrote in a letter detailing the evidence. If this kind of behavior was permissible, the trustees said, the "gross exploitation" of future student leaders could not be far behind.

Under fierce criticism, both trustees resigned.

The episode shocked a lot of North Carolinians, including members of the Board of Governors, many of whom see in the story a bungled and clownish power grab by a couple of rogue actors. Scholars of the state's changing politics, though, see the matter differently. Among them is J. Michael Bitzer, a professor of politics and history at Catawba College, in Salisbury, N.C., who says the story of two trustees trying to influence a student-government election is part and parcel of the winner-take-all style of politics that has gripped the state over the past decade.

"That is political calculation and strategy," Bitzer said. "The means may have been haphazard or clumsy, but in the end there was a consistent goal: We need more votes on our side.

"It's a dangerous signal, in my opinion — the hyperinfluence of

partisanship and the lack of basic transparency and accountability in a perceptually independent, nonpartisan environment."

The changes North Carolina has seen in the past decade are no accident. There was an Obama backlash. There was a Tea Party movement. There was a growing national skepticism of higher education, and an uneasiness among many North Carolinians that the university had swung too far to the political left under Democratic rule.

But there was money, too. Lots of it. Among all of the state's wealthy donors, some of whom now govern the university, few if any have spent more cash turning the political tide in North Carolina than James Arthur (Art) Pope, whose foundation has steered millions of dollars into agenda-setting free-market think tanks and Republican campaigns.

Higher education has figured prominently into Pope's broader political agenda. The John William Pope Foundation, of which Pope is chairman, finances the James G. Martin Center for Academic Renewal, which targets "shallow and trendy" teaching. The John Locke Foundation, another recipient of Pope foundation money, was established in response to what its president has described as a liberal stranglehold on universities.

Pope, a former state budget director and Republican member of the state House, has been called a lot of names. He has been described as "the Godfather of Republican politics," and he is credited as a key financier of Redmap, a project designed to install Republican majorities in statehouses across the nation. This June, Pope's allies in the North Carolina Senate gave him a new title: member of the University of North Carolina Board of Governors.

The regular churn of appointments to North Carolina's commissions and agencies had rolled on, even in a pandemic. As prescribed by procedure, Pope's appointment came by way of a routine legislative resolution. It passed easily, despite some Democratic opposition, concluding, as such edicts do: "Now, therefore, be it resolved by the Senate..." ■

Lindsay Ellis is a senior reporter covering research universities. Jack Stripling, a senior writer, covers college leadership. Dan Bauman is a reporter who investigates and writes about all things data in higher education. Sarah Brown and Emma Dill contributed to this article. Brian O'Leary is the interactive designer.

Methodology

The Chronicle identified members of governing boards of 50 public flagship universities as of July 1, 2020. If a flagship was governed by an institution-level board and a system-level board, the system-level board was selected.

The Chronicle analyzed board members who underwent a multistep political-appointment process, identifying which members were appointed and confirmed by governors and legislative majorities of the same political party. (In a single case, New Hampshire, political-party control of an executive council, not a legislative body, was analyzed, as in that state these elected officials confirm appointments.)

Appointment and confirmation dates were drawn from legislative records, gubernatorial proclamations, and, in some cases, news reports. This information was cross-referenced with political-party control information compiled by Ballotpedia, a nonprofit, nonpartisan website.

Excluded from this analysis were board members who fill seats specifically designated for students, faculty, and staff members; alumni leaders; business leaders; and government officials, including governors and agency commissioners.

The Rules

TIM COOK FOR THE CHRONICLE

of the Game

How the *U.S. News* rankings helped reshape one state's public colleges.

BY FRANCIE DIEP

FOR BERNIE MACHEN, it started before he'd been hired. The University of Florida's Board of Trustees was looking for a president who would commit to moving the institution up the *U.S. News & World Report*'s college rankings.

"The thing that would bring us all together was to be able to bring the university, that we all went to and loved, to the top 10," said Manny Fernandez, a tech-company executive who chaired the 2003 presidential search. At the time, the University of Florida ranked No. 52 over all and No. 17 among public universities. The board wanted to see the Gators among the top 10 public institutions.

Fernandez was tired of the reactions he would get when he divulged his alma mater at parties. Either people wouldn't really know about the University of Florida, "or somebody would say, 'Wasn't that voted No. 1 party school by *Playboy*?'" Fernandez was offended. "I believe I am who I am today because I went to this school," he said. "We needed to change the external perception of the University of Florida." *U.S. News* was one very effective way to do that.

Machen, too, believed in the goal. While many people inside and outside of higher education today argue that a high ranking doesn't necessarily translate to high quality, Machen believed in many of *U.S. News*'s metrics. "I feel that many of them are relevant and worth shooting for," he said, "and I think improving on those variables made us a better institution."

He became president of the University of Florida in January 2004. He would not see the Gators reach his goal; he retired in 2014, when UF was No. 14 among public universities. But he set the ball for the next administration's spike. The Gators would break into the top 10 in 2017. On Monday, in *U.S. News*' latest rankings, they ranked sixth — on the verge of reaching their latest goal: top five.

In his efforts to cement his university's place in the rankings, Machen reached far beyond Gainesville. He worked with then-Governor Rick Scott to get the state to pass a funding scheme called Preeminence, which rewarded public colleges that did best on some of the metrics deemed important by *U.S. News*. For the University of Florida, Preeminence created the kind of virtuous circle that such money often begets. It helped the university ascend the rankings, which in turn brought in more applicants, more approval from lawmakers, and more money, which administrators could use to keep climbing.

In return, Machen supported Scott's launch of performance-based funding for Florida universities — a system that also advantaged the flagship. But the partial alignment of state purse strings with *U.S. News* metrics has come at a cost. Critics say these developments have driven an even bigger wedge between the state's four-year colleges, making richer institutions richer, and depriving less-resourced institutions of much-needed funds.

Recently lawmakers seem to have turned away from Preeminence, which has received no state allocation in the past two years. But the statute is still in Florida law, and universities are still scored on its metrics. The program helped set the universities up for where they are today, amid the early days of a crisis that could take a big bite out of higher education. And the horse-trading between Machen and Scott also stands as a striking example of the outsize power that the *U.S. News* rankings have come to hold in higher education.

MACHEN understood right away that to climb the *U.S. News* college rankings, as he had been hired to do, he would need more money. In particular, he would need more money per student. He and his team saw that one big problem was the student-to-faculty ratio, an important part of the formula, which would be expensive to fix. So he lobbied the Board of Trustees to let him freeze enrollment and raise tuition.

It took some effort, he said: "The board is a political body. They hear from parents who want to know why their kid didn't get in." But he succeeded.

Yet after nine years at Florida, he still hadn't quite made it into the top 10, and he was getting tired. "We had lived through the recession. It was pretty tough," he said. "I was a little bit burned out. I said, 'I think I'll just step down and let someone else take over.'"

But Scott had other ideas. Machen recalled that, as he was preparing to retire, Scott said to him: "I'll tell you what — what would it take for you to stay a couple more years?"

That something turned out to be the Preeminence program, a piece of legislation that gives Florida's public universities extra funding if they are able to meet more than a dozen metrics that Machen helped write. Several of these measures would match the formula that *U.S. News* uses to rank colleges, and one was actually for appearing on "well-known and highly respected national public university rankings." "That gave me another shot at trying to get quicker into the top 10," Machen said.

Between the 2013-14 and 2018-19 fiscal years, the University of Florida has received $61.9 million in Preeminence funding. Only Florida State University has received as much, and eight universities have never received any Preeminence money at all.

UF's funds went to hiring not only more faculty members, but stars in their fields, people who would sharpen the research attributable to the University of Florida, bolster the university's national reputation, and bring in big, prestigious federal research grants. In one memorable case, Florida wooed Juan Gilbert, a computer scientist with an endowed chair at Clemson University and millions in federal research grants, by promising to bring his colleagues along with him. "I had built a community at Clemson," Gilbert said. He had recruited what was at the time the country's largest group of Black faculty members in computer science. "I said, 'If I'm going to move, everybody's got to come.'"

The University of Florida flew Gilbert and his colleagues down to Gainesville just as an ice storm barreled into the region, around Valentine's Day 2014, Gilbert recalled. Later, during their spring break, students from Gilbert's lab drove to Florida to meet with Cammy R. Abernathy, dean of the college of engineering. Abernathy ended up hiring four other Clemson computer-science faculty members, as well as taking on two postdoctoral fellows and 20 doctoral students.

"When other universities realized they were losing faculty to Florida, it made an impression," Machen said, "which directly helped our rankings." How leaders at other colleges rate a given college in a survey forms 20 percent of the *U.S. News* score.

"That was the price I had to pay, basically," Machen said. "I had to pay two more years, but we got the Preeminence program."

The governor also got something out of the deal. Around the time Machen planned to retire, Scott was finally seeking to restore some funding to Florida's public higher-education system, which had endured deep cuts as a result of what was then the worst recession in most Americans' memory. But Scott wanted that money divvied up in a different way.

"Families expect investments in education to provide increased success and opportunities for their children," Scott wrote in a public letter in May 2013, explaining his budget. Therefore he wanted institutions to get "funding based on performance metrics that will measure a university's success in helping students obtain high-paying jobs affordably." He proposed metrics including the size of new graduates' first salaries. Previously, Florida had funded its four-year colleges based on how many students they enrolled. Community colleges had been subject to performance-based funding, but that program had lapsed.

The 2008-9 financial crisis led to a wave of states adopting performance measures, rather than enrollment, to decide their universities' base budgets, the education researchers Kevin J. Dougherty and Rebecca S. Natow write in *The Politics of Performance Funding for Higher Education: Origins, Discontinuations, and Transformations*. Performance-funding systems help politicians show voters that they're being responsible with hard-earned taxpayer money, and that they're holding their universities to account.

The schemes can be a hard sell for universities, however. Scott needed an ally.

One former official said the governor was counting on support from whoever was the president of the University of Florida for the performance-based funding system. "Honestly, his support or opposition to the performance metrics would be fundamental to how other academic institutions in Florida viewed it," said Adam Hollingsworth, who was Scott's chief of staff from 2012 to 2014.

Scott knew Machen and knew he could count on Machen's support, Hollingsworth said. "I think the governor wanted to maintain that partnership until the performance-metrics system was not only fully implemented, but fully embraced by the academic community."

Machen said he didn't know why, exactly, Scott was so keen on his staying as president. The extension of his time in office was controversial. The Board of Trustees was preparing to interview its final group of potential new UF presidents when it learned that Machen was not retiring after all, a former board chair told the *Tampa Bay Times*. Critics thought Scott overstepped his authority in muscling Machen back in.

Machen speculated that the governor didn't want a new University of Florida president during a re-election year. Told about Hollingsworth's idea, Machen said: "There was no question about it, [Scott] wanted us to be better, and he had his own goals for that. They were not in conflict with the goals that we were pursuing. The governor and I had a good working relationship."

Retrenched at the helm of the University of Florida, Machen was a guest at the governor's State of the State address in March 2013, when Scott thanked Machen for "being so helpful in coming up with performance measurements for success."

"Almost overnight," said Ralph C. Wilcox, who has been provost of the University of South Florida since 2008, "the rules of the game changed."

SEVEN YEARS ON, the game is still played according to the rules of performance-based funding, and it's reshaped Florida's public universities.

Florida's performance metrics still hew closely to Scott's vision of a public-university degree as needing to be a good value for money. Factors that most recently helped decide Florida's universities' base funding today include the median wages of employed graduates with bachelor's degrees; net tuition per credit hour; and how many degrees are awarded in subjects the Board of Governors believes are important to the Florida economy. (Subjects of "strategic emphasis" currently include teaching, health professions, and many science and technology fields. Public relations is included, but journalism is not.).

Out of the 10 metrics the colleges are graded on, there's one "institution's choice" — typically something its Board of Trustees thinks it will do well on in the coming years.

Among the metrics everyone uses, there's historically been only one that's related to social equity: percentage of undergraduates who receive Pell Grants.

The governor wanted "performance metrics that will measure a university's success in helping students obtain high-paying jobs affordably."

Systemwide, the universities have done better, on average, on all of the metrics since 2013, according to a Board of Governors report from August 2019. The area of greatest improvement was in four-year graduation rates, which went from 44 percent, for the class that started in 2009, to 53 percent, for the class that started in 2014. Meanwhile, the average price to students for 120 credit hours — the minimum required for a bachelor's degree — has tumbled, from $15,110 in the 2013-14 fiscal year to $9,400 in 2016-17. Only one metric, percent of undergrads with a Pell Grant, has remained about the same, at about 39 percent.

"It's hard to dismiss the immense gains that performance-based funding and Preeminence has had in a relatively short period of time," said Wilcox, who supports the programs.

All that has led to outside recognition, too. Every year since 2017, when it first created such a list, *U.S. News & World Report* has called Florida the best state in the nation for higher education. It's a point of pride for politicians: Last year, Governor Ron DeSantis held a press conference to talk about the listing. "We love our ranking," said Randy Fine, chair of the higher-education appropriations subcommittee in the Florida House of Representatives. "Outcomes are what government should be focused on."

Many former and current university leaders have more mixed feelings. Like many other officials *The Chronicle* interviewed, Dale Whittaker said he's "a fan of performance funding," but then immediately launched into his major criticisms of the system. After holding administrative positions at Purdue University and the University of Central Florida, Whittaker was briefly the University of Central Florida's president before resigning in the wake of findings that it had spent operational funds on construction, in violation of state rules, before his presidency. He now works as a higher-ed consultant.

Whittaker said the system "increases homogenization" of the universities. In addition, because institutions that are already doing well get more money, "the winners win faster and faster," he said. This was especially true under a rule in which the three lowest-scoring universities each year would not get a part of their state allocation. That money would go to the top three highest-scoring universities, instead. For those that ended up at the bottom of the list: "It's awful hard to get better when you're having money taken out of your pocket."

The universities had long chafed against the "bottom three" mechanism, but Scott was reported to be a fan. The Florida Board of Governors dropped the bottom-three rule in 2018.

One institution that often found itself with the "bottom three" designation is Florida A&M University. Since its acceptance into the state university system, in 1971, Florida A&M has remained the only historically Black member institution. It's committed to college access: Nearly two-thirds of its students have Pell Grants, a far higher proportion than any other state university, and one-third of students are the first in their family to go to college.

The funding metrics Florida's politicians have chosen don't serve the university well, FAMU faculty members argued. Take graduates' employment and salaries. Across the country, young Black Americans with bachelor's degrees are slightly less likely to be employed than their white counterparts. At every level of educational attainment, young Black adults have always earned less than their white peers, on average.

These trends are tied to racism in American society, so it's unfair to punish the university for them, faculty members said. "We can prepare our students well, but we don't control the economy. We don't control wages," said Michael C. LaBossiere, a professor of philosophy and a former college runner. He used a track-and-field analogy to compare Florida's flagship, which graduated a majority-white class in 2019, and FAMU, which graduated a 90-percent Black class that same year. "Most UF graduates, they're running on a flat track," he said. "FAMU graduates are having to do the steeplechase."

In other measures, Florida A&M does fare well, but faculty members feel that politicians don't acknowledge it. "We're No. 1 in what we do, and that's the education of Black people, primarily," said Roscoe Hightower Jr., a professor of marketing. *U.S. News* has consistently ranked Florida A&M as among the top 10 historically Black colleges and universities. "You never hear the governor or the Board of Governors proclaiming that," Hightower said.

In particular, Florida A&M's graduation rates have long weighed it down. In 2016, its six-year graduation rate was 41 percent, no different than it had been in 2013. In the Board of Governors' latest accounting, which now uses four-year graduation rates, the number was 23 percent, for a score of one point out of a possible 10 in that category. Yet as long as these low scores meant FAMU was dealt a smaller budget than it would have otherwise, it was hard to improve those rates, said Larry Robinson, FAMU's president: "To be successful in this model, what's important, particularly for the demographic that we deal with, is to have the resources that are necessary to continue to improve."

Many of Florida A&M's students need support services to help them navigate college, which takes money, Robinson said. He wants to see the state use expected graduation rates, which take into account the fact that students from lower-income families without a

history of collegegoing are less likely to graduate quickly than are students from wealthier families with collegegoing histories.

"I think graduation rates do tell you a story, but I don't think they tell you a whole story, because the lives that students bring to an institution vary significantly," he said. "The best measure of what we do is how we transform our students' lives, whether they finish in four years, or, in some cases, a little bit longer."

After the Florida Board of Governors approved the new funding plan, in 2014, Florida A&M began looking more critically at the academic preparedness of its applicants, Robinson said. It wanted to admit students who were more likely to succeed.

More recently, the university developed a program to encourage underprepared applicants to go to public colleges with which the university has signed agreements. Once program participants get their associate degree, they're guaranteed admission to FAMU to complete their bachelor's. "All of those students, whether they get into the university or not," Robinson said, "we feel very concerned about their future." This year FAMU used "number of bachelor's degrees awarded to transfers from Florida community colleges" as their institution's choice metric.

Across the country, performance-based funding can be especially hard on minority-serving institutions. That's been true for Florida A&M: It's the only university in the Florida system whose total funding, when adjusted for inflation, has trended consistently downward since 2006. Everybody lost money after the Great Recession, but for other institutions, the funding picked up again, or at least plateaued, after 2013.

"Graduation rates do tell you a story, but . . . the lives that students bring to an institution vary significantly."

The effects are clear to Florida A&M faculty. Budget issues due to the performance system seem to come up in every meeting, LaBossiere said, while James Muchovej, a professor in the College of Agriculture and Food Sciences, talked about having to buy, out of pocket, the seeds and pots for an introductory plant-science lab he teaches. The average salary for full professors at Florida A&M is the second-lowest of the 12 institutions in the state university system, and the lowest of any high-intensity research institution, public or private, in the state.

Since the Board of Governors eliminated the "bottom three" rule, Robinson has been happier with Florida's funding model. Last year FAMU received $13 million it wouldn't have otherwise. "You have to work in the new model. You have to work hard for the benchmarks for receiving money," Robinson said. "But it gives everybody a shot, a target that's within their reach."

Faculty members were less circumspect. Clement Allen, a computer-science professor, called it racist. Hightower, the marketing professor, said, "I'd like to see performance-based funding dismantled."

Ask longtime University of Florida faculty members what's different now about the campus community, compared with 10 or 15 years ago, and they'll say: *the students*. It's a common joke among alumni: *I wouldn't get in if I applied now*. As Florida has climbed the rankings, it's gotten more selective. Just in recent years, the GPA of the average admit rose from 4.3, in 2014, to 4.45, in 2019. The average admitted student's SAT score went from the 89th percentile to the 94th.

Abernathy, the engineering-school dean, joined the faculty in 1993. To her, Florida freshmen seem now to come in with more impressive extracurriculars and more credit hours already finished, from taking advanced classes in high school, but she doesn't think that's unique to the Gators. "You just look at the students in higher ed today, at least in the more selective institutions," she said. "I think that's true across the country."

What the faculty members don't say is that they're now getting fewer needy students. The percent of each newly admitted class that comes from a low-income family fell from 15 percent, in 2015, to 12.5 percent, in 2019.

The university suffers from well-known problems with racial representation, but those started before the rankings climb. The proportion of enrolled students who identify as Black or African American has dropped steadily for more than a decade. In fall 2019, it was less than 6 percent — in a state where 22 percent of young adults are Black. In 2018, numerous Black students told the *Tampa Bay Times* about feeling daily isolation.

Ian Green, the student-body president in 2018-19, was raised on stories about how his parents met at the University of Florida and married soon after they graduated. When he applied, he didn't even think about Black students on campus, because he had heard so much from his parents about Black Greek life there, and knew that they had met some of their best friends now in college. When he arrived on campus, however, "I definitely understood that that was a concern, and so when people would ask me, especially other Black men and women, I would be frank with them. I would say, 'Yes, the population of Black students has decreased since my parents were there.' But what I think gave me hope is that the University of Florida realized that." The university brought back Black-student programs that had existed in his parents' time and built a new Institute of Black Culture.

"It's those kinds of actions that really resonated because a lot of times, in today's day and age, people will speak about diversity, people will speak about inclusion," Green said in an interview in February 2020, "but I think that actions will always speak louder than words."

For the students who do make it in, the qualities of the university that have changed with its rankings climb have been good for them. As the university reduced its student-to-faculty ratio, Green thought that students in the cohorts after him seemed closer-knit, as a result of their smaller classes. And he appreciated the hustle and drive he saw in his classmates, which he felt increased even during his five years there as an undergraduate, then a master's student.

For those who control the purse strings, it's about more than the student experience. Fine, the higher-ed appropriations chair, said a highly ranked, selective University of Florida is a billboard for the whole state. "The better ranked the school is, a student who's think-

ing about going out of state might choose to stay in Florida," he said. "The other thing that it does is it acts as a magnet to attract students from around the country. Once they come here and realize there's no income tax and it doesn't snow, there's a good chance they're going to stick around."

"We want Florida to be the best state in the country to start, build, and grow a business, and to start, build, and grow your family," he said, "not just to be a place that people come to on vacation and when they retire." Shiny universities are an important part of building out Florida's economy beyond its traditional three legs of tourism, retirement, and agriculture.

Even John Delaney, a former president of the University of North Florida and well-known critic of performance-based funding, was nonetheless unconcerned about the University of Florida's and Florida State's Preeminence funding. "I believe in the flagship idea, that you've got to have, in a state our size, two prominent research universities," he said. "Appropriating them extra funding, as a citizen, makes perfect sense." But not at the cost of other institutions: "If you were a policy maker and you wanted a bigger bang for your buck by directly affecting students and graduations, that would be to spend on the regional universities."

MACHEN retired in December 2014. He and his wife stayed in Gainesville, in the house they bought just a couple of years into his presidency. The provost called him when the University of Florida finally broke into the *U.S. News*'s list of top-10 public universities, in September 2017. "You spent 10 years of your life working on something and seeing that it actually happened: It's satisfying. Still is," he said. "I wasn't overwhelmed, but I was very pleased." By then he had no doubt that they were going to make it.

Under President W. Kent Fuchs, the University of Florida began seeking to enter *U.S. News*'s top-five public universities list. During an interview in February, long before the latest rankings came out, Machen said he didn't agree with the goal. "I think top 10 is plenty," he said. "If we naturally rise above that, so be it. I don't see any real value in trying to be No. 1, for example."

"I haven't seen it yet," he said. "I hope we don't become too focused on rankings." ■

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Goodbye to All That

Practices paused by the pandemic that should never come back.

GOODBYE to traditional class lectures, in-person faculty office hours, and the college visit. How about a fond farewell to inflexible academic calendars, face-to-face faculty meetings filled with pontification, and place-based conferences — with all their exclusionary trappings?

Over the past two weeks, dozens of you have told me about the higher-ed practices paused by the pandemic that should never come back. The suggestions I cited above, along with three others, are the ones that stood out to me because they point to a more efficient or engaging way to operate. Also, in many cases, the replacements and adjustments reflect a more equitable approach. Did we really need a pandemic to see that?

Several of these ideas relate directly or indirectly to teaching.

It's premature, of course, to declare that the pandemic has put an end to the class lecture as a teaching form, but I've seen lots of evidence that confirms an assertion I heard from Heather Tinsley that the pandemic has prompted many faculty members to think more holistically about their approach to instruction. That movement predates Covid-19, but as Tinsley, an associate professor of biology at the University of Montevallo, told me, current circumstances make it even more necessary. "Teaching mask to mask in a socially distant classroom, or online," she said, is "definitely not compatible with hour-plus orations."

The shift away from faculty "office hours" held only in professors' offices offers some positives as well. "Faculty do not really grasp how intimidated undergraduates, particularly first-years, are by the act of coming to physical office hours and how much time investment they require," said Michael Furman, an assistant teaching professor at Florida State University. "This is not equitable for students who face transportation issues, tight schedules due to child-care responsibilities, or disabilities which affect their mobility."

PAT KINSELLA FOR THE CHRONICLE

The pandemic has also broken some professors' habit of "sitting in our offices," and Seth Matthew Fishman, assistant dean for curriculum and assessment at Villanova University's College of Liberal Arts and Sciences, said that's all for the better. "Now I see more faculty and staff taking campus walks, teaching outdoors, and engaging with the campus physical environment," he wrote. Fishman said the "socially distanced strolls" he takes with students and colleagues are a lot more enjoyable than a meeting in his office. "More birds and breezes," he noted. (I gotta admit, as a work-from-homer lacking a campus where I could safely mix with my colleagues, just reading that made me a little jealous.) Villanova has also issued students folding chairs that they can carry around for classes, club meetings, and, as he said, "just hanging out." Clever. (The chairs have even become the inspiration for an unofficial Instagram account called "portablechairsofvillanova.")

The pandemic has altered how colleges recruit potential students and welcome the ones who have enrolled.

Many of the in-person orientation programs shifted to virtual formats this year, and that allowed a lot of colleges to keep them focused on the factors that matter most: community building and advising. Typically, such gatherings are jam-packed with back-to-back events, as I heard from Lindsay Monihen, director of student advising and support services at Shawnee State University's College of Professional Studies. In their place, this summer Monihen hosted more than 30 virtual small-group sessions with new students and faculty members, with structured time to ask questions, learn about the majors, and hear tips from current students — things that "we never accomplished in previous face-to-face formats," she said. University of Northern Iowa also put its orientation online this year, and one academic adviser there, Jenny Connolly, said she suspects that this approach made it more accessible to lower-income students and their families than the usual two-day program, which required families to pay for an overnight stay. She suggested that colleges that tried different approaches study whether the shorter programs work as well — or better — at cutting down on "summer melt" or eventually improving retention.

In the same vein, the pandemic has severely limited the rite of the college visit and campus tour, and Thom Chesney, president of Clarke University, in Iowa, is among those more than happy to see it go. He likes the virtual

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alternatives. "Seeing our admissions counselors, athletic coaches, and faculty providing FaceTime and Microsoft Teams tours for prospective students since March has been encouraging and sometimes awe-inspiring," he wrote to me. "Students who might never be able to afford or otherwise make the trip to out-of-the-way Dubuque are seeing classrooms, labs, dining halls, residences, practice fields, and the like firsthand and for as little or as long as they like."

Covid-19 has prompted academic and higher-ed professionals to find new ways to connect.

Since March, most place-based conferences have been canceled. Personally, I hate being grounded here in D.C. But as Hofstra University's Rebecca Natow rightly noted, such events exclude people — among them those with disabilities, care-taking responsibilities, and limited resources. "Often, the people who are unable to travel regularly to out-of-town conferences are graduate students, contingent faculty, immigrants, junior scholars, and others who would benefit a great deal from the networking, professional development, and exposure that conference attendance provides," she wrote. That's all true. Natow, an assistant professor of educational leadership and policy, didn't argue for the end of in-person conferences, But as she noted, many organizations have since created virtual alternatives to those physical events, and she hopes organizations continue some version of those, even after face-to-face conferences eventually resume.

Dissertation defenses have also looked a little different these past few months. While the Ph.D. exam before a committee of scholars hasn't gone away, often the viva voce piece of that ritual has gone online. That's allowed universities "to recruit the best qualified external examiners from anywhere in the world," as noted by Nigel Healey, associate vice president for global engagement at the University of Limerick, in Ireland. He recently participated in one such virtual defense, a commitment he was happy to do online but would have been unlikely to undertake if it meant having to fly halfway around the world as an examiner once did for him.

And just maybe some of these elements of campus culture are gone for good too?

Yes, overly long meetings are the scourge of every workplace, and I suspect Zoom fatigue is helping curb them in many other sectors, too. Still, after hearing from several of you about how you've now been experiencing shorter meetings, it does seem that maybe there's less tolerance for that in the pandemic era. I got a nice chuckle from the theory proffered by Andy Driska, an assistant professor in the department of kinesiology at Michigan State University. "On Zoom," he wrote, "I don't think pontificating has the same appeal (for some, at least), which cuts meeting times by 20 percent (estimate)."

In the pandemic era, the grip of an academic calendar defined by semesters or trimesters is loosening. That's welcome news to folks like Brad Wheeler, who just returned to Indiana University's business-school faculty after years as vice president for information technology and vice president for communications and marketing. "It enables faculty to choose shorter and longer periods for courses and blended modalities within what had been our fall and even through the New Year holidays," he wrote.

Frankly, I expected to hear something about both of those. But I was surprised — pleasantly — by another suggestion, from Naomi Yavneh-Klos, a professor of languages and cultures at Loyola University New Orleans, who wrote: "Good riddance to the 'they're just lazy' trope!"

Yavneh-Klos said she's been excited that some of her "more 'rigorous' colleagues" are giving up on punitive attendance policies, with vocal encouragement from college administration. I've heard this sentiment from other professors too, although it's hard to know how widely these practices are spreading. But Yavneh-Klos, at least, reports some welcome progress. "I see a greater awareness that students are facing many challenges (mental-health issues, needing to work, literal and figurative bandwidth issues)," she wrote. And, more to the point, she added, she's also seeing from colleagues "a willingness to respond with kindness and support." ■

How the Money Works

What if everyone on campus understood how universities operate?

OUTRAGE, rarely in short supply in higher education, is particularly potent lately, sparked by a range of organizational actions — hiring freezes, furloughs, and return-to-campus logistics. Critics are demanding detailed budget reports and calling for the ouster of campus leaders, while administrative defenders assert that academics have no sense of what it actually takes to keep an institution afloat.

It would be wrong to blame anyone for failing to understand "institutional fundamentals," given that colleges and universities do not make a practice of ensuring that their faculty and staff members grasp those inner workings. Even some administrators are expected to stay in their lanes — routinely denied access to information that could help them connect certain dots, and work more effectively and collaboratively.

To be sure, there are progressive leaders in higher education who see value in educating all members of the campus community about institutional trends and indicators. They are not afraid to admit when things seem dire. They believe in the American Association of University Professors' principles of shared governance.

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But education takes work and a lot of conversation. Some leaders find it easier to limit what they share about their institution's fiscal status — muttering "This stuff is complicated," "The faculty are entitled," or "Staff just don't get it" — than to take the time to explain intricate performance metrics or discuss the specific ways each member of an academic community could support institutional success.

While there are many things to know about how colleges and universities operate, the lack of financial understanding among those who work in higher education has become increasingly obvious. Faculty and staff members have responded to coronavirus-related budget reductions, layoffs, furloughs, and pay cuts with demands for greater financial transparency.

Suddenly, everyone is curious about how the money works: "How much are we spending on new buildings?" "Why can't we just borrow money?" "Why is there reluctance to use the endowment to fill budget holes?"

Those are all reasonable questions. But they are reactive, not strategic. Further, it is not possible to answer such questions responsibly without *a lot* of context. For example, the possibility of borrowing money seems simple enough — until you understand the costs associated with a lower credit rating. Similarly, the idea of drawing down an endowment seems like an easy fix — to those unfamiliar with donor restrictions or unaware that using up that money today will affect the availability of operating funds for next year, and the years after that.

Difficult situations always benefit from an organization's collective intelligence. Yet how can faculty and staff members weigh in credibly on financial decisions and organizational strategy — in normal times, let alone a crisis — if they lack sufficient knowledge and context to do so?

Whenever I give talks on this subject to higher-ed audiences, I often ask them to take a pop quiz about their own institutions. What follows is a version of that quiz. Try answering these 10 questions about your college's most recent fiscal year off the top of your head, without referring to any reports, notes, or Google:

1. What was the annual revenue of your institution in the last fiscal year? What percentage of that was tuition?

2. What were your college's top three sources of revenue?

3. What was the total amount spent on faculty and staff salaries last year? And the total cost of annual benefits?

4. How much was spent on debt service and utilities?

5. What was the published figure for undergraduate tuition? What was the average price students actually paid?

6. What was the size of the endowment at the end of the fiscal year? What is campus policy on the percentage of the endowment that can be withdrawn annually to fund institutional needs?

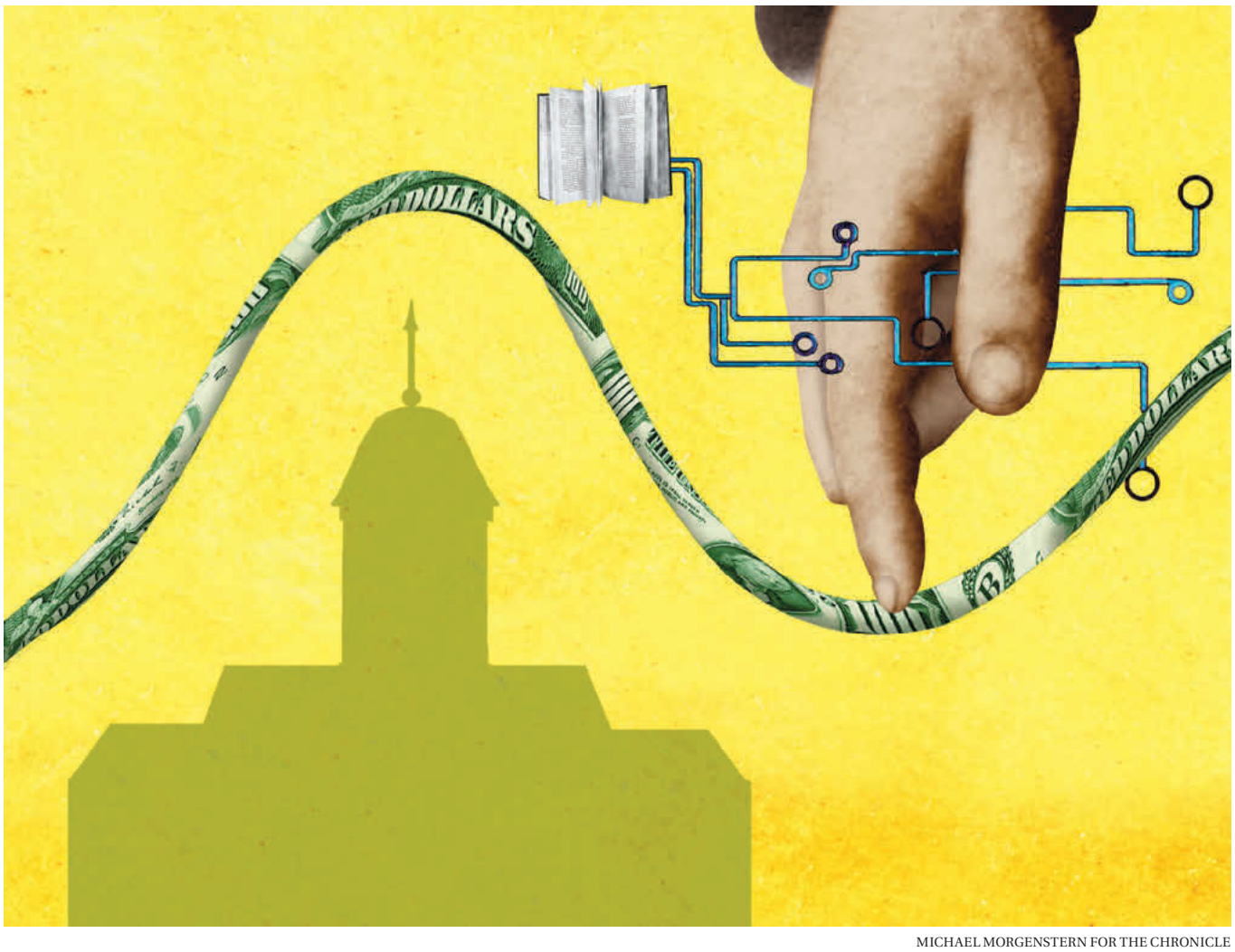
7. What percentage of the alumni donated money?

8. What are the main reasons students choose to attend your two competitors?

9. What are the top two factors that prompt first-time students to leave your campus after a year?

10. Name the top three ways that the quality of the overall student experience affects your institution's short- and long-term economic viability.

FEELING GOOD about the accuracy of your answers? If so, you are a rarity. Most faculty and staff members — and a significant percentage of academic and administrative lead-



MICHAEL MORGENSTERN FOR THE CHRONICLE

ers — struggle to provide correct responses to all or even most of those questions.

After people take the quiz and learn the correct answers, they often defend their lack of knowledge by telling me that it's not their job to have a command of facts outside their area of expertise. That may be true, but if you want to weigh in on matters of organizational strategy and financial priorities, you need more than a set of opinions. Even those who *don't* want to engage in conversations about organizational decisions should be familiar with basic financial indicators and have a sense of the range of issues affecting their institution's economic viability, including its reputational status, level of alumni enthusiasm, and student retention and graduation rates.

When your home is burning, you generally don't have much interest in learning about property-insurance options or fire-resistant drywall. Likewise, a profound budget crisis is not an optimal time to begin educating an academic community about the basics of institutional finance and enrollment management.

However, once we move from the pandemic crisis back into the regular existential crisis that higher education was facing before Covid-19, perhaps we will see some change. The institutions most likely to thrive — or at least keep their doors open — will need to engage more voices in conversations about institutional survival and success. That is already happening at some institutions, but not nearly enough of them.

It is unreasonable to be angry with faculty members, staff members, and collective-bargaining units for failing to embrace leadership decisions or new directions when they lack information about how their institution is faring or how the higher-education landscape is evolving. It is certainly time for more open and honest conversations about how money is raised and spent, but those conversations must also deal with the myriad ways that faculty and staff members influence both costs and revenue, and the imperative to consider new approaches.

An intentional strategy to increase general organizational acumen must be the higher-education community's next priority. ■

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Ed-Tech Mania Is Back

Utopian-minded tech gurus promise they'll solve all of academe's problems. They won't.

THE REVIEW

HARRY CAMPBELL FOR THE CHRONICLE

THIS SPRING, amid shuttering classrooms and a widening pandemic, Michael Moe, chief executive of Global Silicon Valley, hosted a series with Arizona State University called "The Dawn of the Age of Digital Learning." With Vignesh Rajendran, a colleague, he wrote in an accompanying blog post: "The genie is not going back in the bottle. Essentially 100 percent of students are now taking their courses online. Our expectation is that this shift is here to stay."

For educational-tech proponents like Moe, we are trapped in a perpetual dawn. For them "dawn" is not a metaphor for a watershed moment, carrying us from past to future, but a cyclical event: regular, brief, and most often slept through.

Those of us who labored through the MOOC imbroglio earlier this decade thought these old arguments were safely buried. Yet in the wake of Covid-19, they have torn through their caskets and begun stumbling around again.

Moe and Rajendran write of a new age of "RoboED," accompanied by the "advent of AI-based tutors." A headline in *Inc.* magazine declares that "Google Has a Plan to Disrupt the College Degree," and that plan turns out to be an IT-support certificate, with more than a passing resemblance to the "Microsoft Certified" programs of the '90s. In a webinar co-hosted by Bangladesh's Ministry of Education this summer, I listened as a professor of economics at Yale asked, "Why does a class like organic chemistry, or a class like intermediate microeconomics, which every university teaches, why does every university separately need to teach that class?" As the kids say: The year 2012 called, and it wants its techno-utopianism back.

As universities face an extended pivot to online and hybrid learning this fall, there are three stances they can take toward the role of technology in teaching, according to Morgan Ames's *The Charisma Machine* (MIT Press, 2019) — a charismatic stance, a skeptical one, and a practical, "tinkering" middle way. The first of these, the "charismatic" stance, ascribes tremendous power to new digital tools.

New York University's Scott Galloway is perhaps the leading charismatic technologist of the pandemic. He has revived dated "End of College" arguments, predicting the collapse of "second tier" universities. To give the argument his own flavor, he claims that the mega-universities of the future will not be Udacity or Coursera, but Ivy-plus universities that will, apparently, partner with big tech companies. In May, Galloway argued:

> "Ultimately, universities are going to partner with companies to help them expand. I think that partnership will look something like MIT and Google partnering. Microsoft and Berkeley. … I just can't imagine what the enrollments would be if Apple partnered with a school to offer programs in design and creativity."

The following month Apple announced that it would discontinue one of its flagship higher-education products: iTunes U, presumably because of flagging enrollment in their partnerships with schools offering courses in topics such as design and creativity.

There are two major issues with the arguments of today's charismatic technologists. The first is historical: Since the days of early radio and film, evangelists have been promising that new technologies will sweep away the sandy foundations of higher education, and yet here we are — starved and teetering from austerity, but at no real risk of wholesale disruption from technology.

This isn't to deny growth and innovation in online learning. Online education has been steadily, incrementally expanding for decades, and there are a few places with concentrated growth. Southern New Hampshire University has grown from a small private liberal-arts college to an online behemoth. The Georgia Institute of Technology successfully launched a MOOC-based online master's degree with 7,000 students enrolled in a single degree program. But there aren't 20 small private colleges that have become online behemoths, just SNHU. There are many new MOOC-based master's programs, but none have the reach of the original Georgia Tech program. Charismatic technologists point to first movers and see a new dawn. The rest of us see a few savvy first movers who captured a modestly large niche.

The second problem for today's charismatic technologists is that the types of disruption they envisioned haven't happened. MOOCs, adaptive tutors, chatbots, artificial intelligence, virtual reality, learning analytics, and other recent innovations have played very minor roles in higher ed's crisis pivot to online learning. Instead, the pandemic has seen us embrace two dominant technologies. The first is the learning-management system — a place to distribute and collect resources online. Learning-management systems were theorized in the '60s and '70s, commercialized in the '90s, and made open source in the '00s.

The other major technology we've embraced is similarly old school: It was called "videotelephony" when it debuted in the 1930s, and it has gradually morphed into today's videoconferencing. Faculty members have simply turned from the classroom lectern to their home-office webcam without the assistance of chatbots or AI tutors.

Even in the midst of a desperate, unplanned pivot to emergency remote learning, students just wanted something approximating a regular class with their regular professor. If the great disruption for which charismatic technologists have been praying did finally arrive this year, it turned out to be Zoom school. In our lifetime, we will never see a more powerful illustration of the conservatism of educational systems.

THE NATURAL ALTERNATIVE to the charismatic stance is skepticism. Over decades technology critics have objected to the dehumanizing of the learning enterprise and the creeping role business and marketing rhetoric plays in such changes. Audrey Watters and Torn Halves argue in favor of a "Luddite pedagogy" that demands we consider not just how technology affects the acquisition of new knowledge but the social order of our institutions and the socialization of our students. Neil Selwyn proposed that education technology should be distrusted and that emerging adaptations like datafica-

tion and learning analytics deserve the same critical evaluation.

Most recently, skeptics have turned a wary eye toward education's fascination with data collection and the cultures of surveillance. State-level student-privacy groups are springing up across the country. The Campaign for a Commercial-Free Childhood posted a "Statement on EdTech and Education Policy During the Pandemic," with a broad group of signatories from K-12 and higher education, demanding that privacy remain a key consideration in new technology adoptions.

If there is a third-place "winner" for fastest-growing pandemic ed tech, it might very well be exam-proctoring software, a truly insidious development. Remote-proctoring software has dark origins in the development of malware to secretly control computers remotely. Forcing students to install such malware — connecting their bedrooms to the panopticon — is too high a price to pay for exam security in "Psychology 101."

Bad ideas need to be questioned and challenged, but a broad skepticism for online learning cannot be sustained during the pandemic as it might in more typical times. For the students heading back home from their Covid-infested dorms for another remote semester, online is the only game in town.

There's a middle path between charismatic boosterism and skepticism. In *The Charisma Machine*, Ames calls it "tinkering." Drawn from David Tyack and Larry Cuban's history of K-12 education in the United States, *Tinkering Towards Utopia* (Harvard University Press, 1995), "tinkerers" see schools and colleges as complex systems that can be improved but believe that major improvement is the product of years of incremental changes, not the result of one grand stroke. Tinkerers study past efforts at educational reform to avoid replicating past mistakes. Tinkerers harbor an optimism that technology can be used to improve teaching and learning, but they embrace research and critique as a crucial check against utopian thinking. While charismatic technologists orchestrate boom-and-bust hype cycles, cajoling local systems into making major changes and then moving on when transformation proves elusive, tinkerers persist with their designs, their partners, and their communities.

In the ed-tech space, Carnegie Mellon University is the intellectual heart of the tinkerer movement. Programs like the Open Learning Initiative are research based, devoted to continuous improvement, motivated by bold dreams, and grounded in the reality that change is hard. In the first MOOC wave, the quintessential tinkerer president was Teresa Sullivan at the University of Virginia. Temporarily fired for not moving fast enough, she argued for an extensive portfolio of online-learning initiatives — and against investing too extensively in any one new trend. As some university-based MOOC programs shrink and wither to nothing, her view has been vindicated. Most faculty members are natural tinkerers, disinclined to believe that a new technology will enable the transformation of everything, but willing to explore new tools and approaches, especially with institutional support.

If you see the pandemic as a moment for a disjunctive break with the past, you're setting yourself up for disappointment.

At the dawn of the personal-computing age, researchers partnered with Apple to launch the Apple Classrooms of Tomorrow project, which

The year 2012 called, and it wants its techno-utopianism back.

in the 1980s provided cutting-edge personal computers to some of the world's first networked K-12 classrooms. Researchers lead by Judith Haymore Sandholtz observed that when given access to new technologies, most teachers used them to extend existing practices. Just as most faculty members created Zoom clones of their classes during the pandemic (and just as MOOCs initially filmed classroom lectures), these 1980s teachers used some of the first personal computers to do the kinds of things that they were doing before with a little bit more efficiency.

Sandholtz and her colleagues saw a gradual embrace of the technology, defined by a series of phases: entry, adoption, adaptation, appropriation, and invention. Most teachers in the program made some progress along this trajectory. Teachers sought to preserve the best features of their traditional classrooms, and then some of them moved along the developmental continuum, finding opportunities to modestly expand their teaching repertoire. Today, this developmental process of professional learning is happening with faculty members all over the world. Faculty members are converting their classes to online and hybrid forms, starting with practices very close to their usual routines and selectively adopting new approaches as they prove useful to colleagues, are surfaced by students, or are discovered by the most entrepreneurial instructors.

In short, we are not at a new dawn. When the vaccines arrive, most students will return to campus and most teaching will return to classrooms, hopefully a little better for having experimented with new technology. Some colleges will close in the crisis, but many will spring back to their pre-pandemic status quo. Higher education will continue to face familiar headwinds: austerity, adjunctification, and the gradual, steady growth of online learning. Academe will adapt, but there will be no profound realignment.

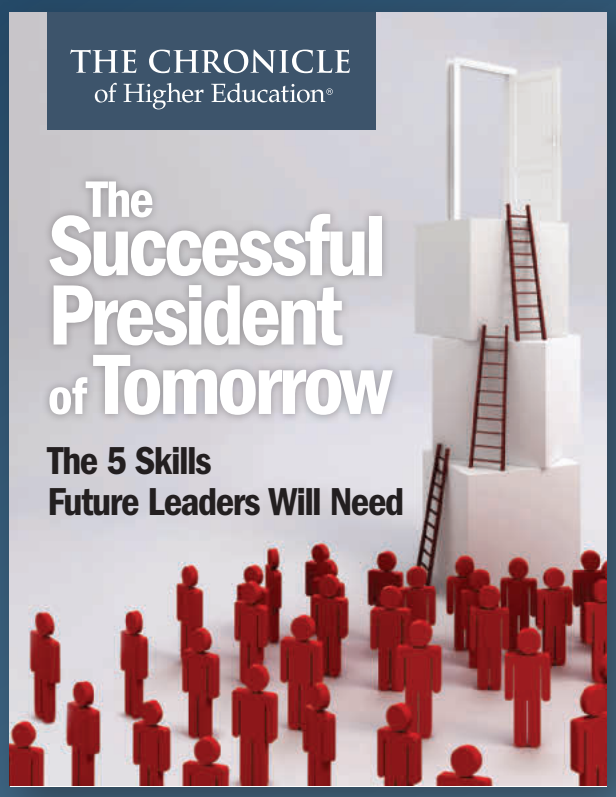
If you see the pandemic as a moment for a disjunctive break with the past, you're setting yourself up for disappointment. But if you see human development as a long, slow, maddening process, with two steps back for every three steps forward, then tinkering is something to celebrate. The hardest problems in higher education won't be disrupted away, and the brightest futures for higher education will come from collaborative human efforts rather than technological change. ■

Justin Reich

is an assistant professor at MIT and the author of *Failure to Disrupt: Why Technology Alone Can't Transform Education,* from Harvard University Press. He is the host of the TeachLab podcast, and the director of the MIT Teaching Systems Lab.

The Successful President of Tomorrow

The 5 Skills Future Leaders Will Need



Today's college leaders face a barrage of challenges: Enrollment is declining, public funding is stagnant, tuition revenue is down, and, as demographics shift, institutions must quickly adapt to a student body that is older, more racially diverse, and lower income. Presidents, deans, and those who aspire to such leadership positions need to be prepared.

The Chronicle issue brief, "**The Successful President of Tomorrow: The 5 Skills Future Leaders Will Need**," outlines troubling trends in higher ed and breaks down five essential skills presidents and senior administrators need to lead their institutions to success in today's difficult environment.

"In most corners of academe, the romantic notion of president as intellectual in chief is gone, replaced by a clear-eyed realism about the role."

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8 Steps to a Diverse Faculty

These techniques are neither mysterious nor terrifically expensive.

ADVICE

WHEN IT COMES to the hiring and retention of faculty of color, the situation across higher education is, as the saying goes, "déjà vu all over again." Colleges and universities seem trapped in a time loop, issuing proclamations and statements similar to those made by our predecessors decades ago with limited success. Campus activists are wondering: Can academe live up to its promises this time?

Both of us are deans of communications schools at research universities and presidents of national academic societies in our field. Our institutions are decidedly different: One is a private, historically black university in the racially and ethnically diverse, densely populated city of Washington, and the other is a public university in ethnically diverse yet lightly populated, largely rural West Texas. Yet we have converged on a similar set of prescriptions for recruiting, hiring, and retention of faculty of color in academe.

Our suggestions are based on the following shared principles:

■ The best practices for increasing faculty diversity are neither mysterious nor terrifically expensive. Just consider all of the money spent by elite and wealthy institutions on diversity programs that haven't produced much improvement in hiring over the years.

■ It is common to say that we have to "listen to the voices demanding change." But some of the solutions being proposed challenge the traditional systems we have in place for faculty hiring, promotion, and tenure. It's time we stopped ignoring those contradictions and settled them head on with reason and goodwill. Listening is good. Actions and timetables are best.

■ Plans for increasing faculty diversity must be feasible and practical as well as idealistic and ethical. As administrators, we are charged with making things work, for the long term. If a problem occurs repeatedly, both the system and the culture that has accepted it need alteration. Otherwise change is unsustainable.

■ Finally, and conversely, all administrators soon learn that every decision is a trade-off — often with each competing constituency viewing its cherished goals as vital, and even inviolate. The pie is not infinitely large; to gain one thing often means adjusting another. To create an equitable environment, the dynamics of the power structure must shift.

With those premises in mind, we offer the following guidelines on how to successfully increase diversity and inclusion in faculty-hiring practices. There are many others, but these are the ones that we think stand out as needing immediate attention.

Identify prospects and build your inclusive brand ahead of time. Loving, enduring marriages don't start with the ceremony.

One of the most common mistakes is treating diversity in hiring as an afterthought — rather than as a long-term relationship, complete with courtship and mutual commitment. Departments often assert, "We need more faculty of color," and then embark on a search. But if it were that easy, those faculty members would be on board already. The search has to begin before the position is open, guided by these questions:

■ What is your department doing to build its brand as a place welcoming to people who don't look like the current faculty, or research the same topics?

■ How are you trying to secure a reputation now in ways that will smooth the path for recruiting in the years to come?

■ Who are you as an institution? What are your

ANDRIY ONUFRIYENKO, GETTY IMAGES

culture and goals? How are they perceived externally?

■ How does your locale read to outsiders?

More directly, build human bridges. Are you inviting faculty of color to be guest lecturers and speakers (virtually or in person) at your institution? Professors and administrators should not only network at academic conferences but also reach out to faculty of color who are presenters and participants. The coffee klatch, panel, poster walk-by, and sit-down are more than introductions; they are openings to stay connected and to check in on someone's progress or status. Often, people do not know if they are ready for a change until someone asks.

The aim of these efforts: Your department, when it does announce a job opening, will have a positive image in the eyes of faculty of color in your field. Moreover, you will have friends already in place and be able to call upon external allies. The latter may recommend your department to colleagues within their own network, including new Ph.D.s.

Know what's appealing about you. Whether you are talking with faculty of color before or during a search, you need to paint a picture of what makes you attractive as an institution, program, and place.

To take a personal example, one of us is an African American woman who is a former journalist turned academic. Earlier in her career, she was *r*ecruited by the University of Wyoming for a job opening as a program director and a faculty member. Wyoming is not known for having a diverse population. But the university's faculty members and administrators reached out to her and effectively made the case: "You would be welcome here, and you would enjoy working with us."

Assume nothing about where candidates of color prefer to work and live. Some faculty of color prefer to work in a city, others like college towns; some want to work at a large university, some prefer a small liberal-arts college. Whether a candidate is from Oklahoma or New York, Maine or Alabama, you won't know who is willing to join your faculty until you give them a reason to do so.

So ask, show, and tell. Create an awareness and comfort with your institution and your local region. Diversity is a state of mind, not Noah's Ark counting two by two.

Encourage hiring committees to recruit — not just "open and advertise." In most fields, departments have gotten used to passive recruiting: There are usually far too many candidates for too few openings. All you need to do to attract great candidates is take out an ad. Recruiting means contacting your friends, and extra effort means sending an email to some people you already know.

But recruiting candidates of color requires active, friendly, strategic recruiting. More academics and programs are starting to appreciate that anyone worth hiring is worth wooing. Unfortunately, we still need to work on the execution. It's not enough to email a candidate ("We have a job open. You might think about it.") or make a quick phone call to a friend at another university ("Let me know if any names come to mind.").

Gracie Lawson-Borders

is dean of Howard University's Cathy Hughes School of Communications and (starting October 1) president of the Association of Schools of Journalism and Mass Communications.

David D. Perlmutter

is a professor and dean of the College of Media & Communication at Texas Tech University. He writes the Admin 101 column for *The Chronicle*. His book on promotion and tenure was published by Harvard University Press in 2010.

Real recruiting entails cold-calling, repeated attempts, studied persuasion, and in-depth conversations. Potential recruits may not know you, have heard of your program, or even be "on the market," but you might change their minds with enough time and effort. Don't hold a cattle call; build a relationship of trust.

Widen your assumptions about the meaning of "qualified." Faced with criticism for their poor hiring record, academics and leaders often insist: "Well, we tried, but there are just not enough qualified candidates who are persons of color." A modern retort might be: Perhaps you are defining positional qualifications too narrowly.

In our field of media and communications, programs have stretched their wings in many instances by hiring clinical professors or professors of practice. These former industry practitioners bring a wealth of real-world knowledge and application to our programs. They also do not necessarily need doctorates to teach their skills, mentor individual students, advise student groups, and even run labs and centers.

Other disciplines should explore ways to be similarly expansive. After all, not everybody in chemistry has to be a grant-winning researcher. Full-time teaching positions can be starter places for diversifying your faculty. Even departments at research universities don't need every faculty position to be 100-percent focused on research. It's not an either/or situation. In STEM departments, faculty members whose focus is on teaching, student engagement, and service can bring in grant money, too. Across disciplines, an increasing pool of state and private funding is available for projects related to public service, diversity enhancement, and community engagement.

Enlist allies to promote your search. Candidates from underrepresented groups will want to assess the viability of living in your town and whether they will find valuable relationships outside the department. Faculty of color from other departments can help by serving on the search committee (just don't ask them too often) or simply by chatting with candidates about what it's like to live in northeast Ohio or the Pacific Northwest. Real-estate agents talk about staging a home to appeal to buyers. That approach applies here: You are showing off your campus and locale as a place candidates and their families can call home — personally and professionally.

Likewise, seek assistance off campus. No matter where you are located, there will be organizations serving communities of color, with leaders eager to help. They will be knowledgeable about houses of worship, food options, social life, family life, dating, and "giving back" causes. You have more local allies than you think, but first you have to approach them, build mutual trust, and ask for help in a common cause.

Rethink the role of students in searches. Here's where clashes between academic culture and activists' demands will hit hardest and fastest in the years to come. In reviewing the specific requests made by Black Lives Matter groups on campuses, we found one statement that was widely repeated yet, revealingly, often not discussed in academic discourse about diversity. That is: Students feel completely disengaged from the hiring and promotion-and-tenure processes.

If we, as academics, assert that "student voices must be heard" on this front, then it's time for an open conversation that includes students. To wit: Can we find ways to involve them more deeply in hiring than just putting a graduate student on the search committee as a nonvoting member (the typical "solution\")? What about expanding their role in tenure decisions, or even annual evaluations (beyond the indirect avenue of student course evaluations)?

We don't take a position on these matters here because we don't have a simple, universal answer for all institutions and situations. Fair-labor practices, union or faculty-senate rules, operating procedures, and legal issues abound. But a dialogue needs to start on each campus, and your students should not — and no doubt, cannot — be disregarded.

Redefine the notion of "fit." The oldest and deepest tradition in academic hiring is the inclination to hire people who we think "fit" our culture, mission, and even locale. This is not necessarily a faulty or malicious tendency. Faculty at an R1 university will understandably balk if a job candidate for a tenure-track position that is expected to bring in a lot of research grants sounds reluctant to articulate a research program. Likewise, a department chair at a small, rural liberal-arts college will raise an eyebrow if, at dinner, a candidate says, "I'm sort of a big-city person. It looks like there's nothing to do around here after work?"

In such moments, questions and doubts mount: Can this candidate earn tenure here? Will this hire be able to connect with our students? Is this a colleague in for the long haul? Or someone who will leave in a few years for a "better" fit at another institution?

So "fit" applies — within reason. But it can also be a pernicious and prejudicial variable, lazily applied. It can be used to exclude people "who are not like us" and to discount a candidate of color who "might not relate" to the student body, town, or culture of the institution.

In 2020, those apprehensions can be turned into

positives. Our job is not to train students to work only with, and for, people exactly like them. Faculty members who don't really fit the home-grown community can offer all students the skills they will need in our socially and culturally complex world. New lines of research, new ways of teaching, and new perspectives on issues may be exactly what your department should be looking for in a new hire — for your students, your mission, and your future.

Lay out the path to long-term success and not just the start-up package. The news media have reported story after story of faculty of color being denied tenure at elite institutions — the same places that loudly proclaim how much money, time, and effort they have invested in diversifying their faculty. We are not privy to the details of these cases, but there are enough headline-grabbing instances of reversal of fortune to indicate that something is askew — perhaps the system itself.

Take, for example, the recent news that Paul C. Harris will earn tenure in the counselor-education program at the University of Virginia, after an initial denial in January. In July, his dean reversed that decision, going against a faculty vote and signaling another clash in the governance-culture tradition.

It's no wonder, then, that a major question for candidates of color is, "Will I be supported after I'm hired?" Unfortunately, we tend to highlight the benefits of the start-up package but are habitually vague when candidates ask questions about their future prospects, such as:

- What is your mentoring system?
- What do you offer for faculty development?
- What is your record of retention and promotion of faculty members from underrepresented groups?
- What protections do you have in place to prevent faculty of color, and women, from being overburdened by service commitments?
- What is the attitude of the tenured faculty toward the new hire's area of research and teaching?

The suspicion of faculty of color that you seek to hire them "just to check a box" will be fed if you don't have good answers, detailed plans, and concrete examples.

The next few years will tell whether we are really at a tipping point in the diversification of the faculty at America's institutions of higher learning.

Certainly, the changes demanded by student activists will require institutions to make some marked adjustments to the ways academics are used to operating. For example, in June, the Black Student Union at the University of California at San Diego said it sought "an increase in the percentage of Black faculty to 10 percent of the overall tenured/tenure-track faculty by 2025. Again, 10 percent is in accordance with both the statewide and national Black population. This target must include all departments, particularly STEM programs."

The truth is: Our hiring systems — left unchanged — are unlikely to achieve such a goal. So we need to work together to identify and carry out practical, achievable, sustainable solutions that work in day-to-day reality and don't just sound good as a tweet. Maintaining the status quo, in our view, will entail greater danger to the stability of colleges and universities at a time when we can ill afford more division and discord. ■

"Some of the solutions being proposed challenge the traditional systems we have in place for faculty hiring and tenure. It's time we stopped ignoring those contradictions and settled them head on."

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Rob Jenkins is an associate professor of English at Georgia State University's Perimeter College. He writes for The Chronicle's column on careers at two-year institutions.

THE UNIVERSITY OF CHICAGO | Laboratory Schools

DIRECTOR

The University of Chicago Laboratory Schools invite nominations and applications for the position of director.

Founded in 1896 by renowned educator John Dewey, the University of Chicago Laboratory Schools (Lab) are among the nation's best, and home to the youngest members of the University of Chicago's academic community. With an enrollment of approximately 2,100 students from Nursery-3 through grade 12, Lab's educational approach is designed to ignite and nurture an enduring spirit of scholarship, curiosity, creativity and confidence. Among other values, Lab prioritizes the importance of learning experientially, exhibiting kindness, and honoring diversity in all its forms. In addition to the excellent instruction of Lab's talented and accomplished teachers, students of every age benefit from access to the University of Chicago's outstanding faculty, programs, and thriving community.

The University of Chicago Laboratory Schools director is the academic and administrative leader of Lab. Reporting to the provost of the University of Chicago, the director is charged with planning and executing strategic initiatives in close consultation with Lab's board, students, faculty, staff, and families. The next director will supervise all of Lab's 403 faculty and staff members, with eight direct reports, as well as the Schools' $80 million budget, and will bring significant leadership experience in complex, multi-stakeholder educational institutions. The director will be a thought leader and engage the community on how Lab can best position itself to continue delivering an exceptional education to its students. To be successful in this leadership role, the director will have an understanding of, and ability to capitalize on, the unique opportunities and resources available through partnerships with the University of Chicago and beyond. The director will lead with the highest level of integrity and bring a collaborative approach, with a deep commitment to diversity and input from Lab stakeholders. The next director will find an outstanding opportunity to build upon a rich tradition of progressive education and to lead a talented and engaged community.

Storbeck Search

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

Shelly Weiss Storbeck, Managing Partner
Sherry Coleman, Partner
Nishant Mehta, Partner
Ethan Dubow, Managing Associate
LabSchoolsDirector@storbecksearch.com

For more information, please visit the University of Chicago Laboratory Schools' home page at **https://www.ucls.uchicago.edu/**.

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Staff Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-5800 or submit a request via Applicant Inquiry Form.

The University of Chicago's Annual Security & Fire Safety Report (Report) provides information about University offices and programs that provide safety support, crime and fire statistics, emergency response and communications plans, and other policies and information. The Report can be accessed online at: http://securityreport.uchicago.edu. Paper copies of the Report are available, upon request, from the University of Chicago Police Department, 850 E. 61st Street, Chicago, IL 60637.

University of Kentucky

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This is a fulltime tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 45% teaching, 50% research and 5% service within the Department of Mathematics. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

A Ph.D. degree in Mathematics, Applied Mathematics or related field required.

Salary, fringe benefits, and initial operating support are competitive. CVs can be sent via email to Dept. Chair, Uwe Nagel at **uwe.nagel@uky.edu**.

The University of Kentucky is an Equal Opportunity Employer and encourages applications from veterans, individuals with disabilities, women, African Americans, and all minorities.

WVU Medicine Children's

Assistant Professor/Medical Director (Family Medicine/Urgent Care)

West Virginia University School of Medicine — Eastern Division, Department of Medicine seeks a **Family Medicine Assistant Professor/ Medical Director** for Urgent Care. Position is primarily clinically based at Inwood, WV, Charles Town, WV and Martinsburg, WV.

Duties: Teach medical students and residents in the area of family medicine. Provide oversight to the clinical operations of the urgent care facilities including provider scheduling and provide clinical care to Urgent Care patients. Scholarly activities are highly encouraged.

Qualifications: Must had an MD degree or foreign equivalent. Completed residency in Family Medicine, hold the WV Medical License and DEA registration. Must be board certified/board eligible in Family Medicine. Knowledge and expertise in Urgent Care preferred. All qualifications must be met by the time of appointment. Interested applicants should submit a cover letter indicating clinical and research interests, curriculum vitae and three references to: Tina Stover, FASPR, System Director, Physician Recruitment, Email: **tstover@wvumedicine.org**, Phone: (304) 260-1425.

West Virginia University is an AA/EO Employer.

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Buffalo State, State University of New York, seeks candidates for the position of Dean (Arts and Sciences).

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BUFFALO STATE The State University of New York

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Associate Professor/Professor for Development of Ethnic Studies (Tenure-Track)

The College of Arts & Sciences (CAS) at University of Portland invites applications for a full-time, tenure-track associate or professor rank faculty position in ethnic studies, beginning in fall 2021 (pending final budget approval). The successful candidate will lead the college's formation and establishment of a new ethnic studies undergraduate major and minor that work across disciplines. The ethnic studies program will support the university's mission of embedding diverse perspectives, especially of underrepresented populations, in our curriculum. Candidates should have experience in interdisciplinary and intersectional methods as they relate to ethnic studies. Expertise in an area(s) such as African American, Asian American, Latinx, Native American, Pacific Islander American Studies is especially welcome. The successful candidate should have higher-education experience commensurate with the rank of at least associate professor and also organizational or administrative experience that gives them the necessary expertise to initiate and oversee the new program.

The establishment of an ethnic studies major and minor is a critical step toward establishment of curricula and high-impact learning opportunities that support our increasingly diverse student body; UP's first-year class in 2019 was approximately 47% students of color. Pending budget approval and after the successful implementation of new curricula, including a major and a minor, the possibility exists for a future establishment of an ethnic studies department. Thus, the successful candidate will have a unique and creative professional opportunity to lead and shape the direction of important diversity, equity, & inclusion work at UP with an intersectional lens to support our QTBIPOC community. Initially, the successful candidate will join an existing CAS academic department that best aligns with their teaching and research background as they build the program. For more information about the College of Arts & Sciences, please visit **http://college.up.edu**.

The University is firmly committed to diversifying our curriculum and our faculty; the CAS is also deeply committed to transformative social justice, anti-racism, and equity work with an intersectional lens. To advance our efforts in these areas, we are particularly interested in candidates who have experience successfully engaging with students from underrepresented groups, including those from queer and trans Black, Indigenous, people of color (QTBIPOC) identities. The successful candidate will have demonstrated lived experience, knowledge, skills, and/or success in diversity, equity & inclusion work within or transferable to higher education; these should be described in the cover letter and teaching statement.

Founded in 1901, the University of Portland is a private, comprehensive, Catholic university with a mission (**https://www.up.edu/about/mission.html**) of teaching and learning, faith and formation, service and leadership. Candidates will articulate their understanding of the University mission in their cover letter and highlight how it is compatible with their approach to teaching, scholarship, and service.

A complete application will include a cover letter, curriculum vitae, a statement of teaching philosophy, a research statement, and names of three references we can contact. Applications will be reviewed starting November 15, 2020 and will continue until the position is filled (**https://up.hiretouch.com/job-details?jobid=64934**). Please contact Alejandro Santana and Sarina Saturn, Co-Chairs of the search committee, at **santana@up.edu** and **saturns@up.edu** with any questions.

For those requiring a reasonable accommodation to apply: Applicants who have a disability and would like to request a reasonable accommodation regarding the application or hiring process should contact Human Resources (503) 943-8484. The University of Portland is an Equal Opportunity employer fully dedicated to achieving a diverse faculty and staff. The University of Portland does not discriminate in its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or employment on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, or any other basis protected by and consistent with the law. Please see the University's full Equal Opportunity and Nondiscrimination Policy here: **https://www1.up.edu/disclosures/nondiscrimination-policy.html**.

A background investigation check is required before final hiring procedures can be completed for all faculty and staff positions.

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The AACSB-accredited Madden School of Business at Le Moyne College invites applications from those interested in joining our warm, welcoming community of educators and scholars in a full-time, tenured or tenure-track faculty positions in Finance and Management & Leadership beginning in the fall of 2021. Le Moyne College is an equal opportunity employer. Women, persons of color, Jesuits and other candidates who are people from populations underrepresented in these fields are especially encouraged to apply.

FINANCE FACULTY POSITION

QUALIFICATIONS: A Ph.D. or a DBA in Finance from an AACSB-accredited institution or similarly recognized international program and evidence of ability to do quality teaching and research. Previous experience as a Finance faculty member is highly preferred. Excellent communication and interpersonal skills are also required.

RESPONSIBILITIES: Teach undergraduate and MBA finance courses in a variety of different areas, in particular, the areas of investments and corporate finance. Candidates should be willing to occasionally teach online and develop collaborative relation ships with the business community. In addition to a (typical) 3-3 teaching load, and engaging in scholarly research, a reasonable amount of college service is expected.

The Madden School of Business operates a state of-the-art Finance trading center with multiple Bloomberg terminals. The successful candidate is ex pected to embrace and utilize this high-tech teaching environment in his or her teaching. It is also hoped that she or he will be willing and able to participate in, and help support, Dolphin Green & Gold Fund, LLC, a faculty-supervised, student-managed $1 million (real dollars) investment portfolio.

MANAGEMENT & LEADERSHIP FACULTY POSITION

QUALIFICATIONS: A Ph.D. or a DBA in Management, Leadership, Organizational Behavior, Human Resources or a related field from an AACSB-accredited institution or similarly recognized international program and evidence of ability to offer thoughtful and engaging classes and pertinent, business/society-enhancing research. The ability to connect with, advise, and educate our students is key.

RESPONSIBILITIES: Teach undergraduate and MBA courses in management, leadership, strategy, and related organizational behavior electives. Specific knowledge of human resources is a plus. Candidates should be willing to teach online and develop collaborative relationships with our engaged business community. Candidates will also act as advisers to undergraduates. Reasonable service is expected, including serving as program director and/or chair.

OPPORTUNITIES: The successful candidate will be a part of a team with a passion for social justice, diversity and the possibility for every person to make a difference. Creative ideas are welcomed and often realized, and real connection with students in clubs and campus events are a part of our very fabric. Scholarship opportunities include case writing as part of our young and thriving Global Jesuit Case Series.

APPLICATION PROCEDURE: To apply, visit **www.lemoyne.edu/employment** and click the 'Apply Now' button and submit a letter of application and CV. Three reference letters should be sent directly to **lemoynehr@lemoyne.edu** with "Finance" or "M &L" in the subject line. Documentation may also be submitted by mail to Diann Ferris, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Attn: Finance or M&L Search, Syracuse, New York 13214. Review of applications will begin in the fall of 2020 and continue until the positions are filled.

lemoyne.edu/employment

WVU Medicine Children's

Pediatric Neonatologist

West Virginia University School of Medicine, Department of Pediatrics is seeking a **Pediatric Neonatologist** (ranks available: Assistant Professor, Associate Professor, or Professor) to join our NICU practice in Wheeling, WV.

Successful candidate may also be assigned to provide services at other worksites, including but not necessarily limited to, West Virginia University Hospitals, Inc., West Virginia University Medical Corporation doing business as "University Health Associates," [etc.] located in West Virginia, Maryland, and Pennsylvania and, as such, travel is anticipated and expected to fulfill said duties at these other worksites.

Duties: The successful candidate will practice in the area of neonatology. In addition to providing excellent patient care, he or she will also be involved in teaching medical students, residents, and fellows. For appointment at the Associate Professor or Professor rank, it is expected that candidates sustain an outstanding, extramurally supported research program.

Qualifications: Applicants must have an MD or DO foreign equivalent and be eligible to obtain a West Virginia medical license. Candidates must have completed an accredited pediatrics residency program, an accredited neonatology fellowship, and be board certified/eligible in neonatology. Candidates who are not board certified/board eligible who possess extraordinary ability and demonstrated track record may be considered at the discretion of the Chief Medical Officer. For appointment at the Associate Professor or Professor rank, a demonstrated track-record of leadership, excellent communication skills, and publications in high-impact journals are required. All qualifications must be met by the time of appointment.

For additional questions or to send your CV, please contact Kari Roupe, Senior Physician Recruiter, at **kari.roupe@wvumedicine.org**.

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

UNITED STATES AIR FORCE ACADEMY

UNITED STATES AIR FORCE ACADEMY. Deputy Director, Air Force Academy Character and Leadership Development Directorate (#20-40AC). The United States Air Force Academy (USAFA) anticipates filling a Deputy Director for their Character & Leadership Development Directorate beginning 4 January 2021.

All full-time faculty are hired on a three year initial contract, followed by successive, four-year reappointments. The faculty reappointment is normally renewed annually for a new four-year period.

Required: A relevant earned doctoral degree in Behavioral or Social Sciences or related field from an accredited academic institution and experience that is directly or closely related to the position. This is an administrative faculty position.

The Academy is dedicated to the goal of building a pluralistic faculty committed to a multicultural environment that enriches the educational experience of our students. Candidate packages should demonstrate how an applicant's teaching, life experience and/or research interests contribute to a climate that values and uses diversity in all its forms.

For additional information to include application instructions, go to **www.usajobs.gov** . Type in "Deputy Director" in the "Keyword" box and "USAF Academy" in the Location box and click "Search." Scroll down until you locate this position. **Applications must be received by 22 October, 2020.**

ADMINISTRATIVE

Administrative Director, Associated Colleges in China
Hamilton College
Administrative Director, Associated Colleges in China Position available in Clinton, NY. Oversee the administration, operations, and quality outreach activities of the Associated Colleges in China Program, the primary focus of which is the acquisition of Chinese language for speakers of other languages. Coordinate enrolment and admissions for the program, as well as training and personnel development. Assess the quality of the program and evaluate learning outcomes. Design and revise the program's curriculum. Occasional travel to the program site in Beijing, as needed, required. Applicants must hold a Bachelor's degree in Applied Linguistics, Second Language Acquisition, or a related field. Willingness to travel internationally, as needed, required. Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply. Direct applications to: Attn: MT1, Employment Manager, Human Resources, Hamilton College, 198 College Hill Road, Clinton, NY 13323.

FINANCE

Chief Financial Officer
Sinte Gleska University
Job Summary: This is an administrative position responsible for managing the business and financial services of the University. This position exists to support other administrators and department heads, helping them determine how to accomplish their objectives and thereby providing a supportive foundation for organizational success. As the universities' Chief Financial Officer, this position provides collaborative financial management leadership, ensures short and long-term fiscal health, oversees the business practices of the university, and ensures that the budget is linked to and supportive of the university's strategic plan. Qualifications: *Master's degree in business administration or closely related field, or *Bachelor's degree in accounting. *Certified Public accountant (CPA) preferred. *4-6 years experience with day-to-day financial operation with an organization of 50 persons or more. *2 years minimum supervisory experience. *2 years experience with tribal programs or tribal colleges or universities preferred. *Equivalent combination of education and experience will be considered.

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 any 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 hrmed@sustech.edu.cn : (1) Curriculum Vitae, (2) a Statement of Research and Teaching Interests.

COMMUNICATIONS

Assistant Professor of Communications
California State University-Dominguez Hills
California State University Dominguez Hills invites applications from qualified candidates for an Assistant Professor of Communications (Journalism/Public Relations) position starting January 2021. CSUDH is committed to recruiting diverse faculty to complement the diversity of its student body and Los Angeles' South Bay-area communities. For more information, email facultyaffairs@csudh.edu. Application review will begin in October 2020. CSUDH is an Equal Opportunity Employer.

ELECTRICAL/ COMPUTER ENGINEERING

Assistant Professor of Electrical and Computer Engineering
University of Southern California
The USC Viterbi School of Engineering invites applications for a tenure-track Assistant Professor, teaching embedded systems, bio-inspired robotics, and robot mobility courses. The position is based in Los Angeles, CA. Ph.D. required. To apply, please submit a letter of interest, CV, and three names of references to Ms. Mayumi Thrasher, recruitment coordinator, at chairadmin@ee.usc.edu, by November 2, 2020. USC is an equal-opportunity employer that actively seeks diversity in the workplace.

JAPANESE

Lecturer in Japanese
California Institute of Technology
Lecturer in Japanese: Teach Japanese language courses. PhD in Linguistics, Language Pedagogy, Language Acquisition/SLA or related; Must be authorized to work F/T without employer sponsor. Location: Pasadena, CA. Email resume: Caltech, Japaneselec@caltech.edu.

Japanese Studies Librarian
University of Southern California
The University of Southern California (USC) Libraries invites applications for the continuing appointment Assistant University Librarian to oversee the Japanese Library materials and co-teach courses as assigned. This position is based in Los Angeles, CA. Graduate degree, fluency in Japanese, and minimum two years experience as a Japanese specialist required. To apply, please submit cover letter, cv, and three references to Marje K Schuetze-Coburn, Chair of the Search Committee, at schuetze@usc.edu. USC is an equal- opportunity employer that actively seeks diversity in the workplace.

MANAGEMENT

Management Instructor (3-Year Renewable) (Faculty)
University of Alabama at Tuscaloosa
The University of Alabama Culverhouse College of Business Department of Management The Culverhouse College of Business at the University of Alabama invites applications for a 3 year renewable instructor position in Strategic Management, Management Consulting, and Entrepreneurship effective January 1, 2021. Review of applicants will begin immediately. The posting is expected to remain open until the position is filled. Experience in strategic management, managerial consulting and entrepreneurship are essential. Responsibilities include, but are not limited to: — Teaching undergraduate and graduate level Strategic Management courses — Teaching undergraduate and graduate-level Management Consulting courses — Teaching undergraduate and graduate-level Entrepreneurship courses — Teaching other Management courses as necessary to support the mission of the Management Department — Helping to develop and manage the Culverhouse Consulting Initiative — Sponsoring a student activity group Minimum qualifications: Five years of experience in a strategic management, managerial consulting, entrepreneurship, or a related position, and at least a master's degree in business or a related field with significant graduate coursework in business-related disciplines. Candidates with a management/business related Ph.D., DBA, or JD are also encouraged to apply. Preferred qualifications: Senior executive, Consulting Firm Partner, or Small-business owner experiences. Experience in private or public sector work (i.e. community development). Previous university teaching experience. Strong collaborative skills, the ability to multitask and mentor college students, and exceptional interpersonal skills. Salary is competitive. This a non-tenure earning position renewable for three-year periods at the discretion of the University with no expectation of continued employment beyond any three-year contract period. Continuation of this appointment to its scheduled termination date is dependent upon meeting the departmental and college performance standards. The University of Alabama is an Equal Employment Opportunity Affirmative Action Employer. Women and minorities are encouraged to apply.

MECHANICS/ ENGINEERING

Faculty Positions in Solid Mechanics and Aerospace Engineering
Southern University of Science and Technology
The Department of Mechanics and Aerospace Engineering (MAE) at Southern University of

OTHER

Science and Technology (SUSTech) in Shenzhen, China invites applications for multiple tenured or tenure-track faculty positions at all ranks. We seek ambitious and creative candidates who are well versed with the fundamentals of solid mechanics or some focused areas of aerospace engineering, have the vision and capability of carrying out interdisciplinary research, and contribute to the collegial and collaborative environment of the department. Research expertise interfusing solid mechanics with other disciplines are welcome, such as multi-physics and multi-scale computational mechanics, mechanics of advanced materials, experimental solid mechanics, biomechanics, machine learning and data-driven simulations; as well as expertise in aerospace engineering, such as aerodynamics, aerostructures, propulsion, control, or orbital mechanics. Candidates with the above-mentioned expertise and working in the application aeras of aeroengines, wind turbines, or unmanned aerial vehicles (UAVs) are encouraged to apply. The successful candidates are expected to build strong and independent research, advise graduate and undergraduate students, publish in archival journals, and teach both undergraduate and graduate courses in solid mechanics and/or aerospace engineering. Senior candidates are expected to play leadership roles in research and education efforts in the department. Globally competitive salaries and attractive start-up packages will be provided to all new faculty hires. The MAE Department was established in the end of 2015, and has graduated its first two classes of students in 2018 and 2019. The department has two undergraduate programs: Theoretical and Applied Mechanics, and Aerospace Engineering, and possesses state-certified BS, MS and PhD degree programs. The department currently has 20 tenured/tenure-track faculty members, conducting active research in the general areas of fluid mechanics, solid mechanics, computational mechanics, micro and soft materials/devices, aeroengines, aeroacoustics, and UAVs. Established in 2012, SUSTech is a public institution in Shenzhen, a special economic zone in China. Located in the Pearl River Delta region and neighboring Hong Kong, Shenzhen is one of the top four most prosperous cities in China and has been consistently referred to as the leader in technological developments. The mission of SUSTech has been to be a model in the reform of higher education in China and become a world-class institution with a strong emphasis on student learning experience, world-class research, innovation and entrepreneurship. The teaching language is English for most of the courses taught at the SUSTech. More information about SUSTech can be found at http://sustech.edu.cn/. Applicants should submit the following materials: (1) A complete curriculum vita; (2) Names, affiliations, and contact information of at least three references; (3) Statement of research interests and plan; (4) Statement of teaching philosophy; and (5) Copies of three representative research publications. These application materials should be sent by e-mail to: hiring@sustech.edu.cn. Female candidates are especially welcome to apply for these open positions.

OPERATIONS MANAGEMENT

Assistant Professor in Operations Management
Assistant Professor in Operations Management
The Massachusetts Institute of Technology (MIT) Sloan School of Management at 77 Massachusetts Ave, Cambridge, MA 02142 invites applications for tenure-track faculty positions in the area of Operations Management (OM) beginning July 1, 2021, or as soon thereafter as possible. Strong applicants will demonstrate the potential for research and teaching excellence in Operations Management. Duties will include teaching undergraduate and graduate level courses in this field. We are especially interested in candidates who can strengthen and expand the capabilities of the OM group in terms of its research interests, methods and applications in areas of high impact, as well as successfully teach undergraduate, MBA, Masters of Business Analytics, Ph.D. and other affiliated programs. Applicants should possess or be close to the completion of a Ph.D. in Operations Management or a relevant field by the start of employment. Applications must include an up-to-date curriculum vitae, three letters of recommendation, a personal statement describing research and teaching experience (if any), as well as aspirations in research and education. Research papers should be included if available. Please submit your application by 11/15/2020 at: https://apply.interfolio.com/78797 MIT is an equal opportunity employer committed to building a culturally diverse intellectual community, and strongly encourages applications from women and underrepresented minorities.

PSYCHIATRY

Assistant Professor of Psychiatry (In Residence)
Mount Holyoke College
Counseling Service Clinician Perform intake assessment, referral, outreach, and diagnosis. Perform individual psychotherapy, group counseling, and crisis assessment and intervention (including after hours on-call coverage). Consult and collaborate with campus partners. Teach classes on acculturation issues that occur in the classroom or on-campus setting and mental health issues affecting international students. Master's degree in Social Work, Social Service Administration, or a related field, and willingness to perform after hours on-call coverage as needed, required. Apply to: Heidi Friedman, Human Resources, Mount Holyoke College, 50 College Street, South Hadley, MA 01075. Reference ID: CSC20. Mount Holyoke College is committed to enriching the educational experience it offers through the diversity of its faculty, administration, and staff members. Mount Holyoke seeks to recruit and support a broadly diverse team who will contribute to the college's excellence, diversity of viewpoints and experiences, and relevance in a global society. In furtherance of institutional excellence, the College encourages applications from individuals from underrepresented groups, including faculty, staff, and administration of color, diverse gender identities, first generation college students and individuals who have followed non-traditional pathways to college, and individuals with a demonstrated leadership commitment to including diverse backgrounds and perspectives.

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

RESEARCH

U-M Presidential Post-Doctoral Fellowship Program (PPFP)/UMSI Post-doctoral Fellowship
University of Michigan
The University of Michigan School of Information invites applicants for the U-M Presidential Post-Doctoral Fellowship Program (PPFP) (http://presidentspostdoc.umich.edu/index.php#). UMSI faculty members have a successful record of providing a nurturing and productive post-doctoral experience for Presidential Post-Doctoral Fellows. In keeping with the PPFP program, we are interested in future colleagues who engage in research in the broad field of information and whose research addresses the needs of groups that have been historically underserved by academic research. For more information about the position and application instruction, please visit: https://apply.interfolio.com/78591. Job duties include teaching, research, and service. Minimum Requirements ? Ph.D. in an area such as information, computer science, social sciences, health informatics, or other relevant areas ? Demonstrated potential for high scholarly impact. ? Potential for excellence in teaching ? A strong commitment to teaching, interdisciplinary research, and cultural diversity U-M EEO/AA Statement The University of Michigan is an equal opportunity/affirmative action employer.

SOCIAL

Assistant Professor of Social Work, Eugene, OR and Forest Grove, OR
Pacific University
Duties: Teach courses to the university's Social Work students. Teach didactic (classroom) classes that will reflect the MSW program's needs and areas of expertise within the field of Social Work. Assist in the CSWE initial accreditation process for the MSW program. Engage in research and scholarship activities, advise students, and participate fully in community and campus life. Teach five courses per academic year, across the spectrum of an advanced generalist practice curriculum. The position is a nine month full-time, tenure track academic position at the Assistant Professor level. Possible option to teach summer classes at the campus in Forest Grove, OR. Requirements: Master's Degree in Social Work, Development Studies, or foreign equivalent, accreditation/certification by CSWE, and 2 years of experience as a Social Worker. All education, training, and experience may be gained concurrently. Applicants must be U.S. workers (includes U.S. citizens, permanent residents, foreign nationals granted temporary residence under one of the 1986 legalization programs, refugees, and asylees). Interested candidates should direct their inquiries to Jennifer E. Yruegas at jennifer.yruegas@pacificu.edu.

SPANISH

Assistant Professor of Spanish
Western Washington University
Assistant Professor of Spanish: Western Washington University-Teach undergraduate and graduate courses in Spanish language at all levels of the curriculum, as well as courses in Hisp Ling and courses, in English, in the Linguistics program, incl Intro to Linguistics, Span Phonetics, Span in Hisp Ling, Intro to Ling and Topics in Morphology and Syntax. PhD in Spanish Linguistics, Linguistics, or rel and 12 months exp as Instructor, Research Asst, Teaching Asst, or Asst Coord in Spanish or Spanish Linguistics. Spanish and English fluency. Send resume to: WWU, Attn: Shannon Dubenion-Smith, 516 High St, MH 223B, Bellingham, WA 98225.

TRANSLATION STUDIES

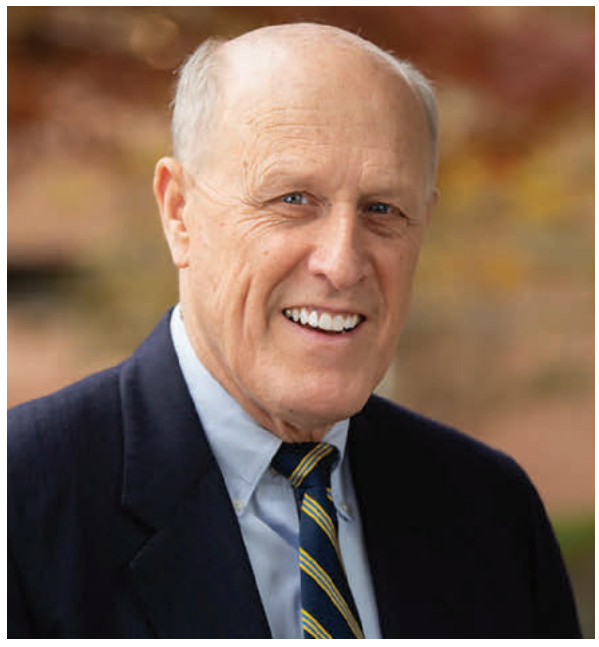
Postdoctoral Fellowship in Critical Translation Studies
University of Michigan
2021-22 Postdoctoral Fellowship in Critical Trnaslation Studies The Department of Comparative Literature at the University of Michigan announces a one-year Postdoctoral Fellowship in Critical Translation Studies. The fellowship is funded by the Mellon Foundation in conjunction with a Mellon Sawyer Seminar on Sites of Translation in the Multilingual Midwest. The candidate will have the opportunity to pursue independent scholarship related to translation, gain teaching experience, and engage with interdisciplinary translation initiatives across the university and in the community beyond the university. We welcome applications from scholars undertaking comparative research in histories, theories, and practices of translation, and engaging critically with current debates in the field. While we are interested in projects that focus on any language or historical period, we are particularly interested in work that either relates to the Midwestern region and its multilingual history, or in projects that engage translation in public-facing contexts (including medical, legal, political, environmental, journalistic, literary, artistic, and other forms of community engagement). The recipient will be appointed as a postdoctoral fellow for a one-year term beginning August 1, 2021 and is expected to be in residence during the academic year. The postdoctoral fellow will teach one course related to the Minor in Translation Studies, and be actively involved in helping coordinate activities related to the Sawyer Seminar. Mentoring and professional development training will also be an integral component of the position. The remainder of the fellow's time will be devoted to pursuing research. Starting salary will be $60,000 plus benefits. Applications must be submitted via email to complit-positions@umich.edu no later than October 15, 2020. Applications must include the following as separate pdf attachments: cover letter with c.v. and dissertation abstract, research statement, teaching statement, writing sample related to critical translation studies (20-30 pages), three reference letters. The University of Michigan and the Department of Comparative Literature are committed to the core values of diversity, equity, and inclusion. Applicants are welcome to comment, either in the cover letter or in a separate statement, on how their research, teaching, and/or service experience will enhance our efforts to support these values and the needs of an increasingly diverse student population. Eligibility -Fellows must hold a PhD in a humanities discipline or in the humanistic social sciences. -To be eligible for this competition, the doctoral degree must be received between January 2017 and August 2021. -Applicants must be scholars who are not yet tenured, and do not hold a PhD from the University of Michigan. -Applicants who do not yet hold a PhD but expect to file their final thesis prior to the starting date of the fellowship must provide a letter from their home institution (department chair, head of graduate studies, or advisor) confirming the degree award schedule. -Selected recipients may not hold another fellowship simultaneous with this one.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

George Grant Jr., a professor and dean of the College of Community and Public Service at Grand Valley State University, will become chancellor of Pennsylvania State University-Berks on January 4. He will succeed Keith Hillkirk, who announced his retirement in November 2019.



Bruce Jarrell, interim president of the University of Maryland at Baltimore since January, has been named to the post permanently.

Brian Sandoval, a fellow of law and leadership in the William S. Boyd School of Law at the University of Nevada at Las Vegas and a former governor of Nevada, will become president of the University of Nevada at Reno on October 5. He will be its first Hispanic president.

Chief executives (continued)

APPOINTMENTS

Alanka Brown, vice president for academic and student affairs at the City Colleges of Chicago's Wilbur Wright College, has been named president of the Eduardo J. Padrón Campus of Miami Dade College.

David P. Haney, a former president of Centenary University, has been named interim president of Hiram College.

Rob Valli, dean of the College of Management at Long Island University-LIU Post, has been named president of Sierra Nevada University. He replaces Ed Zschau, who has been serving as interim president.

John W. Williams, interim president of Principia College, in Illinois, has been named to the post permanently.

RESIGNATIONS

Robert Beatty, president of Mount Mercy University, in Iowa, has resigned after less than three months in the position. Tim Laurent, provost and vice president for academic affairs, has been named interim president.

Mark Becker, president of Georgia State University since 2009, plans to step down in June.

Rita Cheng, president of Northern Arizona University since 2014, plans to step down.

RETIREMENTS

Susan A. Cole, who became the first female president of Montclair State University in 1998, plans to retire in July 2021.

Javier Miyares, president of the University of Maryland Global Campus since 2012, plans to retire.

Chief academic officers

APPOINTMENTS

Kendrick T. Brown, dean of the College of Arts and Sciences at the University of Redlands, has been named provost at Morehouse College.

Steven McLaughlin, dean of the College of Engineering at the Georgia Institute of Technology, will become provost and executive vice president for academic affairs on October 1.

Charles Robinson, interim provost and executive vice chancellor for academic and student affairs at the University of Arkansas since July, has been named to the post permanently.

Other top administrators

APPOINTMENTS

Herb Alexander, director of the Office of Diversity & Equity at Roberts Wesleyan College, has been named chief diversity officer.

Christina K. Brogdon, assistant vice president for human resources at the University of West Georgia, has been named vice chancellor for human resources at North Carolina A&T State University.

Alicia Knoedler, former executive associate vice president for research and executive director of the Center for Research Program Development and Enrichment at the University of Oklahoma, will become vice president for research and innovation at Miami University, in Ohio, on November 1.

Dan Layzell, executive vice president for finance and administration and chief financial officer at Louisiana State University, has been named vice president, chief operating officer, and chief financial officer at Cornell College, in Iowa.

Submit items to
people@chronicle.com

Kedrick Perry, head of diversity and outreach in the National Science Foundation's Center for Energy Efficient Electronics Science and executive director of the Grand Challenges Scholars Program at the University of California at Berkeley, has been named vice president for equity and inclusion at Loyola University New Orleans.

Chrystal Porter, a former associate provost in the Van Loan School of Graduate and Professional Studies at Endicott College, has been named vice president for graduate and professional studies and professor of sport management at Lasell University.

Marsha Ray, vice president of institutional advancement and executive director of the foundation at the Community College of Philadelphia, has been named vice president for college advancement at Dickinson College.

Daniel Sui, vice chancellor for research and innovation at the University of Arkansas, will become vice president for research and innovation at Virginia Tech on November 1.

Bernadette Tiapo, associate vice president and chief diversity officer at the State University of New York College at Potsdam, has been named chief diversity officer at the State University of New York College at Oneonta.

Deans

APPOINTMENTS

John August, interim dean of the College of Veterinary Medicine and Biomedical Sciences at Texas A&M University at College Station, has been named to the post permanently.

Gioia Bales, senior associate dean of the Frank G. Zarb School of Business at Hofstra University, has been named dean of the School of Business at Molloy College.

Jeremy Blackwood, an associate professor and chair of the department of music at Southeastern Oklahoma

State University, has been named dean of the graduate school.

Christian Crouch, an associate professor of history and director of American studies at Bard College, will become dean of graduate studies in July 2021.

Alan B. Eisner, associate dean for graduate programs at the Lubin School of Business at Pace University, has been named dean of the School of Management at Clark University.

James Konopack, associate dean in the School of Business at New Jersey City University, has been named dean of the College of Health Sciences, Education and Rehabilitation at Salus University.

Marvin Loiseau, dean of recruitment at the Benjamin Franklin Institute of Technology, has been named dean of academics.


MARIO MARTINEZ

Mario Martinez, chair of the department of educational leadership and policy studies at the University of Texas at Arlington, has been named dean of the School of Education at the University of Redlands.

Nick T. Place, dean of extension, director of the Florida Cooperative Extension Service, and a professor of agricultural education and communication at the University of Florida, will become dean of the College of Agricultural and Environmental Sciences and director of the UGA Cooperative Extension and Agricultural Experiment Stations at the University of Georgia on January 1.

Emmett Tracy, executive vice president for academic affairs and dean of the School of Business at the African Leadership University, in Rwanda, has been named dean of the new School of Business at Emory & Henry College.

Jacqueline Urla, chair and a professor of anthropology in the College of Social and Behavioral Sciences at the University of Massachusetts at Amherst, will become dean of the Graduate School on January 1.

RESIGNATIONS

Patricia Davidson, dean of the Johns Hopkins University School of Nursing, will leave in April to become vice chancellor of the University of Wollongong, in Australia.

RETIREMENTS

Skip Rutherford, dean of the Clinton School of Public Service at the University of Arkansas, plans to retire at the end of the academic year.

Alan D. Solomont, dean of the Jonathan M. Tisch College of Civic Life at Tufts University, plans to retire at the end of this academic year.

Other administrators

APPOINTMENTS

The Rev. Diane A. Bogues, director of recruitment at McCormick Theological Seminary, in Chicago, has been named director of admissions and financial aid at Lancaster Theological Seminary.

Allison Morgan Bryant, an associate professor of information systems and supply-chain management in the School of Business at Howard University, has been named assistant dean of innovation and administration at the school.

Quincy Byrdsong, a former vice president for academic planning and strategic initiatives at Augusta University, will become vice provost for health affairs at Lipscomb University on October 1.

Rita Cosby, a TV host and correspondent who has anchored shows on Fox News and MSNBC, has been named chair of the Global Service Institute at Long Island University.


EBONY DIXON

Ebony Dixon, director of recruitment and retention at the Lyle School of Engineering at Southern Methodist University, has been named the first executive director of enrollment management at the State University of New York College at Oswego.

Yuvay Meyers Ferguson, an associate professor of marketing in the School of Business at Howard University, has been named assistant dean of impact and engagement in the school.

Bethany Hamilton, deputy director of state affairs at the National Association of Community Health Centers, has been named director of the National Center for Medical-Legal Partnership at the George Washington University Milken Institute School of Public Health.

Abigail S. Newsome, an associate professor of biology and coordinator of the bioinformatics graduate program at Mississippi Valley State University, has been named associate vice president for academic affairs.


RON WALCOTT

Ron Walcott, a professor in the department of plant pathology and interim dean of the Graduate School at the University of Georgia, has been named inaugural vice provost for graduate education and dean of the Graduate School.

Organizations

APPOINTMENTS

Leon McDougle, associate dean of diversity and inclusion in the College of Medicine at Ohio State University, has been named president of the National Medical Association.

Suzanne L. Weekes, interim associate dean of undergraduate studies and a professor of mathematical sciences at Worcester Polytechnic Institute, has been named executive director of the Society for Industrial and Applied Mathematics.

Deaths

Gene Budig, a former chancellor of the University of Kansas, died on September 8. He was 81. Budig led the University of Kansas from 1981 to 1994, and served as president of West Virginia State University from 1977 to 1981 and of Illinois State University from 1973 to 1977. After retiring from academe, Budig became president of the American League of Major League Baseball.

Felicia Campbell, a professor of English at the University of Nevada at Las Vegas, died of complications of Covid-19 on July 27. She was 89. Campbell taught courses on chaos theory, science fiction, and pop culture. She was also founder and executive director of the Far West Popular and American Culture Association.

Steven Frumkin, dean of the Jay and Patty Baker School of Business and Technology at the Fashion Institute of Technology, died of Covid-19 on July 23.

Florence Howe, a leader in women's studies and a founder of the Feminist Press, a literary nonprofit, died on September 12. She was 91. Howe taught at Hofstra College (now a university), Goucher College, and the State University of New York College at Old Westbury. In 1970 she was appointed chair of the Modern Language Association's Commission on the Status and Education of Women in the Profession.

Mark Ivester, president of North Georgia Technical College, died of Covid-19 on September 12. He was 57.

Robert Kaffer, a partner in Hyatt-Fennell Executive Search and a past president of Cullman College, died in July after a long illness. He was 78. Most of his career was in higher education, including positions at Lewis University, the University of Nebraska at Kearney, the University of South Dakota, and Regis University, in Colorado.

Gus Ridgel, a senior adviser to the president of Kentucky State University, died on August 1. He was 94. Ridgel retired in 1998 as vice president for finance and administration at Kentucky State. As a student, he enrolled in the University of Missouri at Columbia when the NAACP challenged segregation policies by filing a lawsuit against the university.

David Schuyler, a professor of humanities and American studies at Franklin & Marshall College, died on July 24. Schuyler had been at the college since 1979.

— COMPILED BY JULIA PIPER

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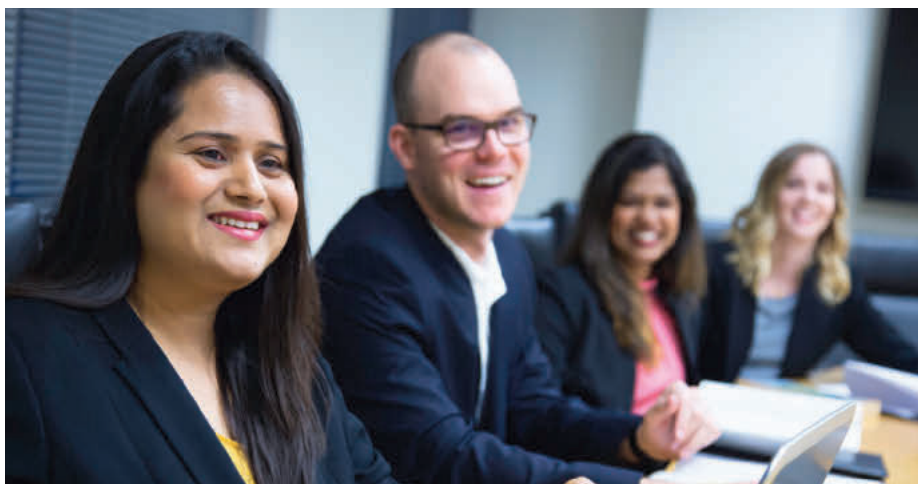
CHAPMAN GRADUATE PROGRAMS RISE IN THE NATIONAL RANKINGS

U.S. News & World Report Best Grad Schools 2021



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Argyros School of Business

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Jumped 11 points this year

#133

Attallah College of Educational Studies

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#99

School of Pharmacy

First year being ranked

#92

Crean College of Health Sciences

M.S. in Communication Sciences and Disorders

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#111

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Jumped 21 points this year

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Jumped 21 points since last ranked in 2017

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