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THE REVIEW SHEILA SUNDAR



THE CHRONICLE OF HIGHER EDUCATION

chronicle.com | Volume 68, Number 17 | April 29, 2022

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THE CHRONICLE OF HIGHER EDUCATION (ISSN 0009-5982) IS PUBLISHED BIWEEKLY (EVERY OTHER WEEK) JANUARY THROUGH NOVEMBER AND MONTHLY IN DECEMBER, 25 TIMES A YEAR, AT 1255 TWENTY-THIRD STREET, N.W., WASHINGTON, D.C., 20037. SUBSCRIPTION RATE: \$119.00 PER YEAR (DIGITAL) AND \$139.00 PER YEAR (PRINT PLUS DIGITAL). PERIODICAL POSTAGE PAID AT WASHINGTON, D.C., AND AT ADDITIONAL MAILING OFFICES.

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'They're Here, but They're Not Here'

A FEW MONTHS AGO, Beth McMurtrie, a senior writer at *The Chronicle*, started hearing disconcerting reports from college classrooms across the country. The students weren't showing up. And the ones who did were distant, unmotivated, unfocused. They resisted conversation. One professor speculated that after two years of masking, "It's almost like they just prefer to sit in their little cone of silence." Said another: "They're here, but they're not here."

What's going on?



THRONICI E PH

Theories abound, and Beth lays them out lucidly in this issue's cover story (Page 12). For one thing, some students are coping with pandemic-induced financial insecurity or sickness and death in their families. A recent survey by the Center for Collegiate Mental Health, a network of nearly 700 college and university counseling centers, found a significant rise in self-reported feelings of anxiety, distress, and trauma. Other experts point to the effects of two years of remote learning, lighter workloads, and flexible deadlines. They speculate that students — especially newer students — arrived on campus expecting more of the same.

Their professors, meanwhile, are exhausted from trying — and largely failing — to connect with students. "We're as tired and burnt out as our students are, but are expected (and do genuinely try) to be accommodating and empathetic with their struggles," wrote one professor in response to a call for faculty expe-

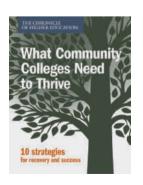
riences in the *Chronicle*'s Teaching newsletter. "It's hard to find the line between being supportive of struggling students and just giving up entirely on academic rigor."

How can colleges combat student disconnection? I've been thinking about that question since reading Beth's story. It's one *The Chronicle* will be addressing in the weeks and months ahead. If you have thoughts, please let me know: evan.goldstein@chronicle.com.

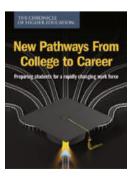
—EVAN GOLDSTEIN, MANAGING EDITOR

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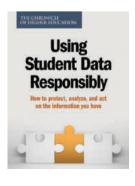
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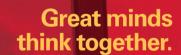
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OF SCIENCE AND TECHNOLOGY

Ames, Iowa

FIRST READS

Speaking freely | 'Dark day' in Whitewater | Academic workplace | Purchasing power

Speaking freely

The Yale School of Drama

YALE LAW SCHOOL has found itself in the news a lot lately. That's not so much because it was once again ranked as the No. 1 law school in the country, or because of a new program that will cover tuition for low-income students, or because it recently admitted the most diverse class in its nearly 200-year history.

Instead, it's usually because something has gone horribly awry.

Case in point: Last month student protesters disrupted an event at the school. The ire of the 100 or so students was directed mostly at Kristen Waggoner, general counsel of the Alliance Defending Freedom, which bills itself as the largest legal organization devoted to "religious freedom, free speech, and the sanctity of life." Scroll through ADF's website, and you'll see the group is opposed to gay marriage, abortion, and transgender women participating in women's sports. The students were upset, too, with the Federalist Society for inviting Waggoner and also, apparently, with Kate

Stith, a longtime Yale

moderated the event and who, at one point, told the protesters to "grow up," an admonition that inspired further derision.

In the weeks since then, the behavior of the protesters has been widely criticized. The former national-security adviser John Bolton, a Yale Law alum, called the students "intellectual brownshirts." The governor of Tennessee put out a statement scolding the "student mob that violently disrupted" an event roughly 1,000 miles away from his state's capital. A federal appeals judge suggested that his colleagues "carefully consider" whether students who had protested should be "disqualified for potential clerkships."

Not every take was quite that overheated. Last fall Yale Law also made headlines when a student, Trent Colbert, sent a party invitation to members of the Native American Law Students Association in which he referred to the party's location as a "Trap House" and informed recipients that Popeye's chicken would be served. Some interpreted that as coded racism, and Colbert, who is part Cherokee, was strongly encouraged to apologize by Ellen M. Cosgrove, an associate dean, and Yaseen Eldik, the diversity director, who told him that his language in the email was "triggering" and "racialized." In a ghostwritten draft apology, Colbert was supposed to say that he was sorry for the "trauma" he had caused and that he would "actively educate myself so I can do better." Colbert refused to sign it, and instead published an essay about the "now-common ritual of compelled apology."

And then there's dinner-gate. Last April allegations emerged that Amy Chua, a Yale law professor, was hosting drunken soirees at her house despite Covid-19 restrictions and possibly in violation of an agreement she'd made with the dean. Two students who visited Chua's house alleged they had been pressured to lie about what happened. They're suing Yale and three administrators, including Cosgrove, Eldik, and Heath-

er K. Gerken, the dean. Yale calls the suit "legally and factually baseless." Some Yale professors lay the blame for the school's brouhahas at Gerken's feet. "I have the sinking feeling that the values of the school are being eroded under this deanship," one faculty member said. Another said Gerken is a "genuinely nice person who doesn't like telling people hard truths to their face." The critics, who sought anonymity, basically accused the dean of repeatedly caving in to progressive students.

Gerken's defenders were likewise reluctant to have their names printed. Several argued that those taking shots at the dean are the law school's old guard, and what they're really upset about is Gerken's emphasis on diversity and on punishing sexual harassment.

At the start of her deanship, in 2017, Gerken discussed the importance of free speech, pointing out that law schools hadn't had to face "ugly free-speech incidents" and that might be because the education they provide "conditions you to know the difference between righteousness and self-righteousness." She noted that while Charles Murray — the controversial scholar and co-author of *The Bell Curve* — had been shouted down on other campuses, he had spoken at the law school twice without interruption. "That's exactly how a university is supposed to work," she wrote.

That's not how it worked last month. In a statement issued a couple of weeks after the Federalist Society incident, Gerken called the behavior of the protesters "unacceptable" and insisted that "at a minimum it violated the norms" of the law school. She stopped short of saying that the students had violated the university's freespeech policy, and, at least so far, she has resisted calls to take disciplinary action. "Anyone who leads an institution at this moment knows that the issues we face today are complex and don't lend themselves to easy answers," she wrote in an email. "Because this is a storied institution, whenever we deal with the same, hard questions that other institutions are facing, we often find ourselves under a bright spotlight." — TOM BARTLETT







'Dark day' in Whitewater

A Survey Sends a Chancellor Packing

A PLAN to send out a survey about free speech to students on the University of Wisconsin's 13 campuses sparked the surprise resignation of the interim chancellor of the University of Wisconsin at Whitewater this month.

James P. Henderson reportedly objected to the Student Perceptions of Campus Free Speech Survey, which the Wisconsin system said it would begin administering this month. Henderson declined to comment on the survey's role in his departure, but several people familiar with recent events there confirmed to The Chronicle that he and other chancellors had expressed reservations about the process by which the decision to administer the survey was being determined, among other issues. Others on campus have raised questions about the survey's potential misuse by Republican legislators. The conflict over the survey in Wisconsin, which comes on the heels of a similar, and more controversial, effort on the same topic in Florida, highlights the increasingly fraught politics surrounding free-speech issues in public higher education.

The Wisconsin survey did indeed come up in a meeting that Michael J. Falbo, the system's interim president, held in March with the system's chancellors. "The chancellors raised concerns about the survey, at which time I informed the Menard Center we would not be participating," Falbo said in a statement. Falbo, a former president of the system's Board of Regents, began his term as interim president last month, replacing Tommy Thompson, the state's former governor and a former U.S. secretary of Health and Human Services.

But after getting more information about the survey, Falbo said, he felt more comfortable about it and its timing. "This was reinforced by the fact the universities' own institutional review boards had approved it as a research issue," he said. "I acknowledge that some chancellors were disappointed in that decision, and it regrettably led to a resignation."

Henderson told *The Chronicle* that his

decision to resign wasn't because of any problems he was having as interim chancellor. "I felt like I could not in good conscience encourage any of my friends, colleagues to apply for a chancellor job at UW-Whitewater, or in the UW system as a whole, because of the lack of support from UW system leadership," he said. "Unless that leadership is really focused on supporting the campuses and doing what's right as determined by the campus leadership, it's not going to be a successful system."

The survey seemed to be "the straw that broke the camel's back," said Terry Tumbarello, chair of Whitewater's Academic Staff Assembly. "I'm not really one to do much speculating," said Tumbarello, who is the director of residence life, "but I would like to think when it comes to surveying your student population, that an institutional chancellor would have a lot of input there, regardless of what the survey was about. I don't care if the survey was asking you if you like pizza and chocolate."

Henderson was well-liked and admired on the Whitewater campus, Tumbarello said, and his resignation marked "a dark day for the UW system."

Concerns about the survey may have to do with the entity funding it, said Timothy Shiell, who directs that entity: the Menard Center for the Study of Institutions and Innovation, which is housed at the University of Wisconsin-Stout.

The Menard center is named for the Menard family, owners of the home-improvement store chain Menards, who donated \$2.36 million in 2019 to expand it. John Menard Jr., the founder of Menards and a graduate of the University of Wisconsin at Eau Claire, donated \$1.5 million to a political-action committee that backed Scott Walker, a conservative, during a 2012 bid to recall him as governor of Wisconsin. Menard was also tapped by President Trump in 2020 to serve on an economic advisory committee.

The center's conservative ties predate the Menards' donation, though; it was

founded in 2017 with a donation from the Charles Koch Foundation. The nonpartisan center's mission, according to its website, is "to promote the study and discussion of civil liberties and related institutions (governmental, civic, business, social, scientific, religious, etc.) and innovations through scholarly inquiry, educational activities, and community outreach."

The survey itself discusses "politically charged" topics, Shiell said, such as viewpoint diversity and whether students have felt pressured by professors to agree with a specific political or ideological opinion discussed in class. The survey also poses hypothetical scenarios, asking whether students believe those scenarios would be protected under the First Amendment. Survey respondents are also asked what political party and ideologies they most identify with.

"Because this is such a politically charged topic, a lot of people are making unfounded assumptions. They see the Menard name on our center and they assume we have a conservative or libertarian agenda when we don't," said Shiell, a professor in the English, philosophy, and communication studies department. "People are worried maybe the results will be bad, and legislators will use that as ammunition to do something bad to the system. There's a lot of fear and a lot of assumptions, and sometimes that's interfering with people's thoughts about the survey."

— MEGAN ZAHNEIS

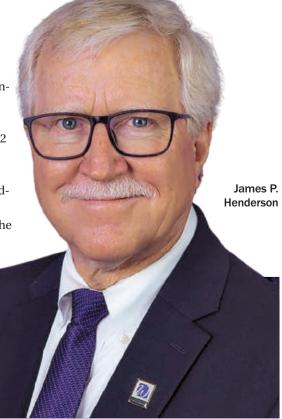


PHOTO FROM UW-WHITEWATER



FROM FLORIDA & THE WORLD

THE SPARK THAT GIVES POWER TO GREAT THINKING.

THAT GAINS MOMENTUM TO AMPLIFY IMPACT.

AND REVERBERATES
THROUGHOUT THE WORLD.



Academic workplace

'Not the New Norm'

A NEW REPORT from the University of Iowa offers one take on the future of the higher-ed workplace - namely, that flexible work might not be as prominent in a post-pandemic era as some have predicted.

Based on nearly two years of pilot programs involving 1,800 employees, Iowa's final "Future of Work" report, released this month, outlines recommendations for how the university should proceed with remote-work policies. Iowa's plan makes room for some flexibility, but not for everyone, and not all the time.

"Flexible work is not the new norm," the report says. "Most faculty and staff roles require on-campus work that provides the residential campus experience students expect."

A number of colleges have created "future

of work" initiatives, published guidelines for remote and hybrid work, and started pilot programs. Some have stressed the importance of preserving in-person work, while others have contemplated how permanent Covid-era changes in the campus workplace are likely to be. But Iowa's report stands out for its clear position statement on what the university's work arrangements should look like after the pandemic.

That's not to say that flexible work lacks advantages, like saving space and money, expanding some services, supporting employees' well-being, and raising the institution's standing in a competitive job market, Cheryl Reardon, associate vice president and chief human-resources officer at Iowa, said in a news release. And some jobs, like those in information technology, finance, and research administration, can be "effectively performed" remotely or on alternative schedules.

But on the whole, faculty and staff members at Iowa shouldn't expect a future dominated by remote work. That's because of the institution's focus on the student experience, Reardon told The Chronicle. "That's who we are as an institution," she said. "We don't want to lose that at all."

She added: "At the core, the work agreement needs to be in the best interest of the university while balancing the interest and needs of the employee."

So where's the middle ground? Iowa's report uses the term "intermittent flexibility" to describe situations like "temporary remote work during weather-related closures, or short-term flexible schedules." Reardon doesn't see those temporary arrangements as lasting more than a week - granting employees a couple of days of flexibility as they care for an elderly relative, for example.

"We don't want to be doing these every day, having people fill out these work arrangements," Reardon said. "It really needs to be kind of a steady-state schedule that we're embarking on."

While employees' work arrangements aren't likely to change from week to week, they may be adjusted seasonally with the "ebb and flow of the university," such as when graduation is approaching, Reardon said. If a department or unit is particularly busy on Mondays and Fridays, employees might be expected to work on campus on those days

— what the report calls "on-campus priority davs."

The goal, Reardon said, is to "insert that intermittent flexibility where it makes sense, but doesn't impact our ability to run a university."

In Iowa's pilot programs, Reardon said, approximately 75 percent of the 1,800 participants worked a hybrid schedule, and 25 percent were fully remote. A university survey found that the hybrid and remote employees reported more positive job experiences than did employees working on campus, and that they preferred their flexible arrangements.

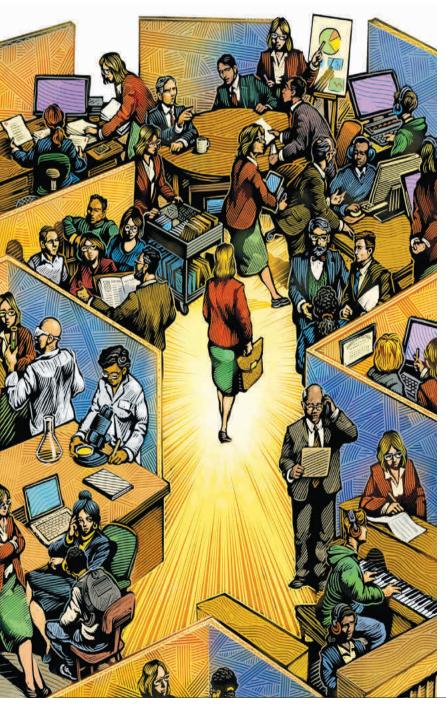
Flexible work, the report notes, could come in several forms, including flexible scheduling that allows employees to work outside the normal 9-to-5 workday, hybrid arrangements that let employees spend two to three days a week off campus, and completely remote work from within or outside the state of Iowa.

One recent national report indicated that student-affairs professionals are expecting more flexibility at work. Sixty-one percent of respondents to a survey by Naspa: Student Affairs Administrators in Higher Education said they thought their institution would offer more flexibility to work remotely in the next five years, according to the report. But only 12 percent felt their institution was "very responsive" to changes in the student-affairs work force.

"It's hard to tell" whether Iowa might lose staff members — or prospective ones with its emphasis on in-person work, Reardon said. "People know that we're looking out for the best interests of our students," she said. "That being said, we're in a super-tight labor market." If employees put a priority on remote work and can earn more money elsewhere, she said, they may choose to leave the university.

Iowa students prefer certain services to be offered virtually, the report says. Students in the College of Liberal Arts and Sciences who opted for online advising meetings were more likely to show up, and online visits reduced no-show rates at Iowa's Student Health Services from 5.1 percent to 3.2 percent. To meet that interest, Reardon said, Iowa is more likely to "redeploy" employees than to hire new ones.

— MEGAN ZAHNEIS



TIM FOLEY FOR THE CHRONICLE

Purchasing power

How Rising Inflation Is Affecting Higher Ed

LIKE EVERY OTHER industry right now, higher education is grappling with the effects of raging inflation, tempering much of the other news, largely good, about higher ed's finances.

While college endowments saw stellar returns in the 2021 fiscal year, investment managers believed that navigating rising inflation would be a long-term challenge, according to a recent endowment study by the National Association of College and University Business Officers. And an early look at state spending on higher education in the 2022 fiscal year showed that it was up

39

The number of states where the year-over-year change in support for public colleges in the 2022 fiscal year either declined or increased by less than the rate of inflation over the last year.

8.5 percent from the year before. But that increase has essentially been canceled out by the jump in inflation for the 12 months ending in March.

With inflation at a four-decade high, the findings in new provisional data about faculty pay took on a different level of urgency.

According to the American Association of University Professors' most recent faculty compensation survey, real (or inflation-adjusted) average salaries for faculty members fell 5 percent between the 2020-21 academic year and the current one.

That's the greatest decrease in real wage growth since the 1979-80 academic year, when inflation, as measured by the Consumer Price Index for All Urban Consumers, or CPI-U, rose more than 12 percent, the association said.

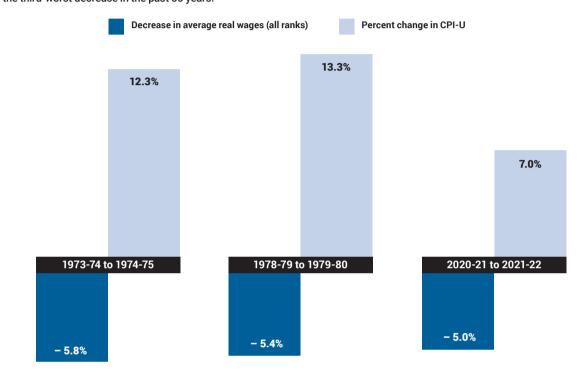
Meanwhile, a new report from Moody's Investors Service warned that tuition-revenue growth could be reduced at many institutions.

The factors in play? A strong labor market and high inflation, analysts at the bond-ratings agency wrote.

- AUDREY WILLIAMS JUNE

Decline in Real Wages

Between this academic year and last, faculty members saw a 5-percent drop in inflation-adjusted average salary. It was the third-worst decrease in the past 50 years.

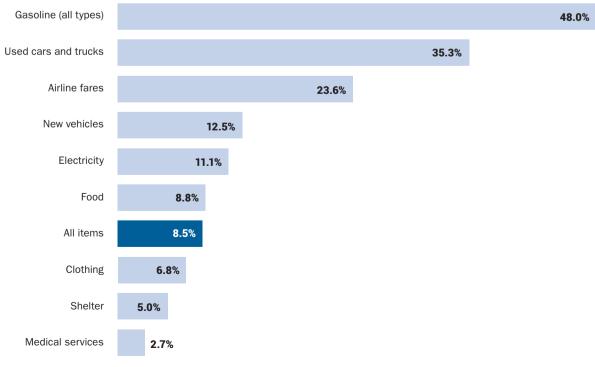


Note: The Consumer Price Index for All Urban Consumers is calculated from December to December

Source: AAUP's 2021-22 Faculty Compensation Survey

Inflation at Work

For the 12 months ending in March 2022, the price of some items saw double-digit percentage increases, which contributed to a decline in people's purchasing power.



Note: Figures aren't seasonally adjusted. Data reflect select items in the Consumer Price Index for All Urban Consumers

Source: U.S. Bureau of Labor Statistics



A 'Stunning' Level of Student Disconnection

BY BETH MCMURTRIE



Professors are reporting record numbers of students checked out, stressed out, and unsure of their future.

N 20 YEARS of teaching at Doane University, Kate Marley has never seen anything like it. Twenty to 30 percent of her students do not show up for class or complete any of the assignments. The moment she begins to speak, she says, their brains seem to shut off. If she asks questions on what she's been talking about, they don't have any idea. On tests they struggle to recall basic information.

"Stunning" is the word she uses to describe the level of disengagement she and her colleagues have witnessed across the Nebraska campus. "I don't seem to be capable of motivating them to read textbooks or complete assignments," she says of that portion of her students. "They are kind kids. They are really nice to know and talk with. I enjoy them as people." But, she says, "I can't figure out how to help them learn."

Marley, a biology professor, hesitates to talk to her students about the issue, for fear of making them self-conscious, but she has a pretty good idea of what is happening. In addition to two years of shifting among online, hybrid, and in-person classes, many students have suffered deaths in their families, financial insecurity, or other pandemic-related trauma. That adds up to a lot of stress and exhaustion. In a first-year seminar last fall, Marley says, she provided mental-health counseling referrals to seven out of her 17 students.

Marley knew the pandemic was wreaking havoc on people's lives. But she didn't expect that its impact on learning would be so profound, even when students returned, with excitement, to campus.

She is far from alone. The Chronicle recently asked faculty members to share their experiences with student disengagement this

academic year. More than 100 people wrote in to describe a disconcerting level of disconnection among students, using words like "defeated," "exhausted," and "overwhelmed."

While a self-selected group, the respondents, several of whom agreed to be interviewed, represent a range of institutions: community colleges, large public universities, small private colleges, and some highly selective institutions. They described common challenges: Far fewer students show up to class. Those who do avoid speaking when possible. Many skip the readings or the homework. They have trouble remembering what they learned and struggle on tests.

The professors also described how they have tried to reach and teach students, what they think is at the root of the problem, and what's needed to fix it. Some believe it may be necessary to change the structure of college itself.

ot that anyone has easy answers, starting with the question of what's at the root of the problem. Do students actually want to be in college? Had they gotten so used to online teaching that simply leaving their dorm rooms seems too hard right now? Did the accommodations that grew out of the pandemic — including flexible attendance policies and fluid deadlines — foster a belief that they could catch up later, but they don't? Or is it that the world itself feels so out of control that students find it hard to care about their classes?

"My students are struggling to focus within and outside of class," wrote one history professor at a public university in Georgia, who, like many respondents, asked to remain anonymous in order to speak frankly. "They feel overwhelmed and pressed for time. They cannot separate the existential dread of Covid and now Ukraine from their daily ability to live."

Though professors reported seeing burnout at all levels, from recent high-school graduates to adult learners, newer students seem to have struggled the most.

Freshmen and sophomores, wrote Ashley Shannon, chair of the English department at Grand Valley State University, in Michigan, are "by and large tragically underprepared to meet the challenges of university life — both academically and in terms of 'adulting,'" such as understanding the consequences of missing a lot of class. "It's not all their fault, by a long shot! I feel for them. But it's a problem, and it's going to have a significant ripple effect."

"Students seem to have lost their sense of connection with the university and university community, and their sense of purpose in attending," said Stephanie Masson, who teaches English at Northwestern State University, in Louisiana. After two or more years of masking, they feel as if it's not OK to get close and talk to someone. "It's almost like they just prefer to sit in their little cone of silence."

Many faculty members thought this academic year, with more people vaccinated, classes meeting in person, and campus clubs and events back in full swing, would be better than last. Yes, Covid remained a significant risk, but those changes were all for the bet-

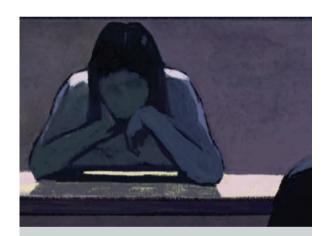
ter.

But recent survey data from the Center for Collegiate Mental Health, a network of nearly 700 college and university counseling centers, jibes with what faculty members told The Chronicle. The data show that, among students who sought help, self-reported feelings of social anxiety rose significantly in the fall of 2021, with the return to campus, even as feelings of academic distress dropped. Even then, academic worries remained higher than they were before the pandemic, as did feelings of generalized anxiety, family distress, and trauma.

An increase in social anxiety could explain some of the behaviors that professors are seeing among their students, such as skipping class, said Brett E. Scofield, executive director of the center. For some students, avoidance mechanisms are their ways of coping with stress. "All those behaviors," he said, "are very consistent with what students are reporting when they come into counseling services" — the low motivation, lack of focus, and enduring feelings of isolation.

Psychologists describe the wear and tear on the body from cumulative stress as its "allostatic load." That may be what's happening now, Scofield said, and it's something that many people are going through.

Maci Lyman, a junior at Doane, is one of Marley's students. She'd had one



On students

"They need to be seen and heard, and they need to talk about their experiences. ... They have been afraid, and many are terrified for more than two years now. They say it's just getting worse."

> -Psychology professor at a public university in Utah

"We assumed that last year's students would have had the hardest impact from the pandemic, but this year's cohort is, as best I can put it, resigned."

-Community-college faculty member in North Carolina



THE WEST COAST HAS SILICON VALLEY AND THE EAST COAST HAS THE CAPITAL OF QUANTUM: THE UNIVERSITY

OF MARYLAND. As the star on the map of quantum science and tech, we bring together hundreds of brilliant scientists; robust partnerships including the National Institute of Standards and Technology, IonQ and emerging startups; and leading-edge research centers in a growing ecosystem spinning out ideas and technologies. Welcome to the next revolutionary era of discovery.

It's all happening now at the University of Maryland. Here, we lead *Fearlessly Forward*.





semester of a normal college experience before Covid changed everything. A first-generation student from Omaha, Lyman described the nearly five semesters since then as isolating, depressing, and unreal. When the pandemic hit, she moved in with a cousin and tried to do schoolwork from there. In the fall of 2021 she was back on campus, but all of her classes were on Zoom. Her lasting memory of that time is flipping open her laptop in the dark for morning classes, so as not to wake her roommate, then drifting in and out of sleep with it on her chest. Interactions with other people were so limited, she said, that she essentially changed from an extrovert to

"I didn't even realize how depressed I was," she said of that period. "It felt normal because everyone was feeling the same way. If you walked up to someone and they were happy, it felt strange."

This past fall, she said, she was determined to reclaim some sense of normalcy, and began getting involved in clubs and activities again. That has proved helpful. But college itself, she said, "almost felt harder."

"There was this expectation to finally be back to normal. And you were like, Well, I don't really know what that is," she continued. "What is the normal college experience?"

As she returned to the classroom, Lyman found that many professors had come to rely more heavily on technology, such as asking everyone to get online to do an activity. Nor do many of her courses have group activities or discussions, which has the effect

of making them still seem virtual. "I want so badly to be active in my classroom, but everything just still feels, like, fake almost."

Lyman said Marley is one of the few professors she has who takes time to check in with students in class, and ask how they're doing, as well as encourage them to talk even if they feel as if they don't have much to say.

The junior often wonders how much she has changed simply because she is growing into adulthood, and how much change stems from the pandemic. "Honestly, I feel stuck," she said. After hoping for so long that things would get back to normal, "it was so anticlimactic when you got there."

"Really, this is it? This is what I've been waiting for?"

At the State University of New York at Oswego, Kristin Croyle has been studying the intertwined problem of student exhaustion, disengagement, and anxiety through surveys and conversations with faculty members, the staff, and students.

Croyle, dean of the College of Liberal Arts and Sciences, believes that the continual pivots in instruction have led students to develop habits that may no longer work now that they are back in classrooms. That feeling of ineffectualness has led to a more existential anxiety — specifically, a loss of confidence in themselves and their futures. A psychologist by training, Croyle is quick to say that those are her working theories, not hard facts. But she thinks that being a young

adult today is challenging in ways that people of other ages may

"Going to college and making that investment in your future, it's an act of hope that you can do something that is exciting and interesting to you, that you can find a career you want to engage with that will make a difference, that you can change the direction of your life with this act," she said. But students' hope in the future right now is low, and that kernel of enthusiasm is hard to sustain. "Our faculty are right there to hold their hand, to see what potential they have to make a difference in the world. It's a long game; it's not a short one. In the short run, it's a really devastating and difficult time."

Camryn Lloyd is a first-year student at Northwestern State and one of Masson's students. She said she had been spared some of the worst of Covid's college disruptions because she took a year off after high school to join the National Guard, which kept her connected with others. But she, too, finds herself thinking of the pandemic's impact on her life — she lost an uncle — and the lives of her classmates, many of whom seem quiet and withdrawn in class. "I feel like with this generation you can't get too happy," she said. "There's just a lot going on. We don't know what to do. We're in a state of shock."

Many professors note that students' feelings of exhaustion and anxiety mirror their own, and that perhaps they feed off one another. "We're as tired and burnt out as our students are," wrote Shannon,

> of Grand Valley State, "but are expected (and do genuinely try) to be accommodating and empathetic with their struggles. It's hard to find the line between being supportive of struggling students and just giving up entirely on academic rigor."

Those who teach at colleges with a high percentage of students who are lower-income, come from communities hit hard by Covid, or have work and family responsibilities say the cumulative toll of the pandemic has led to emotional overload and physical exhaustion.

"There is rarely a single issue," wrote one faculty member. "In most cases, it is something closer to a catastrophic cascade failure. The most common components that play into this are: lack of basic needs, an economic or job-related problem, lack of child care, mental-health issues, cost of health care, and caring for a sick family member."

Keri Brandt Off is chair of the sociology department at Fort Lewis College, in Colorado, which enrolls many Native American and Alaska Native students. This past year she has noticed an increased sense of "weightedness" among her students. They show up looking exhausted and often escape into their cellphones. "They're here, but they're not here," she said. That's not surprising, given how hard the pandemic hit Native communities. "I have students who lost many, many family members."

Some faculty members who responded to The Chronicle believe that



On mental states

"I fear it will take some time to bring us all back mentally and emotionally to the campus life we experienced before the pandemic. Administrations can speed this up by devoting time and resources to support ALL of us. They can also be creative about incorporating what we've learned about learning and mental health in the pandemic."

-Anonymous

"I'm also seeing a great deal of stress-related brain fog, even in the engaged ones."

-Psychology professor

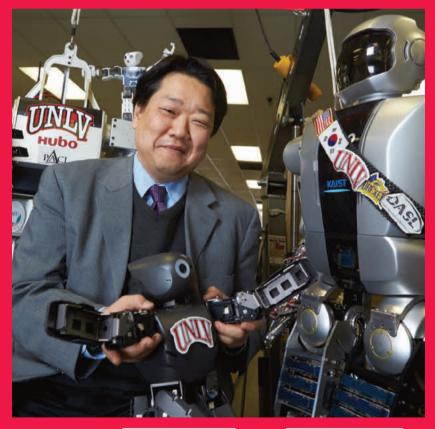
REBELS



MAKEIT



HAPPEN



Soon, we'll be saving human lives using robot bodies. Meet our robo-Rebel, brainchild of engineering professor Paul Oh and his robotics team. With wearable technology, an operator can control the robot, sending it into disaster zones to perform dangerous rescues or to remote areas to deliver expert surgical care—bringing hope to places where it once may have been lost.

students' study skills atrophied in the shift to remote learning, especially in high school. Workloads were often lighter. Deadlines became fluid. Discussion happened asynchronously or not at all. Students entered college, they believe, expecting more of the same.

"There has been a lot of concern that the use of Zoom, particularly recording and posting things later, has led students to develop the mistaken idea that they don't need to pay attention or be engaged at the time of class because they can just go back and review the re-

"I want so badly to be active in my classroom, but everything just still feels, like, fake almost."

cording later," wrote one faculty member who teaches a large introductory-biology course. "The problem is, they don't do that." In a class of 120, only one or two watch the recorded videos, the instructor said, and only 20 to 30 attend class.

Yet faculty members also pointed out that some of the trends they are seeing this year, including shorter attention spans and growing mental-health problems, predate the pandemic. The strains of the past two years simply accelerated those longer-term trends.

Mary Beth Leibham teaches child development and educational psychology at the University of Wisconsin at Eau Claire. She began noticing decreased engagement in her classes five or six years ago. Students say they feel overwhelmed, tired, and lost, she wrote. Leibham worries about the pressure students put on themselves "to have it all figured out."

Building Students' Resilience Strategies to support their mental health

FROM THE CHRONICLE STORE

Colleges are under pressure to meet the mental-health needs of students. Leaders also need to understand when to intervene. Explore strategies to address student mental health, and get guidance for how your staff and faculty can best support resilience and well-being. Get this and other Chronicle Intelligence products at Chronicle.com/

For many students, she said, success means getting straight A's, always going above and beyond, and "good enough" is not really good enough. "This breaks my heart," she wrote. "My students are so much more than their GPAs and sports accomplishments. I tell them this every chance I get, but I fear they don't believe

ACULTY MEMBERS said they were responding to these challenges in a variety of ways. In addition to reaching out more frequently to struggling students, many are changing what or how they teach. They are spending more time in class on community-building exercises and group discussions. They are replacing highstakes tests and papers with smaller, more frequent assignments to reduce anxiety. Many are maintaining flexible deadlines and asking students for input on creating assignments of interest to

'Quite frankly, I'm annoyed when I see or hear faculty whining about students not showing up or not putting what the

instructor thinks is 100-percent effort in," wrote Sharon Lauricella, a professor of communication and digital-media studies at Ontario Tech University, in Canada. Her approach, she said, is to make sure that her classes are engaging, enjoyable, and essential.

Like many professors, Marley, at Doane University, decided to make building relationships in her classes a priority, as an antidote to the sense of isolation she could feel among her students. She found herself having to work harder, too, to stay positive and assume students are doing the best they can. "In the fall, when I lost that, it became a self-repeating cycle," she said. "I was frustrated with them, and they pulled back."

This semester, she created an anatomy-based scavenger hunt in one course, pairing students with others they had not worked with before. She also rewards students for contributing to class discussions, passing around a bowl of candy. "I talk all the time about how it's important to try," she said. Allison Skala, another of her students, said that approach makes a difference: "Her setting that as the tone in her class has been so motivating. I look forward to going to class because I know my words are going to be taken into consideration."

Incorporating field trips, podcasts, "real world" assignments and shorter lectures — are increasingly popular. The more that an assignment, or a course, connects to students' lives, professors said, the more likely they are to be engaged.

Marley found that to be true in a class about opioids and addiction $% \left(x\right) =\left(x\right) +\left(x\right)$ that she team-teaches with an English professor. Even though a significant percentage of students still don't complete the assignments, they are much more engaged over all. "For a large number of students, they have a family member with an addiction," she said. And compared with, say, an introductory-biology class, this one "speaks much more directly with what's happening in their lives."

Even before Covid hit, Brandt Off, the Fort Lewis sociology professor, had been wrestling with how to address the increase in anxiety and depression she noticed among her students, which sometimes manifested itself in addiction or suicide attempts. She is reminded regularly that even if students aren't showing up, they still have something to say.

"The work they are doing is amazing," she said. "They might not come to class, but they are submitting assignments that are so thoughtful and well done." In a social-theory class that discusses dualism — the way people present one version of themselves to the world and another in private — she asked students to apply that concept to their own lives. They came through with powerful essays, she said.

But such strategies are far from a sure bet. And many faculty members said that nothing they do makes much of a difference with their truly disengaged students.

"I can't seem to reach this group," wrote a music-history professor, after describing how she uses low-stakes assignments that include detailed instructions and group work in class, intended to prepare students for an open-book take-home exam. That worked in earlier years, but not now. "I'm trying to be accommodating with extending deadlines, giving personal invitations to office hours and appointments, and more," she said, "but, honestly, it's feeling like they are just not interested in doing the work. I get it. I'm also exhausted."

Professors are talking with colleagues in their departments and $across\ campus -- including\ psychological\ counselors\ and\ academic$ advisers — about those challenges, with mixed results. "We just get lots of contradictory top-down messaging about supporting our students," wrote one, "but little actual guidance about how we can do so while maintaining policies."

Others say it is helpful to discuss challenges and share insights, even if solutions aren't immediately apparent. "Once we see the patterns, we can begin to understand better what is happening," said

Brandt Off, "but I mostly feel like I am swimming through the dark as a teacher these days."

or MANY PROFESSORS, the struggles they are witnessing in their classrooms raise larger questions. For one, is this simply a transitional period, and students will bounce back in the next semester or two?

"The short answer is, we don't know," said Scofield, of the Center for Collegiate Mental Health. "We're still in a pandemic." What is clear, he said, is that "meeting students can't just be dealt with by one part of college. It's a collective effort."

Some are asking whether college itself needs to change. This is not a new conversation, of course, as it feeds into broader concerns about the value and relevance of a degree. But for some the growing feelings of anxiety and distraction among students have escalated the urgency of the question.

"People come to college because they want to be challenged," said Andy Driska, an associate professor in the department of kinesiology at Michigan State University, who teaches an online graduate course in exercise and sports science. Yet colleges seem hesitant to challenge students right now out of a fear that they might break. "It's almost like we need to come together, as faculty and students. How do we hit the reset button? What does education need to look like?"

Two ideas come up most frequently in the discussions pro-

fessors say they are having with one another, and in their observations of their own teaching: increasing experiential learning and redesigning courses to connect more closely to students' lived experiences and prospective careers.

Experiential learning, in which students learn by doing, addresses many of the shortcomings of traditional higher education, its proponents say. It connects learning to the world off campus, and it provides a sense of immediacy that lectures, problem sets, and textbooks often cannot. Would it be better, Driska asked, if 18- to 20-year-olds were encouraged to do two years of national service? "I feel like we're at that point," he said. "All reform effects are still just kind of pecking around the edges. We're not talking about big, systematic things to change and rethink education."

Laura Niesen de Abruna is provost of York College of Pennsylvania. She has been closely tracking how remote learning has shaped students. Students wanted to return, she said, but they wanted to come back to residence halls, sports, clubs, and conversations with professors. "What they don't want is to sit passively. It reminds them of what they went through with the great pandemic."

A former president of the Association of Chief Academic Officers, Niesen de Abruna said the time had come to reinvent the academic experience. Can professors build more hands-on learning into their courses? Are their classes and course sequences designed to help students build careers or just turn out future Ph.D.s like themselves?

"There's just a lot going on. We don't know what to do. We're in a state of shock."

"How can we change the model that we have in higher education," she said, "from coverage of disciplines to experiential learning, which is really connected to the careers that most of our students are going to have?" The answer, she believes, can help York and other colleges engage students more effectively.

Mallory Bower, SUNY-Oswego's coordinator of first-year experiential courses and engaged learning, has also been thinking about the future of learning. While today's students are prone to anxiety, she noted, they are also adept at exploring and learning through the internet. "Students can feel like, If I can find this on YouTube, then why am I here?" she said. "They are looking for a return on investment,

and I don't blame them at all."

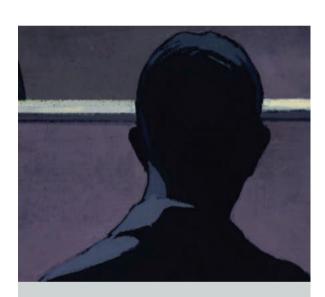
Bower incorporates experiential learning in all of her courses, which cover a range of topics, including strategic communications and career preparation. She also leads a first-year seminar that requires students to explore the campus.

Last year she created a course called "Who Do You Think You Are?" It was a success, she said, because students were encouraged to have serious conversations on complicated topics, like abortion laws, race, or sexuality. It also gave them a sense of agency by, for example, devoting class time to discussing how to write to their legislator or register to vote.

Bower acknowledged that professors like her have more leeway than, say, those who teach content-heavy science courses. But she hopes that her classes will provide students with a sense of purpose that will carry over into other parts of their lives. "We can't do everything," she said. "We can't fix everything. But we can do little things."

Creating that sense of connection, to help students see the larger purpose and value of higher education, may be what helps them regain their footing.

Beth McMurtrie is a senior writer at The Chronicle of Higher Education, where she writes about the future of learning and technology's influence on teaching. In addition to her reported stories, she helps write the weekly Teaching newsletter about what works in and around the classroom. Follow her on Twitter @bethmcmurtrie.



On shifting responsibilities

"Our administration has shifted responsibility onto faculty more and more. I am now expected to be an instructor, career counselor, mental-health adviser, and personal coach."

—Biology instructor at a California community college

"Who is caring for the faculty who are supposed to be doing all this extra stuff for students without extra (or even adequate) compensation?"

 Literature professor at a public university in North Carolina



EVERYBODY

Flirty emails got Mark Schlissel fired. A deeper history weighs on Michigan's



Hours after Mark Schlissel's firing, a prankster chalked the word "lonely" atop a Michigan "M" on a plaza of the Ann Arbor campus — a reference to how the lovestruck president had signed one of the messages that cost him his job.

E IS A LONELY, BEARDED SCIENTIST who has an important job in the Midwest.

A Brooklyn native, raised in a traditional Jewish household, he is amused by a satirization of the sexual fantasies of New Yorkers.

He is married with children. But he dreams at work about a sojourn in Paris with a woman other than his wife — someone who enjoys a good bistro; someone who makes his heart hurt.

He asks saucily if he might "lure" her with a knish.

This is the portrait of Mark S. Schlissel that emerges from 118 pages of documents that the University of Michigan's Board of Regents made public on a Saturday evening in January, shortly after it had removed him as president. In this collection of cringey communications between Schlissel and a subordinate, the university's former top executive is stripped of his veneer of esteem, reduced instead to a lovestruck buffoon. All of it was so unbecoming of a man in Schlissel's position, the regents agreed, that he should be summarily fired with cause.

Schlissel's termination ranks among one of the more profoundly embarrassing firings of a major university leader in modern memory. Instantly memeable, excerpts from the emails quickly wound up on T-shirts and stickers. Before the Sunday sun had risen, some prankster had chalked the word "Lonely" on a campus sidewalk above a Michigan "M," referencing one of the messages Schlissel had signed with the first letter of his name.

HAS A SECRET

flagship.

BY JACK STRIPLING



Mark Schlissel was removed as the U. of Michigan's president in January.

CARLOS OSORIO, AP

Turbulence around Schlissel was nothing new. He had, since 2020, worn the scarlet letter of a Faculty Senate vote of no-confidence, drawing the ire of professors for his handling of the pandemic, among other things. His tensions with the board, whose members are elected by statewide vote, had begun to bleed into public view. Even so, most expected this to end just as it often does for people in Schlissel's rarified air: The president walks away with warm regards from the board and giant fistfuls of money. Schlissel's transgressions upset this timeworn choreography.

But his story is about more than a president getting crosswise with his board, or what appears to have been a workplace romance. The university's recent history imbues his downfall with a complicated resonance that people in Ann Arbor are still sorting through. His firing came less than two years after Schlissel dismissed the university's provost, Martin A. Philbert, who was accused of sexually harassing multiple women over the course of 15 years at Michi-

Taken together, the two cases sent a message that the university's problems with sexual misconduct go all the way to the top. It isn't that simple. There is nothing in the public evidence that would definitively establish that Schlissel engaged in sexual harassment. Even so, he gave fodder to a more systematic criticism that Michigan's leaders still don't get it. After all of the apologies, the legal settlements, the training sessions, the promises, and the shame, something has yet to sink in at the highest levels. Something is left to understand.

Since Philbert's firing, in 2020, the university has signaled its willingness to turn over every rock, hiring an outside law firm to investigate how the system failed. As president, Schlissel was a visible champion of this work. But new reporting from *The Chronicle* suggests that the job remains unfinished. A retired professor, who

has not previously discussed with the news media her role in the Philbert case, told *The Chronicle* that she was met with intimidation and indifference more than 15 years ago, when she first reported allegations against the future provost. Another faculty member, who has not spoken with news reporters about the case before, said she was twice told that decision makers at the university believed in Philbert's capacity for "rehabilitation."

The University of Michigan's administration considers the matter of Martin A. Philbert settled. But Schlissel's firing cracks open history, inviting still unanswered questions. When powerful people cross the lines of propriety, who renders the final verdict on what really happened? Whose memory counts? Who is burdened by history, and who is allowed to forget it?

HY EXACTLY was Schlissel fired? On a recent afternoon at Zingerman's Delicatessen, a storied sandwich shop in Ann Arbor's Kerrytown District, Jordan B. Acker confronts that question over a chicken-pesto sandwich. Acker, a 37-year-old lawyer from the Detroit suburbs, is chairman of the Board of Regents. On the subject of Schlissel's termination, Acker stays mostly on script. He circles back continually to a letter that the board sent to Schlissel in January, stating the regents' rationale for firing the president with cause.

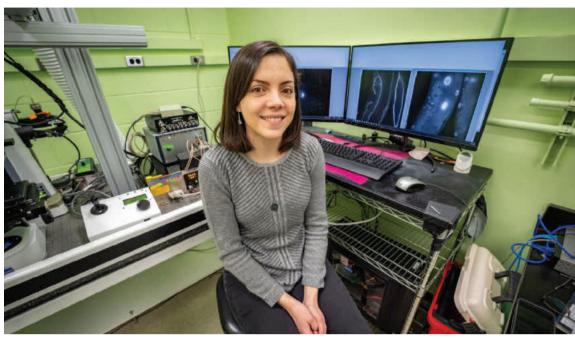
"I think the letter kind of speaks for itself," Acker says. "It's a judgment question at the end of the day. And I think it's clear from the letter, what was lacking here was judgment."

Strictly speaking, Schlissel was fired for violating a morals clause in his contract, which stipulated that he must at all times comport himself in a manner that promotes the "dignity, reputation, and academic excellence of the university." Nevertheless, the board saw fit to invoke the past, calling Schlissel's conduct "particularly egre-



Representation Matters

Stony Brook University leads the way in increasing equity in STEM through role models



Taylor Medwig-Kinney, PhD candidate in genetics, created an outreach program to share her love of science with high school students.

Taylor Medwig-Kinney is a doctoral candidate in the Graduate Program in Genetics at Stony Brook University (SBU). In her research, she's untangling the mysteries of how cells containing the same genetic blueprints can exhibit tremendous diversity in form and function. It's consuming work, but she makes time for her other passion, bringing more women into STEM fields. In February she launched Project WORMS (Women for Outreach and Role Models in Science). The acronym also refers to the work, engaging middle and high school students in research using *C. elegans* worms.

Medwig-Kinney credits her outreach mentor, Alix Dehayem, PhD, a physics researcher and coordinator of the Alan Alda Center's Women in STEM Leadership Program at SBU, with making Project WORMS possible. "My outreach program would not have gotten off the ground without Dr. Dehayem, who has always believed in me and helped me see my vision through," she said.

Mentoring is common in academia, but
Dehayem and Medwig-Kinney's relationship is
part of something much larger. SBU has spent
years building a culture of support to foster the
success of women, improve outcomes and
achieve gender equity. A 2019 United Nations
report cited Stony Brook's progress in opening
doors for and supporting women in STEM majors.
In 2021, Stony Brook ranked seventh out of 300
employers overall and was the top higher education institution in the Forbes annual ranking of
America's Best Employers for Women. The university also made the Forbes list of Best Employers
for Diversity.

But administrators, faculty and students are not content with improving equity on their own campus; they share the common goal of permanent change, throughout education, science and business. To them, it's no longer about throwing down a rope to help another climb up, but rather dismantling the structures that made the rope necessary in the first place.

"I am truly passionate about promoting more diversity, equity and inclusion in the STEM fields, and feel so fortunate to be able to do it at such a renowned institution as Stony Brook University," said Dehayem.

"I see myself in a leadership role that implements programs where quality, innovation and multidisciplinary efforts meet. And I'm proud and amazed to be in a system where we celebrate and cultivate diversity of skill, personality, talent and culture, all along the social spectrum."

Dehayem grew up in Cameroon and studied and worked in France and Kenya. When she joined the Laser Physics and Spectroscopy group at the University of Nairobi in 2009, she was the only woman there with a Ph.D. in physics. Nearly a decade later, that had not changed. In 2018, she co-founded the Eastern Africa Network for Women in Basic Science. The far-reaching program mentors female students, organizes outreach activities and school visits and weaves gender awareness into teaching curriculums. The program has supported hundreds of research groups and continues to thrive today.

"I believe that women attract women," she told the International Science Programme. "If young girls and females in general see more women succeed in physics, of course they will be inspired to join the field and eventually go for a career."

That conviction led Dehayem to join Stony Brook University in 2020. She co-designed the Women in STEM Leadership Program, which has already reached more than 100 women from a wide range of fields, on-campus and off, she said, "giving them the opportunity to strengthen their leadership and communication skills, and connect with other like-minded professionals to create a lasting, supportive network and long-term bonds."

Simultaneously, she's overseeing three empowerment projects for school-aged children — two of which target underserved communities — and developing four more.

"I'm very inspired by the enthusiasm of program participants who are helping create the change we all want and need to see in STEM," said Dehayem.

Across campus, Mei-Lin "Ete" Chan, assistant professor of Biomedical Engineering, is introducing Long Island middle and high schools students to engineering through an innovative summer program she designed called DIY Prosthetics. Students learn the fundamentals of design by modeling a hand with inexpensive components like cardboard, drinking straws and string.

Chan traveled from her home in Hong Kong to the U.S. at college age, arriving at SBU to complete post-doctoral work in 2012. Today her research focuses on treatments for obesity, diabetes and osteoporosis. Like Dehayem, she is equally committed to providing opportunities to young students who might not otherwise receive them.

"As a first-generation college student who came from a humble family," said Chan, "I know what it's like to be underrepresented and not have career or higher education role models growing up. Now, I'm in a position to pay forward the support I received from teachers all along my path. That's one of the things that energizes me most. And Stony Brook provides an ideal environment to do that."

Chan also worked with a team of student volunteers from the College of Engineering and Applied Sciences to create the Biomedical Engineering Academy. The virtual five-session STEM course for middle school students explores the fundamentals of biomedical engineering. It ran twice last year and plans are now underway to run several more this year.

"Dr. Chan has helped me grow as an engineer and a person," said Luigia Than, electrical engineering '22, who works with Chan to promote STEAM (STEM + art) and interdisciplinary research. "She is a real role model to me — as an educator who is so engaged with her work and all her students, an engineer who works on so many different projects, and a woman of color in a STEM field."

Stony Brook University President Maurie McInnis is thrilled that the equity agenda has become a campus-wide shared value that engages everyone in the struggle for change.

"I cannot emphasize enough the importance of having a faculty in which students can see models of success for themselves, and with whom they can connect intellectually and personally," McInnis said.

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



SARAH KUNKEL, THE MICHIGAN DAIL

Martin Philbert was fired as provost in 2020 following allegations of serial sexual harassment.

gious" in light of his commitment to stamp out sexual misconduct at the university. The letter lets the reader decide exactly what's being charged here. Is the board calling Schlissel a hypocrite or accusing him of harassment?

"Mark Schlissel is not a monster," Acker says. "He's not an evil, evil guy. Mark Schlissel was guilty of extraordinarily poor judgment. But I put him and Martin Philbert in very different categories. Martin Philbert was engaged in sexual harassment. I can't say the same about Mark Schlissel.'

Schlissel declined an interview request, and Philbert could not be reached for comment.

When the revelations about Philbert came to light, there was enormous pressure on Schlissel to make changes that would confront sexual misconduct directly. One of the Philbert-inspired policies, adopted last summer, proved prescient: A supervisor at the University of Michigan is forbidden from initiating an intimate relationship with a subordinate, and any such relationship must be disclosed. (The regents, to whom Schlissel reports, said they learned of his relationship with a subordinate through an anonymous complaint — not from Schlissel.)

In firing Schlissel, however, the board was silent on the question of whether the president had violated the supervisor-supervisee relationship policy. Acker declined to state a position on the matter. The university adopted the policy, effective immediately, on July 15. Around that same time, Schlissel sent a few tortured emails to the subordinate, inviting speculation that the president knew he either had to end the relationship or report it. "I still wish I were strong enough to find a way," he wrote on July 1.

There was an honorable option staring Schlissel in the face; he

could have resigned before July 15. Instead, he hung on and secured a lucrative exit agreement. Schlissel, who is 64 years old, signed a contract in September that entitled him to receive his presidential salary of \$927,000 for two and a half years after his planned resignation, in 2023. (Since he was fired for cause, Schlissel will not be paid the two and a half years of presidential salary, university officials confirmed. But he retains his rights as a tenured faculty member.)

Even after the regents changed the relationship policy, Schlissel continued his familiar emails with the subordinate. He told the woman she was sexy and suggested a "private briefing" with her. He forwarded her an ad for the Hulu series Only Murders in the Building, which carried the tagline "Every Body Has a Secret."

"If we're talking about a future president," Acker says, "I would have a really hard time with the president of the University of Michigan having an extramarital affair with any staffer. The presidency is a different job than every other job on campus. You're not a researcher, necessarily; you're not a hospital administrator. You're not just the face of the university. You're everything. And so that requires a special degree of care that no other position requires."

"You are the president 24 hours a day," Acker continues. "No matter what you do, whether you're sitting in Zingerman's or presiding over a board meeting, you're the president of the university. So that requires you to be ethical 24 hours a day and represent our values for 24 hours a day. So, yeah, I think that engaging in a relationship with a university staffer, extramaritally [sic], would not be wise of a future president. No."

Schlissel's case raises complex questions about the private lives of college leaders, including whether they can really have private lives at all. There are questions, too, about the power dynamic that



University of Denver is a Catalyst for Positive Change

Faculty and Students in Colorado Collaborate to Better Lives and Serve Public Good



We are living through some incredibly challenging times in our communities and in the world. Some of these affect a wide range of people, while others affect us individually on a more personal level. Yet, no matter the challenge, the students and faculty at the University of Denver (DU) are achieving success in their research divisions by applying their abilities to impact the public good.

Among the latest to be designated a Research 1 (R1) institution by the Carnegie Classification of Institutions of Higher Education, DU is home to over 275 principal investigators across multiple disciplines dedicated to making the world a better place through their impact-driven research.

"Achieving R1 status is an incredible accomplishment. It is a prominent recognition of the significant contributions the University of Denver makes to improve human welfare through the discovery of new knowledge." savs Chancellor Jeremy Haefner. "The entire DU community takes tremendous pride in knowing how this institution is contributing to the public good by graduating scholars who, like our faculty, bring forth answers to the grand challenges we face in our communities, our state, our nation and the world."

By leaning into a teacher-scholar-practitioner model, as well as engaging community members and expertise, faculty work together with undergraduate and graduate students in life-changing research. She already knows the answer to one question: Whatever advice she needs. Davis. Berger and others are eager to assist.

RESEARCH THAT MAKES A DIFFERENCE

Countless examples of the positive impacts DU researchers have in local communities exist.

Regarded as a thought leader in higher education's response to COVID-19, DU created an annual research conference, STAT: Seeking Tomorrow's Answers Together, featuring experts from across the country to share insights on trends surrounding the virus and mental health. Researchers

"The research underway at the **University of** Denver is valuable to industry, to policymakers and to scholars across the globe. It has implications that reach far beyond our labs, clinics, and classrooms."

at DU have partnered with National Jewish Health to establish a new mode of testing and support in regional communities. These types of partnerships are an integral part of DU's approach to fostering innovation.

Researchers are working to improve the nation's justice system and enhance public safety for juvenile girls. Other groups are examining the impacts of the #MeToo movement in the wake

of the pandemic and drawing attention to the ramifications of COVID-19 in fragile regions on the brink of significant development, like Sub-Saharan Africa.

Earlier this year, two scholars at DU co-founded the Center for Immigration Policy and Research (CIPR) - a research center dedicated to migration issues in the Rocky Mountain West. The center serves as the first of-its-kind and a much-needed resource in a region where migrant issues get little attention. In addition to conducting research,

CIPR will emphasize community impact and strive for mutually beneficial collaborations.

Finally, the team at the Pardee Center for International Futures has built a community of researchers interested in policy-oriented work to make the world a better place. From studying the effect of the pandemic on global development to researching the impact of the conflict in Yemen, the center is creating a new understanding of what the future could look like under different conditions. Outcomes of the team's work are shared with global leaders and help inform policy on confronting persistent and emerging challenges in global communities.

The work continues in many more ways.

- A biomechanics group in the Ritchie School of Engineering and Computer Science is looking at total joint replacements, tackling everything from shoulders, knees, and hips to spine stabilization.
- An emerging group, from the Graduate School of Professional Psychology, is tackling trauma and veteran psychology.
- The Butler Institute in the Graduate School of Social Work is working with child and family welfare systems in 38 states to devise and evaluate interventions.

LOOKING TO THE FUTURE

In less than a decade, the University of Denver will have doubled its research volume—from \$19 million in 2012 to an estimated \$40 million plus by the end of this year. Research spending, meanwhile, increased 82% over the past 10 years. In fiscal year 2021 alone, the University was awarded 153 new research grants, eight of which were for more than \$1 million each.

With an emphasis on impact, DU continues to expand its role as a catalyst for positive change. With a unique combination of faculty leadership, industry partnerships and student innovation, DU research advances our global communities toward a better future.

"The research underway at the University of Denver is valuable to industry, to policymakers and to scholars across the globe. It has implications that reach far beyond our labs, clinics, and classrooms." says Haefner.

At the University of Denver, our strength is in the diversity of our ideas, and we are putting our ideas to work. We fully believe in this vision of a private university serving the public good and will continue to support research, scholarships and creative work aimed at creating positive change.

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



DAVID RAMOS, AP, SHUTTERSTOCK

Lori Pierce, vice provost for academic and faculty affairs, was told of allegations against Martin Philbert in 2005.

exists between any college leader and a subordinate, and what effect a boss's affair may have on the workplace. But there is a simpler reason people couldn't stop talking about Schlissel's fall: The president made a fool of himself; it's an easy story that an undergrad could render in full with a piece of sidewalk chalk. Less simple, and more consequential, is how the university responded to some of the earliest known allegations of sexual harassment made against a future provost.

The generally accepted understanding of what went wrong in the case of Martin Philbert is contained in a law firm's nearly 100page investigative report, which the university released in 2020. But there is another history. It can be found in a black notebook that, for many years, gathered dust in a professor's basement.

ARLY in Rita Loch-Caruso's academic career, a mentor gave her some advice: If anything bad ever happens to you, buy a composition notebook with numbered pages and keep a detailed record. So, when Loch-Caruso was told that another professor in her department had made unwelcome sexual advances toward women in his lab, she started writing things

Loch-Caruso came to Michigan, in 1986, as an assistant professor on the tenure track. In 2001, she became the first woman ever to be named a full professor in the department of environmental health sciences, which, at that point, had existed under various names for more than 100 years. Philbert joined Loch-Caruso's department in 1995. He was a promising scientist who, Loch-Caruso surmised, was being groomed by higher-ups for administrative roles.

Loch-Caruso and Philbert weren't close. But she kept tabs on a

graduate student who worked in his lab, because the student had been supported by a training grant that Loch-Caruso directed. In May 2005, Loch-Caruso bumped into the graduate student in a hallway of the public-health building. The conversation "started really going sideways," Loch-Caruso said. The woman, Loch-Caruso said, told her Philbert was "a bad man. He did bad things."

Loch-Caruso asked for specifics. Philbert had kissed her, the woman said. Where? Loch-Caruso asked. "By this point, she was crying," the professor recalls. "And as she's crying, she points to her neck. And I was just aghast, because there's no way I believe that that woman was lying. That young woman was terrified, scared, and being bullied into having to accept inappropriate sexual behavior towards herself."

The woman seemed afraid of retaliation from Philbert, who held sway over her future, Loch-Caruso said. The professor had her own fears, too. Philbert appeared ascendant at the university, and she could envision a day when he could harm her career. He might even become her dean.

The WilmerHale law firm, which the university hired in 2020 to investigate the Philbert case, identifies Loch-Caruso in its report only as "The SPH professor," denoting her position in the School of Public Health. Before speaking with *The Chronicle* for this article, Loch-Caruso had never granted an interview with the news media or publicly discussed her role in the case beyond comments she made in a department faculty meeting after Philbert was fired. Now retired, Loch-Caruso says she finally feels free to speak about her experience without fear of retribution.

The professor's notes, which are referenced numerous times in the WilmerHale report, appear to have been vital to the firm's reconstruction of some key events. In interviews with *The Chronicle*, Loch-Caruso drew upon the notebook for reference. She also shared scans of relevant pages, redacting the names of Philbert's accusers to protect their identities.

In June 2005, about a month after Loch-Caruso had spoken with the graduate student about Philbert, a research assistant who worked in Philbert's lab asked to meet with Loch-Caruso, according to the professor's notes. The researcher, who is identified in the WilmerHale report as "E-1,"

told her that Philbert had asked her to marry him, spoke of having "caramel colored babies" with her, and referenced "chocolate syrup sex." Loch-Caruso wrote the words down, she said, "because they were so specific and weird."

The researcher did not want to be named as Philbert's accuser, Loch-Caruso said, but "I think she hoped I could do something that would not involve her."

On August 8, 2005, Loch-Caruso reported the allegations to four different university officials.

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ELAINE CROMIE FOR THE CHRONICLE

Rita Loch-Caruso says she was met with intimidation and indifference when she first reported allegations against the future provost.

Among them was Kenneth E. Warner, who was then dean of public health. Drawing on her notes, Loch-Caruso's rendering of the phone call she had with Warner differs greatly in tone and content from what wound up in the WilmerHale report. It's an interaction that, more than 16 years later, sticks with Loch-Caruso as an example of institutional indifference toward protecting people from ha-

"What did I expect? Truth? Justice? What a fool. I went into that meeting thinking that maybe something would happen. And I walked out defeated and intimidated."

rassment. (Warner, who retired in 2017, is a distinguished university professor emeritus of public health; professor emeritus of health management & policy; and dean emeritus of public health.)

According to Loch-Caruso, Warner was displeased when she informed him that she had, earlier that day, reported Philbert by name to Lori Pierce, vice provost for academic and faculty affairs. (Pierce had told Loch-Caruso that, if she was reporting miscon-

duct, she had to name the faculty member.) The dean told her, "You shouldn't have done that," according to her notes. Warner advised Loch-Caruso that she was potentially liable in some way, the professor said.

The meeting shifted to a discussion of what would now happen to the graduate student, who had begged Loch-Caruso not to report Philbert. According to the professor's notes of the meeting, the dean told her that the student could not be protected from retaliation. "I told Ken that the student was very afraid," the notes state, "that the faculty member would know she had reported his behavior + that she would suffer retribution. Ken said he could not protect the student from retribution. He agreed it was likely that the faculty member would suspect the student + retaliate, even if by subtle means such as not being available to the student at critical times. I said that this was a poor statement of the system if it could not protect the student. He said yes it was, but that's the way it is.

"Ken's last words to me were, 'You're damned if you do and damned if you don't." (The exchange about retribution, and this quote in particular, does not appear in the WilmerHale report.)

In his interview with investigators, Warner said he did not remember the conversation. According to the report, Warner said he would "never have suggested" that the professor not report the information. "On the contrary, he would have encouraged her to do so," the report states. "He told us that he was concerned only about public accusations in the absence of evidence, and that it was plausible that he suggested that the SPH Professor be careful if that were the situation."

After her meeting with Warner, Loch-Caruso wrote in her jour-

nal that "Ken Warner never expressed concern for the women complainants. Rather, the majority of conversation focused on the rights of the faculty member against whom these complaints were made." Reflecting on the passage, Loch-Caruso said, "That bothered me a lot. I was worried about the women. He was worried about Philbert, in terms of protection."

The Chronicle contacted Warner by email and phone to discuss the Philbert case and Schlissel's firing, but he declined an interview. In response to a detailed summary of Loch-Caruso's recollections, Warner provided a statement via email. "This was an enormously challenging situation," Warner wrote. "I felt a great deal of sympathy for the women involved in Dr. Philbert's atrocious behavior. I was troubled, and seriously constrained, by the limits of what university officials said we could do or say in the absence of the filing of formal complaints."

The university never opened a formal investigation into Philbert, citing a lack of cooperation from the women. But Warner told investigators that he had found the allegations credible and had read Philbert "the riot act," putting "the fear of God in him." Phil-

bert continued to harass the researcher, who quit her job in the lab, according to the report. The doctoral student never completed her Ph.D., Loch-Caruso said.

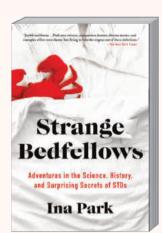
Y 2010, Loch-Caruso's fears had come to fruition. As she expected, Philbert was moving through the university's ranks, poised to become dean of the School of Public Health — her school. In October of that year, Loch-Caruso was surprised to receive an email from Pierce, the vice provost with whom Loch-Caruso had met in 2005. Pierce was conducting a "routine reference check," the email said, and wanted to hear Loch-Caruso's thoughts on Philbert's "strengths and weaknesses."

According to the WilmerHale report, Pierce had been directed by Philip J. Hanlon, who was provost at the time, to ask female faculty members and graduate students in public health if they had concerns about Philbert. Hanlon, who is now president of Dartmouth College, had by this point been apprised of the 2005 allegations.

Loch-Caruso met with Pierce on November 8, 2010. At first, Pierce said that the two had never met, the professor said.







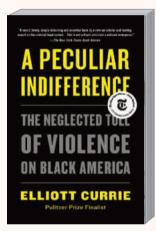
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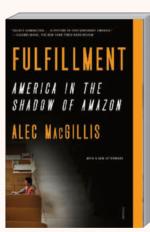
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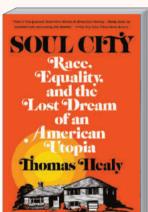
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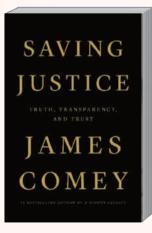
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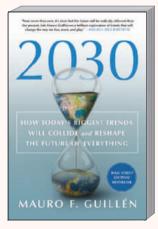
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JOSHUA LOTT, GETTY IMAGES

Mysteries persist about what Mark Schlissel may have known about accusations against his provost.

Loch-Caruso was "flabbergasted" by the assertion, she said, given the gravity of their interactions five years before. "It got hostile quickly," Loch-Caruso said. Pierce eventually admitted she remembered their prior meeting, the professor said, and then pressed Loch-Caruso on whether she had any new information: Did Loch-Caruso know if Philbert had engaged in any sexual misconduct since 2005? Had Philbert done anything sexually inappropriate to Loch-Caruso directly? Had Loch-Caruso ever witnessed Philbert doing anything sexually inappropriate to someone else? To all of these questions, Loch-Caruso said, she answered no.

"She sat across from me at the table, and she stared me in the eyes," Loch-Caruso said. "And she had very bright red painted fingernails. And I just remember — it's a very enduring memory, because she looked at me and she said there was 'Not one shred of evidence' for those women's allegations. And she repeated it; she said it twice. And she tapped her nail on the table and stared at me."

Loch-Caruso's notes of the meeting are dated December 2, 2010, about three weeks after it took place. Many, but not all, of the details she provided in interviews with The Chronicle about this exchange are documented in the notes. The notes mention, for example, that Pierce had "tapped her fingernail on the table." Pierce, according to the notes, stated "emphatically" that it was "highly unusual" nothing had come of the inquiries that had been conducted, in 2005, by the university's Office for Institutional Equity, which was responsible at the time for investigating sexual-harassment complaints against faculty members. The words "Not one shred of evidence" do not appear in Loch-Caruso's notes. "I didn't write it down, but I do remember," Loch-Caruso said. "She said, 'Not one shred of evidence.' And she said it twice, and she was staring me down while she said it each time."

Pierce, who is still vice provost, did not respond to emails requesting an interview. Kim Broekhuizen, a university spokeswoman, told The Chronicle via email that Pierce had not received the interview requests, which were sent to an address listed in the university's directory.

"The notes you provided from the meeting with her are not consistent with her recollections," Broekhuizen wrote, "and are not what is detailed in the WilmerHale report. "And given her work in cancer care, Dr. Pierce does not wear nail polish." (Pierce is a radiation oncologist.)

To Loch-Caruso, the implication from the meeting with Pierce was clear. She wrote in her notes, "I felt like she was implying that the students who came to me about Martin 5 years ago were lying, + that perhaps even I was lying. I felt hung out dry." Loch-Caruso feared that, if Philbert became dean, she could be vulnerable to retaliation. "I was angry," Loch-Caruso wrote in her notes. "I spent minutes staring at Dr. Pierce. I asked her how I would be protected if Martin became dean. She said the provost [sic] office could do nothing for me."

Loch-Caruso said she "felt intimidated into silence." Leaving the meeting, the professor said, she gave a "parting shot," telling Pierce, "You are letting down the women of the university."

"I literally walked out," Loch-Caruso said, "and thought, 'What did I expect? Truth? Justice? What a fool.' I went into that meeting thinking that maybe something would happen. And I walked out defeated and intimidated."

As with Loch-Caruso's meeting with Warner, the WilmerHale report describes the professor's interaction with Pierce as far more benign than Loch-Caruso recalls it. The report notes flatly, "The SPH Professor said she was unsettled by the meeting."

Reporting back to Hanlon, Pierce told the provost that she "had found nothing negative," the WilmerHale report states, "and that the SPH Professor's account of Philbert's conduct in 2005 was 'strikingly different' from what she was told by everyone else with whom she spoke."

Loch-Caruso's telling puts a substantially different spin on what, in the context of the WilmerHale report, is cast as Pierce's ill-fated fact-finding mission. As Loch-Caruso interpreted it, what Pierce had billed as a garden-variety reference check was instead an unambiguous dressing-down, putting Loch-Caruso on notice that she needed to back off. It is among several instances in which the report, which has served as the definitive history of these events, omits something critical about Loch-Caruso's perspective: *There wasn't just an insufficient investigation; there was intimidation*.

"Take the WilmerHale report for what it is," Loch-Caruso said. "It was not a deposition. There was no oath of truth. Too often Wilmer-Hale has been held up around the university as being the end, but it really should have been the beginning of an investigation at the university."

In response to *The Chronicle*'s reporting, Broekhuizen, the university spokeswoman, emphasized the breadth and independence of the WilmerHale investigation. "WilmerHale had unfettered access to do its work, interviewing more than 200 individuals and reviewing 2 million documents from the Bentley Historical Library, 125 boxes of paper personnel files and tens of thousands of other documents," Broekhuizen wrote in a statement. "The nearly 100-page investigative report WilmerHale issued was made available to the public at the same time the university was provided access. The university fully cooperated with the investigation.

"We have enacted systemic changes that are transforming how the university prevents and addresses sexual and gender-based misconduct."

In 2017, a little over six years after her meeting with Loch-Caruso, Pierce served on the search committee that led to Philbert's appointment as provost — making him the university's second-highest-ranking administrator. During his time as provost, Philbert was "in simultaneous sexual relationships with at least two university employees, sometimes more," the WilmerHale report states. "He pressed some of these women to send him explicit photos, which he stored on his university-owned devices. And he engaged in sexual contact with them in university offices, including with one woman on a near-daily basis for a time. These relationships took a toll on the environment in the provost's office and created uncomfortable dynamics among some staff."

As a member of the provost-search committee, Pierce told investigators, she did not share what she knew about Philbert with other members or Schlissel, who chaired the group. She "did not think about it," Pierce said. There had been "no evidence to support" the allegations," she said, "so it was just gone from" her mind.

OCH-CARUSO wasn't the only person with misgivings about Philbert's having more power. Abigail J. Stewart, a professor of psychology and women's and gender studies, was concerned, too. In 2005, when Loch-Caruso learned of the allegations against Philbert, she had sought guidance from Stewart, who, at the time, directed Michigan's ADVANCE Program, which helps faculty members navigate the academic workplace.

"She was very distressed," Stewart recalled in a recent interview. "She felt helpless to protect these younger people."

In her role, Stewart often heard from women who were being harassed or knew of harassment toward others and were unsure of what to do. She leveled with Loch-Caruso as she would have with anyone else: "When people won't come forward, there's not much anyone can do. But you can at least inform people that this has happened, so there's some potential for institutional memory."

Institutional memory. Sometimes that's all there is. In Stewart's experience, harassment allegations seldom stick without the cooperation of accusers or "smoking gun" evidence — "often email, ironically," she says. Absent that, Philbert was unlikely to be disciplined or fired. But promotions to dean, and later to provost, were a different matter. By reporting what she knew, Loch-Caruso had flagged Philbert as a risk; in Stewart's view, that should have been sufficient to block his advancement.

"Nobody's got a God-given right to these positions," Stewart said. "It is always a calculus about, What are the gains and what are the risks of appointing anybody to these positions?"

Stewart took steps, which have not been previously reported, to alert decision makers about the risks of promoting Philbert. Before he was promoted, to dean in 2010 and to UM's top academic job in 2017, Stewart contacted the provost's office with a warning, she said. "I said both times, you should know there's this history," she said. "In both cases," Stewart said, "they said in response that they believed in rehabilitation."

Stewart would not identify the person with whom she spoke in the provost's office. Whoever it was, Stewart said, had done his or her job by elevating Stewart's concerns within the provost's office. It was never entirely clear to Stewart who on high had mentioned the power of "rehabilitation." But the word stuck with her.

"You are president 24 hours a day.... So that requires you to be ethical 24 hours a day and represent our values for 24 hours a day."

It suggested to Stewart that upper administrators believed that the charges against Philbert were credible or at least that "there was a there there."

"I remember thinking, and I think I said, 'I believe in rehabilitation, but I don't think you get promoted to a position of more authority over more people if there is a serious question about your judgment,'" Stewart said. "So that's what I thought. Nobody cared what I thought."

WilmerHale investigators never spoke with Stewart, she said, and her contacts with the provost's office are not mentioned in the report.

Stewart joined Michigan's faculty in 1987. She has read plenty of news articles about sexual harassment, and she tends to be disappointed in how the issue is covered. There is often a binary conclusion about where the fault rightly belongs, she said, "as though there are no structural problems to making this right — as if it's a matter of lack of courage on the part of the victim, lack of courage on the part of administrators. 'It's all very straightforward: People should just step up and take care of business here.' It's not that simple. It's much more complicated than that."

Good policy can only go so far, Stewart said. Taking a zero-toler-



"It's completely possible for me to kill your career because my network trusts me, so I can keep you from ever getting a job anywhere in your field."

ance position on retaliation, as Michigan has done, may be important. But academic hierarchies and scholarly networks give predators a structural advantage. "It's completely possible for me to kill your career because my network trusts me, so I can keep you from ever getting a job anywhere in your field," Stewart said. "And what can the University of Michigan do about that? Nothing. Absolutely nothing. We pick up the phone and call each other. We see each other at conferences. Our network doesn't operate through official channels that the university can control."

Sexual-harassment allegations are not evaluated in a vacuum, Stewart said. Administrators, she said, fear they may be unable to protect complainants. They may fear the accused professors, too. "They are afraid of blowback from the individuals. They're afraid of the blowback in the network. They're afraid of losing that person from their firmament of fancy professors. They're afraid of a lot of things. Can they make it stick? And do they think this person is going to fight back? That's always a calculus."

When Philbert came up for promotions, Stewart made her own calculation. "Do I think the risk was worth taking? No, I don't. But why don't I? Because I believed Rita. I believed the junior people who came to Rita."

N JANUARY 16, 2020, Schlissel received an anonymous letter, demanding the president's attention: "I am writing on behalf of a group of women who have recently connected .. to corroborate and share our stories of emotional and sexual abuse perpetrated on us within your University by your provost Martin Philbert over the past twenty years."

A new institutional memory had been created. But so much time had passed by this point. Bits of the Philbert story had died a little bit every day. People had forgotten things, or at least they would say they had forgotten things. Emails and notes were roadmaps that took the story only so far. Piecing it together was no small task. It would require the services of WilmerHale, an international law firm famous as a waypoint for high-ranking government officials, to sift

But even now, the picture that formed from the investigation is changing — shaded by events that continue to unfold at the university. Schlissel's response to the crisis looks different when juxtaposed against his own indiscretions. He used the Philbert case as a catalyst for adding new positions to respond to sexual misconduct, and creating a standalone policy to prohibit retaliation against complainants. To hear it from people who worked with Schlissel during this period, he seemed sincere in his belief that the university needed to do better. We know now that, at this same time, he was sending racy emails to a subordinate. There is another layer to the

Mysteries persist about what Schlissel may have known. He was provided with the results of a survey, in 2019, that contained anonymous feedback on Philbert, describing the provost as "a notorious sexual predator." Schlissel said he didn't remember seeing it. If he had, he told investigators, he would have reported it to the university's Office for Institutional Equity.

"As a president, you would have immense numbers of documents to read, and you can't read everything," said Stefan Szymanski, a professor of sport management at Michigan. "But seriously, when there's something like that" survey feedback, "I just find it incredible to think that he could not have read it — incredible to the point of barely being able to believe it."

These sorts of doubts are pervasive at a university that, in trying to move on, finds in every twist of the Philbert story a reason for lingering skepticism. By selecting Mary Sue Coleman as interim president, the regents sought to signal stability. There is, to be sure, symbolic power in the decision. Coleman, who led the university from 2002 to 2014, is the only woman ever to have held the presidency.

Who better to clean up the mess the men have made? But history clings to Coleman, too.

Records obtained by WilmerHale show that Coleman was alerted, in 2010, to the allegations that had been made against Philbert in 2005. Hanlon, who was provost at the time, told Coleman in an email of allegations that Philbert had "hugged and kissed and suggested sex with three female graduate students in his lab." But, as Hanlon described it, there was "no evidence apart from rumor." The matter "was resolved with the Dean having a frank discussion with Martin," Hanlon wrote to Coleman.

In effect, a new institutional memory was created. There was really nothing here. Loch-Caruso, a full professor who had reported firsthand accounts of harassment from two different individuals, had been reduced to someone peddling "rumor."

Speaking with investigators, Coleman said, "she did not remember receiving this email" from Hanlon, "nor did she recall learning about any allegations about Philbert as part of the Dean's search (or at any other time)," the WilmerHale report states. But the investigation has informed the way Coleman sees the case now, she told *The Chronicle* in a recent interview at her office.

"It's really interesting," she said. "I've reflected on that a lot because Philbert, when he was promoted to dean, Phil Hanlon and I were talking about this. Phil was the provost, and we were talking about it. And Phil had gotten an anonymous email about some allegations about Martin. And we turned it over to the Office for Institutional Equity at that point."

(According to the WilmerHale report, Hanlon discussed the Philbert allegations with the director of the Office for Institutional Equity. But Hanlon did not turn to the office's "trained investigators" to conduct a follow-up inquiry, which he should have done if he had misgivings, the report states.)

In her conversation with *The Chronicle*, which lasted about 20 minutes, Coleman spoke without the benefit of notes about events that had transpired more than a decade before. But she conveyed a command of history that does not come through in the WilmerHale report.

"They investigated and they couldn't get people to confirm anything or talk to them," Coleman said. "It was anonymous. And you know, we felt like we just didn't have the kind of evidence that we might need to interrupt somebody's — and I don't want to say interrupt somebody's career, because, you know, if Martin hadn't become dean here, he might have gone to another place."

(At that very moment, a staffer knocked on Coleman's door, saying she had another meeting. But she took a few more questions.)

Speaking with Coleman, it was difficult to reconcile what seemed today to be her clear memory of events with the hazy recollections she had previously shared with investigators. But Coleman's view of history, specifically whether she had knowledge of the allegations against Philbert before he was promoted to dean, is shaped by what investigators showed her, she said.

"At the time I did not remember it," Coleman said. "I did not remember it. However, they showed me the email that Phil sent to me. So, of course, I said, 'OK, you told me about it."

"He showed me the data," added Coleman, who is a trained biochemist.

As interim president, Coleman said, "One of my jobs is to regain trust and to accept as an institution we failed. There were things that were wrong, and that people weren't aware of, or didn't ask enough questions. Things happened and we accept that responsibility, and we know we have work to do."

In 2020 the university announced that it had reached a \$9.25-million settlement with eight women who said Philbert had subjected them to emotional and sexual abuse. This past January, days after Schlissel was fired, the university announced that it had reached a \$490-million settlement with about 1,050 people who said they

were abused by Robert E. Anderson, a physician who worked with the university from the mid-1960s to the early 2000s. (Anderson died in 2008.) The case inspired a prolonged protest by Jon Vaughn, a former Wolverines running back and abuse survivor, who maintained an encampment in front of the university president's house for more than 100 days — and, more recently, chained himself to a tree there.

In recent years, the University of Michigan has made numerous organizational and policy changes aimed at preventing and responding to sexual harassment and sexual assault. In 2021 the university created the Equity, Civil Rights and Title IX Office or ECRT, a multidisciplinary unit that reports to the president and places greater emphasis on support and prevention, university officials say. (The unit replaced the Office for Institutional Equity, which, during Philbert's tenure, had reported to him as provost.)

Under the terms of a settlement of a class-action lawsuit related to the Anderson case, Michigan plans to create a new group called the Coordinated Community Response Team. The team, of about 30 people from Michigan's three campuses, is expected to provide input and advice on the university's efforts related to sexual and gender-based misconduct. Michigan is engaged, too, in what the university describes as a "culture change journey," a broad-based effort to identify the university's common values and to acknowledge where it is falling short of its stated ideals. "Those things that happened," Coleman said, "we didn't live up to our values as Michigan. We know the work has to be done. We want to have a culture where it's just inconceivable that this kind of misconduct could happen or that it would be much less prevalent."

NA RECENT AFTERNOON in March, the sun is finally out in Ann Arbor, where the promise of spring keeps delivering and receding. At Homes Brewery, where Loch-Caruso and her husband have come for a beer, teams of young people line benches and tables outside, warming themselves by small fire pits and space heaters. Two dogs begin barking loudly at each other, their growls passing the point of cuteness into an aggressive standoff. (It's becoming clear that one of them will have to leave.)

These dogs, Loch-Caruso complains aloud. "I'm never coming here again!"

Loch-Caruso, today a professor emerita of toxicology, wears a soft green sweater with a white turtleneck poking out. When she laughs, her smile grows wide and toothy. On a dime, though, she turns deadly serious, her eyes widening in consternation, as she describes a system that failed so many women. There are real heroes in this story, she says, and they are the women who, anonymously or not, tried to stop Martin Philbert. But so many others showed so little courage, Loch-Caruso says.

For the university, the Philbert case is over. There has been a thorough investigation. Restitution has been paid. The institution moves on — informed by the past but not encumbered by it. Schlissel's firing, embarrassing as it is, just proves a zero-tolerance maxim. But it isn't over for Loch-Caruso. She still has a Google alert set for Philbert's name, pinging her anytime he enters the news. All these years on, he lingers still. Something has changed, though. There were times when Loch-Caruso was so cynical she would not have discussed the case at all. Now she feels compelled to do so.

As day turns to night, and the fire pits on the gravelly terrace of Homes Brewery provide the last remaining light, Loch-Caruso is greeted by a younger colleague from the School of Public Health. The woman is on the tenure track at Michigan, just as Loch-Caruso was in the 1980s. They talk for a bit and laugh together. Loch-Caruso smiles as the woman leaves, walking off into the shadows ahead.

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

THE REVIEW ESSAY

I Was A Diversity Hire. Then They Unhired Me.

What a nightmare job search says about equity and the academy.

BY SHEILA SUNDAR

N MARCH OF 2020, shortly after my final interview for a tenure-track position in creative nonfiction at Mississippi State University, I received a note of welcome from the department chair — an affable man named Dan, with whom I'd been in consistent contact throughout the process:

At a meeting today we voted to make you our top candidate. Now I will say that I need to run this through the dean's office and discuss with them before making an official offer, but I hope that will be coming early next week. Again, this is a report on the faculty vote but the dean pretty much always allows us to go forward with our first pick. Still, the official offer email has to wait until I dot the i's and cross the t's.

This official offer never arrived because, two weeks later, the search was upended by a complaint of reverse racial discrimination. Dan said little about the source of this complaint, though he revealed that it had come from within the English department. This puzzled me; I had connected well with every member of the hiring committee, we had spoken substantively about my teaching philosophy, and I later learned that they had voted unanimously in my favor. I had remained in touch with a few of these faculty members, discussing their research and recommending books, though our communication ended at the time of Dan's final email to me. In the hazy days afterward, I drank too much, reread email exchanges, and tried to square the warmth of those budding collegial relationships with the silence that suddenly followed.



Under normal circumstances, I would have traveled to campus for a two-day, in-person interview. But this was the height of Covid, so the interview was held through a parade of Webex meetings. In a peculiar and fitting twist, the department, which normally gifted finalists with a box of cheese from the campus farm, had sent two bottles of muscadine jelly and another of honey. One of these bottles had shattered in transit, leaving shards across my kitchen floor that, de $spite\ my\ vigilant\ and\ angry\ sweeping,\ kept\ cutting\ my\ feet.$

Shortly after moving to Louisiana a decade ago, I began serving as a consultant for William Winter Institute for Racial Reconciliation, a civil-rights organization based in Jackson, Miss. Through this partnership, much of my work as both a writer and educator came to center around Mississippi's K-12 public education system — a system that pays stubborn tribute to the old South. Because white teachers are overrepresented in public schools (Mississippi is 59 percent white, and white teachers compose 72 percent of the teaching force; the state is 37 percent Black, and Black teachers compose 27 percent of the teaching force), white children in Mississippi are likely to have been taught almost exclusively by white teachers, who were themselves taught by generations of white teachers.

To walk across a college campus in Mississippi is to see the way these forces punch upward into the world of higher education. Both Mississippi State and the flagship, the University of Mississippi, are predominantly white (72 percent and 75 percent respectively). But

I didn't envy my interviewers. There is no elegant way for a nearly all-white panel to ask brown and Black candidates how they might advance the cause of racial justice.

culture is about more than numbers. In 1896, the University of Mississippi was rechristened by its nickname, "Ole Miss," an antebellum term that referred to the mistress of a plantation. In 2015, the university voted to remove the Mississippi state flag — then marked by the Confederate emblem — from campus, though it drew the line at removing the moniker "Rebels" from its sports teams. This is a common sight throughout the South: little white boys, clad in jerseys and T-shirts emblazoned with the words "Ole Miss Rebels."

HE DAY after I received Dan's welcome email, when I had every reason to believe the job was mine. I went for a hike with my family in Mississippi's DeSoto National Forest. The kids ran ahead, and my husband, Aaron, and I hung back to discuss the changes this opportunity could mean for us. Would we sell our house in New Orleans and relocate? Could I find some way to commute four hours — each way — back and forth every week?

At the heart of this conversation was the fear I felt on behalf of our three children. In addition to the standard anxieties of uprooting one's family, I wondered how these brown-skinned kids would settle into a place like Starkville, Miss. — a town bluntly divided along racial lines. I didn't worry that they would be mistreated because of their skin color. On the contrary, I worried that their non-Blackness, combined with the privilege of having a parent employed by the university, would propel them to lives of unearned benefits. Being brown in the South is a funny thing. I remembered something that

happened years back, when I was giving a talk at the University of Mississippi, I was standing next to my breakfast table at the campus hotel when a white man, assuming I was the server, placed his dirty plate in front of me. Afterward he was contrite, and it was this detail that struck me anew every time I told the story. He would not have assumed I was the server had I been white, but perhaps he wouldn't have apologized had I been Black.

I couldn't have raised any of this during my interview, as all but one of the faculty members with whom I spoke were white, and none could be fairly asked to speak to such personal concerns. This is not to say that we did not discuss race. In its abstract form, race was the focal point of many of our conversations over the two-day period. The job description had stated, "This search is part of a cohort of three departmental hires this year intended to increase faculty diversity and to help further our goals of promoting equity and inclusivity across the department." Every interview question seemed to stem from that commitment. Had I actively mentored students from underrepresented backgrounds? Could I describe a time I had advocated for diversity within an academic environment? Which writers did I intend to teach and why?

I didn't envy my interviewers. Despite the carefully streamlined $% \left(1\right) =\left(1\right) \left(1\right) \left($ process of academic hiring, there is no elegant way for a nearly allwhite panel to ask brown and Black candidates how they might advance the cause of racial justice. It was perhaps because of this discomfort that the questions, though plentiful, were surprisingly basic. (Of course I had mentored students from a range of backgrounds. My entire career had been devoted to equity and representation in schools. I had drafted a sample syllabus for the interview; to look at this was to see the writers I planned to teach.)

Hoping to elevate the conversation, I talked about the impact of historically white institutions and an exclusively white literary canon on the psyche of all students — not only students of color. I discussed my hopes for an interdisciplinary writing course that would draw students from across the humanities and push them to investigate the complexities of family and personal history. I envisioned a class in which this new generation of Mississippians learned not only the art of narrative writing, but the patience and humility to listen to each other's stories. Later, I drafted a statement of my beliefs on diversity and inclusion and sent it to Dan. The interview, though long, had felt incomplete, and I wanted to speak more autobiographically to the emotional and intellectual imprint that race can have on our lives.

I am a child of Indian immigrants and grew up in the suburban New Jersey of the 1990s. As with most demographically similar communities, racism took two distinct forms: so pervasive we were hardly aware of its existence, and then suddenly so virulent that it left a permanent scar. Throughout my adolescence, I would find racial epithets scribbled on a desk. I would hear jokes about Apu and 7-Eleven convenience stores. But I also grew up in a town defined by redlining and housing discrimination, a beneficiary of uneven resource allocation. My family didn't suffer the impacts of environmental racism, the violence of law enforcement, or the brutal reach of mass incarceration. Though stories of people of color were absent from my childhood curricula, I attended schools well-supplied by books.

I entered the field of education shortly after college, determined to address both the structural racism from which I had benefited and the overt forms from which I had cowered. I attended graduate school at Columbia University's Teachers College and immersed myself in discussion of education policy and practice. I researched democratic schooling models and culturally responsive curricula, insistent that my future students' identities be reflected in our syllabus and that their voices shape our classroom.

In my later graduate years, I had the privilege of working closely with a number of talented writers and scholars. I also confronted the persistent underrepresentation of writers of color in traditional courses within the English department. I spoke up actively on the subject, meeting with the

director of the university's Center for Humanities to hold professors to a higher standard in the development of their syllabi. In my own undergraduate course, I ensured that my students read a wide range of novelists and essayists whose perspectives, arguments, and imagined worlds reflect the evolving canon of global literature and scholarship.

During the last stretch of my interview, when I met with the directors of graduate and undergraduate studies, I was eager to discuss the underrepresentation of students of color across the university and within the English department. They told me that the university had launched a few initiatives, though with mixed results. They described efforts to reach out to predominantly Black high schools throughout the state, and to collaborate with Mississippi's strong network of publicly funded HBCUs to draw more graduate applicants.

In theory, these ideas offered the full promise of affirmative action — the benefit of increased diversity for the institution, and a solid (and funded) educational opportunity for students who have historically been underserved. But they also risked serving the institution at the expense of the student. What made Mississippi State a better choice than Jackson State or Alcorn State? Morehouse or Spelman or Howard? Institutions at which, to paraphrase Nikole Hannah-Jones, scholars could reach their full potential without being stifled and questioned and doubted. Or, for Black students who were not seeking an HBCU, why not a more diverse, highly regarded program outside of Mississippi?

The directors' answers to these concerns weren't perfect, but I was not seeking a perfect department. I was seeking one that was moving, even if clumsily, in the right direction. More importantly, I wanted to help bolster these efforts. When I first applied for the position, I talked with my friend Von. He is a native of Sunflower County who now lives in Jackson, a veteran civil-rights activist, and a Mississippian to his core. "Mississippi can always be counted on to Mississip," he cautioned me. I agreed, but I gave him my rationale, which I still hold onto today: It is in the gap between the South's most human-centered ideals and its hard realities where educators need to wedge themselves. I admired the Mississippi teachers I had met over the years, who showed up and chipped away day after day.

My conversation with Tommy, a dean of arts and sciences, was the final meeting of my interview, and the most memorable. His interest in diversity appeared less cosmetic and more fundamental, and he was frank about the amount of chipping away that Mississippi State asked of its faculty — particularly faculty of color. "We have professors here who believe that, even in Mississippi, racism is a thing of the past," he told me. "And we have students who subscribe to this view." This was not a belief he had ever heard within arts and sciences, he quickly qualified, but in disciplines that were able to wall themselves off from political and cultural discourse. This led us to a challenge he had been trying to address in his role as dean: The influence of arts and sciences only reaches students inclined toward its coursework and underlying intellectual principles, but the need for a strong humanities education is felt in every facet of campus life.

We agreed that this gap could be addressed through a strong, interdisciplinary nonfiction-writing program. Mississippi State is a land-grant institution, deeply rooted in its history as the state's agricultural and mechanical college, and Tommy saw an opportunity to bring students together around some of these shared, elemental principles of land and community history. Our meeting was scheduled for an hour, though we talked for nearly two. Three weeks later, having received Dan's welcoming email about the faculty's vote, I told him just what I had told Tommy at the close of our conversation: "I cannot imagine a more engaged, supportive, and exciting department to make my home."

After Dan's good news, a week passed. He notified me of a small administrative delay, sending updates with hopeful deadlines. *Monday. Any time. Tomorrow morning.* When we finally spoke, he revealed that, after the faculty votes had been cast and the dean's signature granted, human resources received an anonymous com-

plaint of discrimination. I pressed Dan further. "Is this related to the department's diversity push?" I asked. He told me that it was.

He also told me that he felt confident that this was a flimsy complaint and would be received as such. But one week later, I received the following: *Our search is canceled. I'm so sorry. Maybe we can talk in a day or two just to wrap up.* When we spoke over the phone, he explained that the university had ruled in favor of the complainant — a decision that affected my offer, as well as that of two other candidates for positions in the English department who were also awaiting their official letters.

ONG BEFORE I considered myself a writer, I was a teacher in New York City and New Orleans public schools. My colleagues and I arrived bleary-eyed in the morning and left after dark. We leaned on each other for help with lesson plans and behavior challenges. We stepped into each other's classrooms when someone needed a break. We also acquired a peculiar range of ailments: strep throat, secondary trauma, urinary-tract infections. My lips were perpetually chapped. The balls of my feet ached. I woke in the middle of the night remembering parent phone calls I had forgotten to make and curricular modifications that suddenly felt urgent. In my first trimester of my first pregnancy, my fourth year of teaching, I bled so much that I assumed I had miscarried. When I finally saw my obstetrician, she revealed a heartbeat and evidence of a seven-week embryo. "Have you been under particular stress?" she asked.

I knew about the lives of professors in the same distant way in which I knew of Danish health care or German parental leave. They seemed great. All of the professors I had ever known appeared to be happy, and I was happy for them. And it followed that my friends who were entering academe were all clambering for an impossibly small number of tenure-track positions. In secondary education, we faced the opposite problem. There were never enough people willing to take it on. In the years when I was responsible for recruitment, I would imagine the disastrous possibilities if we were unable to fill an open position. Would we collapse the classes? Cram 40 kids into a single room?

Over the course of interviewing at Mississippi State, as I peeked down the rabbit hole of blog posts and Reddit threads devoted to the higher-education job market (including my favorite, the retrospective of those who earned a job the previous year), I became aware that I was an unconventional candidate — a walk-on to a team of aspiring professors who had been training for this moment their entire academic lives. Though I had published widely, I did not yet have a book under contract. I held an M.F.A. from a well-respected program, but for the years prior, I was a union-card-holding public-school teacher with unrelenting stacks of student papers and an alarm that buzzed at 5:30 a.m. At Mississippi State, I had stumbled upon a department that viewed those years as a qualification that distinguished me from other applicants.

But it is possible that at another university, or in another department, I could have been passed over in favor of a candidate who had spent their adult years climbing the internal rungs of the academy. And it is not possible to gauge which of us — this mythical person or I — would have been more effective once we stepped into the role. There is no objectively best pick. Most college graduates can recall, on our personal lists of professors who have changed our lives, both graduate assistants and established scholars. Many of us have sat before professors whose work we admired but whose teaching style was cold, or daunting, or indifferent. For some of us, the honor of that proximity was worth it. For others, it was not.

HEN I TOLD the Mississippi State story to friends and colleagues — overwhelmingly progressive supporters of affirmative action — they were appalled on my behalf. Those in higher education, familiar with the toll of the academic-job search, felt my loss most acutely. They consoled me over Zoom and phone, assured me that I'd dodged a



bullet, and laughed at the absurdity of the situation: a charge of reverse discrimination in the deep South. When I later received a formal email from the university, informing me that the search had been canceled due to "external circumstances," a friend quipped, "About as external as a Pap smear!" This joke sustained me for weeks.

But there is a critical truth that nobody acknowledged over the course of these long conversations. Race did boost my candidacy. Even in a tight circle of like-minded friends, this is a difficult point to concede because advocates for affirmative action — myself included — are more comfortable speaking to the larger policy benefits of race-based consideration than to stories of individual beneficiaries. We have good reason to be afraid that, by acknowledging the impact of race-conscious policies on a particular candidate, we are both denigrating that candidate and feeding a culture of grievance hungry for stories of well-qualified white people who were unjustly turned down. For candidates of color, there is a material cost to this discourse. It is one thing to publicly support affirmative action, and it is another to accept a permanent asterisk next to one's name.

Yet if we believe in affirmative action, then we have to justify the role of race, not just systemically, but in the narrow world of each particular example. In the case of Mississippi State, I could point out that the English department was in dire straits and the happen-stance of three people's skin color would have transformed it from egregiously white to cosmetically diverse in the span of a single hiring cycle. Here, the push was never about the candidates, but about the face of the institution. This is not a great reason, but it is a reason.

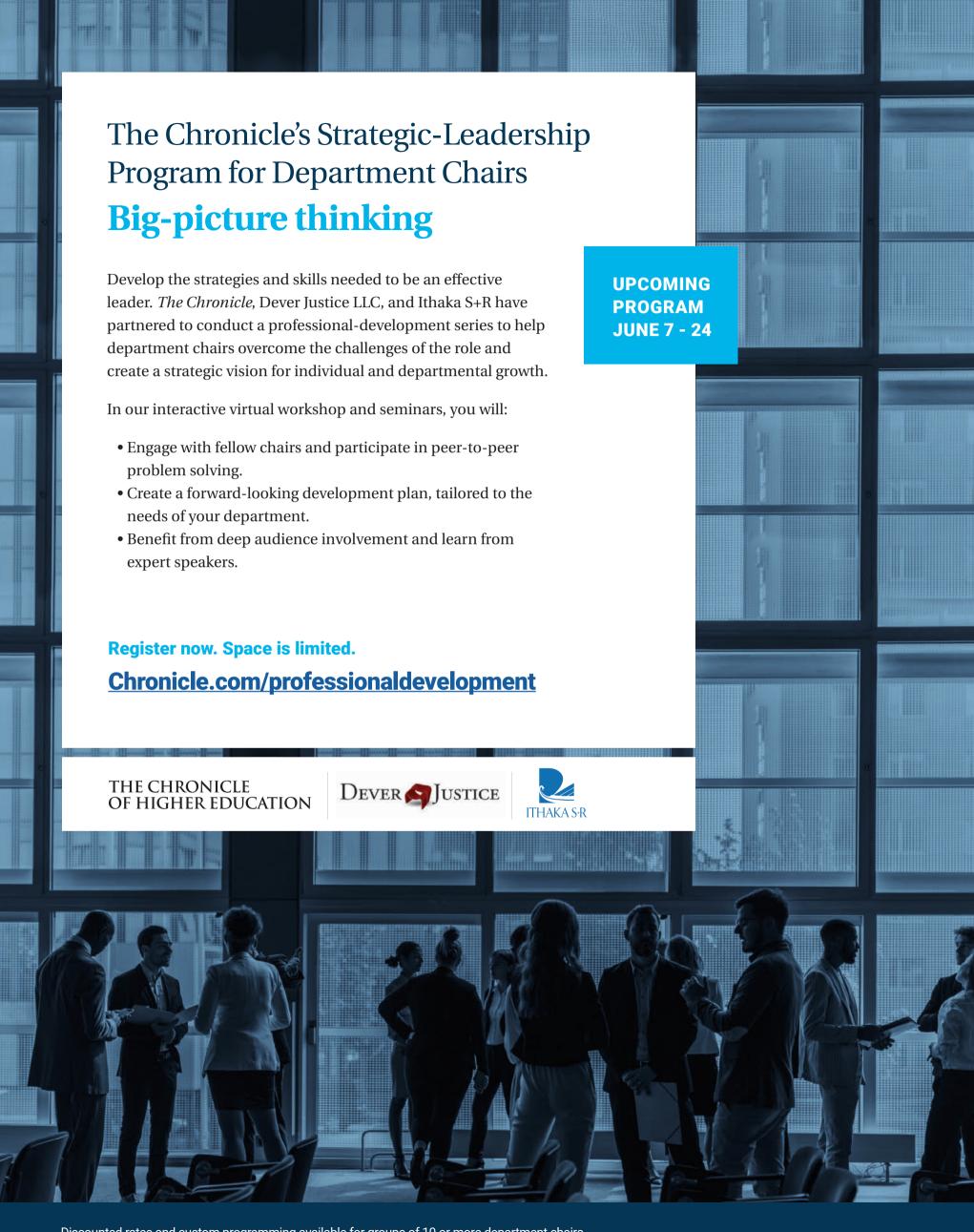
I could reflect on the grim statistical condition of teacher and student segregation in Mississippi, the damning result of which is

that white students arrive on university campuses having primarily known white teachers and that we see the cultural consequences of this on everything from political dog whistles to game-day culture. I could reflect on my teaching years — years marked by countless challenges, but never among them a complaint of anti-white racial discrimination. I could ask this of my anonymous complainant: "Where are your grievances when the work isn't elite? When it's simply important and hard?"

It is in the gap between the South's most human-centered ideals and its hard realities where educators need to wedge themselves.

But each of these responses would treat race as merely incidental, a physically defining but substantively meaningless detail that either advantages or disadvantages us because of the accident of our birth. And what does affirmative action mean for a candidate like me, an Asian American who was educated in white institutions, who grew up sheltered from systemic racism and who benefited, prior to my family's immigration, from generations of inherited privilege? Such a hiring decision certainly can shift the demographic landscape of a





university like Mississippi State, but it is also a superficial fix to a brutal and entrenched problem.

HEN I am asked about race and education, what often surfaces is a dated but pointed set of memories from my second year as a teacher. It was the early 2000s, and I was working in a small and selective public middle school in New York City. Roughly 40 percent of the student population was Chinese American — mostly first- or second-generation Cantonese-speaking kids from Manhattan's Chinatown. Our student body was often characterized as "white and Asian," and though this was an important reminder of the underrepresentation of Black and Latinx students, it was also a strange amalgamation of communities bound by very different circumstances. Once, following a field trip to the Lower East Side Tenement Museum, a student named Ben asked if we could make a small detour. A few blocks later, we stood in the doorway of the butcher shop where his father worked. With the manager's approval, Ben translated a brief question-and-answer session between his classmates and his father: How many hours a day do you work? Do you like the job? Do you ever get used to the smell? Ben was normally a mild-mannered kid, a little goofy and a little self-deprecating. That afternoon, he looked prouder than I had ever seen him, and maybe a touch defiant.

I taught two out of four sections of eighth-grade humanities; my colleague, whom I'll call John, taught the other two. John was delightful and warm, and the students loved him. He taught stern texts about race and class (*A Raisin in the Sun, Of Mice and Men*) and fabulously irreverent works by primarily white authors (*Brighton Beach Memoirs, First French Kiss and Other Traumas*). For the first semester, I stuck with John's curriculum. The books were good enough, and it

made sense that all students — since they were arbitrarily assigned to either John's class or mine — were given a uniform experience. But the selections began to make me feel uneasy. I didn't want my students to live in a literary world in which Black characters were all victims; Asian, Latinx, and Indigenous characters were nonexistent; and white characters were the real stars, coming to life in hilarious kitchen scenes and fraught sexual awakenings.

During our final unit, in which students wrote their own short memoirs, I veered from John's curriculum. Rather than teaching *First*

It is one thing to publicly support affirmative action, and it is another to accept a permanent asterisk next to one's name.

French Kiss, a funny and sloppy white kid's coming of age, we read from a range of memoirs, some light and some wrenching, but mostly somewhere in between: When I Was Puerto Rican, Funny in Farsi, Bad Boy, The Woman Warrior. I wasn't making a point, necessarily. These were just changes that felt right for my class. But at the close of the semester, when John and I were sharing the names of students to whom we would present writing awards that year, I noted that every single one of his intended recipients was white. Mine represented the demographics of the school.



This is not to say that only teachers of color think critically about race, or that any small curricular fix is enough to repair educational inequity. Or that I, simply because I fell under the same census classification as my Chinese American students, possessed an intimate knowledge of their academic or emotional lives. But the story highlights the power we automatically cede when we think of race as something we're born into that doesn't touch us again. It's true that I was a good teacher who liked my students and knew how to listen to them. It's possible, too, that I was a good teacher because my entire life — every ethnic slur, moment of cultural dissonance, every time I held my tongue in class had prepared me for the job of seeing kids from multiple angles and digging beneath the veneer of academic performance to find out what they fundamentally need.

N OUR FINAL phone conversation, Dan blithely asked me to stay in touch, as the university planned to reopen the search in the coming year. I was stunned by our respective distance from the same event. In a later email, I tried to capture — to him and to the three creative-writing faculty members who would have been my close colleagues - why this shook me so profoundly:

Given the department's stated commitment to diversity and inclusivity, I wanted to share a few thoughts on the university's decision to undo the search. I'm sure that you can imagine the professional upheaval, but I would like to speak more personally to the loss. Perhaps these thoughts will be useful as you move forward with the search next academic year.

Though I was still awaiting the official offer letter, I had begun mapping out my syllabus. Perhaps this was premature, but the prospect of a new course is exciting, and it is hard not to jump in and start planning. I $envisioned\ a\ class\ in\ which\ students,$ through memoir and personal essay, explore the complex corridors of personal, family, and community history. It is a hard thing to let go of a course — even in its most nascent stages. It is devastating to know that, were it not for the color of my skin, I would be looking ahead to a classroom of students in the fall.

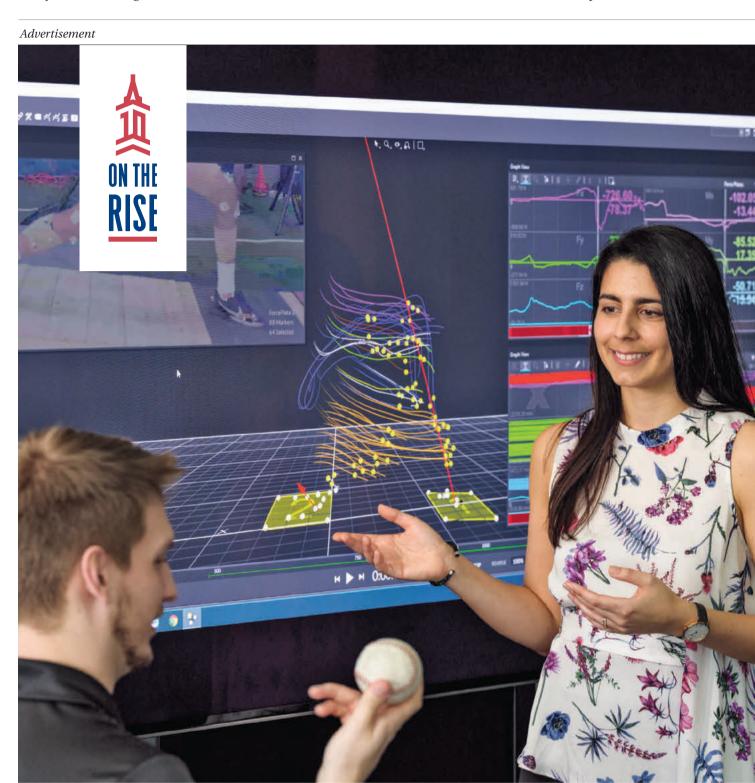
I am preparing to explain the outcome to my 12-year-old son. Though I had told him that the offer was not official, we were discussing the changes that would likely come of this. I am now going to explain the situation as fully as possible. I am going to have to tell him the position that I was chosen to step into is no longer available. It is one thing to experience racism. It is another thing entirely to explain it to

I wonder how many students at Mississippi State, or prospective students, face a similar aggression. If faculty who complain of reverse discrimination are empowered to remain in their jobs, and the larger institution

biggest thing in the world, but a bit awkward. He expressed no concern over the outcome itself.

FRIEND OF MINE, a Mississippi-based civil rights lawyer, offered to speak with one of the university's lawyers. I expected the lawyer's version of the truth to differ from Dan's, but she confirmed his account. I was se-

This is a believable scenario. One can easily imagine a dynamic in which a predominantly white department, padded by the comforts of ingroup membership, is both candid about their whiteness and aware of its cost to their public image. Cultural norms evolve quickly. Faculty turnover is rare. And universities like Mississippi State must contend with a difficult truth: People of color — both



supports such complaints, what does this reveal about the daily experiences of students — particularly students of color?

Dan responded by letting me know I'd jumped the gun, as the other faculty members hadn't yet been informed that the search was canceled. I appreciate the sentiment here, but this cancellation won't be announced to the faculty until tomorrow. Not the

lected for the job, an internal complaint was filed, and the position was taken away. To her, the issue lay with the language used by the English department during the interview process and documented by the complainant. The faculty members were too honest about the demographic problems of the department in its current state, and too direct in their preference for candidates of color.

faculty and students - might be better served and supported elsewhere.

Scholars such as Kimberly Reyes argue powerfully that, in the case of student admissions, affirmative action should be implemented "as part of a broader reparations program," not as a means of diversifying a college campus (though the advancement of a diverse student body remains the only legally protected basis for educational affirmative action). Here, Reyes is specifically discussing the experience of Black students who, regardless of the academic excellence or educational privilege that positioned them to even apply to the institution of their choosing, have been denied access to generational wealth and invisible levers that have moved their white counterparts from preschool through college. This is a fun-

or university than for any individual candidate. There is no outstanding graduate applicant or aspiring professor whose career hinges upon admission to Mississippi State, or UNC-Chapel Hill, or any single academic program or department. This isn't to discount the loss one experiences when denied an opportunity — whether it's due to the cruelty of racism or the reality of numbers. Still,

selected last spring. I am confident, too, that at least one will be a person of color. From the university's position, this is a swift fix to a catastrophic error. They can swap us out — people with whom they spent hours, whom they hand-picked to join their department — with the same optical results.

In the days after the cancellation, when part of me still believed that the

recalled the decency of their messages. At that point, it no longer mattered that I would not work at Mississippi State. I would not have accepted the position if it were offered. But the basic expressions of humanity counted, as did the expressions of indifference.

Where was Tommy, with whom I had spoken in detail about the courses I would teach? Where was the acknowledgment from Dan that this experience — "awkward" for him — had been devastating for three others? Where were the faculty members who had presumably crafted and polished their department's statement on diversity but could not apply this abstract preference to the meaning and worth of three individual candidates?

In both academic hiring and student admissions, educational affirmative action invites a critical and charged policy debate, divided along partisan lines and fueling healthy disagreement within politically aligned groups. Some argue for programs that emphasize race as a factor, and others for special consideration of economic disadvantage. Then there are factors of gender and geography. (Though I am a few years away from my eldest child's college applications, I often wonder about the ethical implications should this relatively privileged kid from Louisiana have a leg up over the droves of applicants from Westchester County and Northern Virginia. Should he get a point for the regional hardship that hasn't directly touched his life, but has hampered the institutions that served him?) In a diverse, pluralistic society, these are fair questions to ask. But the debate must also consider the toll of diversity programs on applicants of color. What is the obligation of a university, beyond declaring a self-serving interest in racial inclusion? Are all institutions deserving of the diversity initiatives they seek to promote?

In one of the two warm emails I received from faculty members following the cancellation, one professor wrote, "I am so sorry, and so sorry for our students who won't have the chance to work with you." The line was simple and genuine and striking, capturing the immediate cost of Mississippi State's racialized grievance and indifference. Though I was angry, and myself aggrieved, what I felt most deeply was the loss of an opportunity to serve students and shape their creative and intellectual lives. It was a job I would have loved, and I would have done it well.

Sheila Sundar is a writer living in New Orleans.

PITCHING IN WITH NEW BIOMECHANICS RESEARCH

A field adjacent to Stevens Institute of Technology's hilltop campus was home to the first baseball game ever played under modern rules. Now, as baseball begins a new season, biomedical engineering professor Antonia Zaferiou and her teams of graduate and undergraduate researchers are analyzing biomechanics data collected with the support of a Major League Baseball research grant to learn the secrets behind effective momentum generation, hip and body rotation, and ball speed. That's good news for thousands of young pitchers and coaches working to develop mechanics, power and fastball velocity — while also avoiding strain or injury.



Learn more at stevens.edu/impact

damentally humanitarian argument, a counter to the diversity rationale that Black students should be courted because they have something to offer predominantly white institutions. What matters, Reyes argues, is not what minority students can bring to a university, but what they are owed.

But from an institution's perspective, what matters is its own survival, and the stakes are higher for a college though the immediate power is with the institution, the ultimate power is with students and faculty of color; they will find their home, but without their presence, an institution loses credibility.

Yet it is this fear for institutional survival that strips the process of its humanity. I have no doubt that Mississippi State will hire three strong candidates to take the place of those ed to hear from the faculty members with whom I had discussed every detail of life at the university — from the creative interests of the students to the produce selection at the local Kroger. The two women in the creative-writing department did contact me. Later, when I knew the job no longer existed, as I dug up the details in preparation for this essay, I

decision would be overturned. I wait-

INSIGHT

Matching game | Return of the SAT | Pandemic parenting

How a College Decides Who Its Peers Are

Questions of institutional identity are at the core of the process.

IN EARLY 2022, after six months as the new president of Hofstra University, I and my senior leadership team embarked on an exercise to choose peer institutions. This was done in the context of a multifaceted, yearlong initiative to gather input from students, faculty, staff, alumni, and trustees to kick off strategic planning. How do we define our university, we asked stakeholders, and what are our

Coincidentally, as we were completing this peer exercise last month, The Chronicle published a visualization showing nearly 1,500 colleges' self-identified peer institutions. The data was drawn from responses to an annual query from the U.S. Department of Education's Integrated Postsecondary Education Data System, or

THE REVIEW OPINION

Ipeds, for a list of comparable institutions. The visualization shows not only which institutions a college identified as its peers, but also which institutions chose that college as a peer.

The visualization is fascinating and reveals a lot about how institutions think about their peers and themselves. Harvard University selected only three peer institutions: Yale, Princeton, and Stanford. But 22 institutions, including Bowdoin. named Harvard as a peer. Bowdoin, a small, liberal-arts college with about 1,800 undergraduate students and no graduate programs, chose 98 "peers," including the entire Ivy League and many large universities, some of which enroll more than 10,000 students. Bowdoin itself was picked by 35 institutions as a peer. All of them were small, liberal-arts colleges or universities that primarily serve undergraduates.

Another issue that arises in choosing peers is whether public and private

institutions can be peers. For example, the University of Michigan at Ann Arbor identified 59 universities as peers, 27 of which selected Michigan back (all of them public). None of the 17 private universities that Michigan chose reciprocated. Many public universities, including Purdue University and the Universities of Alabama at Tuscaloosa, of Arizona, of Nebraska at Lincoln, and of Texas at Austin, chose only other publics as peers, while others, such as the University of North Carolina at Chapel Hill, included private colleges. A sampling of private universities reveals that none of them chose public universities as peers (assuming Cornell is considered private), with the exception of the California Institute of Technology, which chose the University of California at Berkeley as a peer. My sampling included Brown, Case Western Reserve, Rice, Stanford, and Vanderbilt Universities; the Universities of Pennsylvania and of Southern California; and Washington University in St. Louis. Yet even when universities stick to their kind, so to speak, the overlap between whom they chose as peers and who chose them never reaches 50 percent of colleges in common on both

The mismatch between whom an institution chose as peers, and the colleges that reciprocated, pervades the data set. It raises the question of how institutions designate peers, which is a mystery. In some cases it is likely to be decided by someone in the Office of Institutional Research or the provost's office in response to the Ipeds survey, while in others perhaps some process leads to a consensus among administrators. Regardless, there is clearly no shared definition of what constitutes a peer institution.

Hofstra historically responded to the Ipeds query by listing some combination of whom we thought we looked like, whom we wanted to look like, and whom we wanted others to think we look like. And like virtually all of the other institutions, there



were discrepancies between whom we chose and who chose us.

This year, however, we did something different: We undertook a data-driven process to identify peers. I believed that in the hypercompetitive world of higher education, particularly private higher education, benchmarking against similar institutions could inform our strategic planning and help us think about our ambitions. It would provide us with a group of universities that we would get to know and to which we would consistently return to measure our own progress, and perhaps learn a few things. What I did not anticipate at the outset was how beneficial the process itself would turn out to be.

Like other universities, we already did a lot of benchmarking. Enrollment managers know who their competitors are and, to the extent possible, keep their eyes closely trained on those institutions' financial-aid packages, marketing practices, and application overlap. Deans and department chairs of individual schools and programs, particularly at the graduate and professional level, do the same. Research offices know the research expenditures of their competitors. Financial-affairs offices compare their endowment size and their industry ratings. And competition is the name of the game, so to speak, for college athletics programs.

But is it possible to sum up one

college in a way that allows it to be fairly compared to another?

Various ranking organizations, mostly magazines, purport to sum us up. U.S. News & World Report is the most prominent, with its annual ranking of universities and colleges, a highly questionable and much-maligned effort whose shortcomings were recently cataloged in The Chronicle. If colleges had faith in such rankings, they might just defer to them to identify peers, perhaps defining a peer as a college that is within five points above and below them according to U.S. News. And yet that is not what happens. Apart from some overlap among U.S. News's top 25 universities and colleges, there is very little overlap between the rankings and the self-reported peer choices that colleges make. It is not how most, if any, institutions choose their peers.

AT HOFSTRA we began our process by brainstorming names of colleges that we thought were similar enough to be peers. The only constraints were that they were private universities with Division I athletics programs. I thought we should end up with five to eight universities if we were really going to get to know them, but the brainstorming session generated a list of about 50.

There was only one way to eliminate 85 to 90 percent of the list: We had to determine what metrics mattered most in defining a peer, and then measure the institutions against those metrics. Choosing the metrics was the conversation that revealed the key metrics by which we define ourselves.

Some members of the senior leadership team (a group of 14 that includes the vice presidents, the chief diversity officer, and the dean of medicine) thought that location was a key metric — and that, as a suburban university in a large metropolitan area (New York City), we could not be considered similar to a rural college or a college in the middle in a big city. The number of students living on campus was key for others, because that affects the social life of students, a significant part of the college experience. Other people on the team focused on diversity as a key factor in defining the student experience and culture.

Still others believed that size mattered and that we could not compare ourselves to a college that was not within 30 percent of our enrollment, and that the ratio of undergraduate to graduate students was also key because it creates a particular academic culture on the campus. Academic culture can also be measured by the student-faculty ratio, the diversity of the faculty, the university's research profile, and the number and types of graduate and professional schools.

Some felt that we had to include the percentage of students eligible to receive Pell Grants because it said something about our mission and affected the amount and allocation of financial aid. There was general agreement that cost was important and we should compare ourselves only to colleges that were within a certain tuition range.

As we worked through this exercise, we found that a lot of Roman Catholic colleges were on the list, and that generated a conversation about whether a nonsectarian university like Hofstra could be a peer of a sectarian college, on the assumption that the latter has a particular mission that affects other aspects of its operation.

These conversations were invaluable. As a new president who had spent her career at large public universities, I learned a lot about the culture of our midsize private university and how it fit into the larger ecosystem. I witnessed longtime colleagues exchange views about the importance of different aspects of the university and teach one another about the intricacies of their own units. Sharing such a wide variety of data and deciding which type of data was most important in defining our peers, and therefore ourselves, helped us to build consensus about our university's breadth, strengths, and challenges. Though not intended as such, the process also turned out to be an effective team-building exercise as we engaged in a focused, data-driven discussion about what matters in describing our university.

In the end we examined all colleges on our list with 18 metrics that we settled on. We agreed that some of the metrics carried more weight

than others. We found that some of the colleges that were on the original list were completely unaligned along those metrics, while others had significant commonalities, but when it came to the most important metrics, they were significantly off. Eventually, we identified eight peer colleges.

It would be disingenuous to assert that the exercise was scientific. We used mostly Ipeds data, which provides an incomplete picture of the reality of any institution. For example, the cost of attendance can vary significantly because of tuition-discount rates, which are not reported. We also found that, in terms of enrollment, we had to be careful that we were not comparing ourselves to a university with a large percentage of online courses or degrees (the pandemic notwithstanding). To counteract those concerns, once we had a short list, we looked at university websites to corroborate some information. We were very cognizant of the need to compare apples to apples, which sometimes came at the expense of using more specific data.

We made room for gut instinct as well. In one instance, while discussing a university whose data supported identification as a peer but perhaps not as strongly as others, several participants spoke up strongly for inclusion, stating that they had been on that campus and knew people there — and it really felt like Hofstra. That university made the list.

I hope we will learn from our peer universities as we observe how they tackle the broad array of challenges facing higher education in a post-pandemic world: everything from the coming enrollment "cliff" to freespeech issues to the growing diversity of our campuses to the regulatory changes upending college sports.

But I am certain that the greatest benefit of choosing peers is the process of building consensus around key metrics. At Hofstra this exercise brought us closer as a leadership team as we shared and discussed critical data about who we are. The peer-selection process is already informing the much longer conversation, grounded in those data, about what we want to strive for in the future.



Susan Poser
is president of Hofstra
University.

MIT Is Bringing Back the SAT. Your College Shouldn't.

The institution's explanation offers contradictory statements and no new research.

BREAKING from a trend that started during the pandemic, the Massachusetts Institute of Technology announced last month that it would end its Covid-inspired suspension of admission testing. In a blog post explaining the move, Stu Schmill, the college's dean of admissions, cautioned that the decision was specific to MIT, but when a high-profile institution

THE REVIEW OPINION

makes a move of this magnitude, higher-education observers will naturally wonder if other colleges that have jettisoned the use of standardized tests should follow suit. Based on the evidence and reasoning MIT provided for its reversal, the answer is no.

While the return to requiring scores



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from an institution that assiduously avoided using the words "test optional" when announcing its test suspension isn't surprising, it is disappointing that Schmill's 1,400-word public explanation offers contradictory statements, vague equity claims, and no new research. The post includes 25 superscripts and footnotes that give it the appearance of a research paper, but only a handful of the notes actually link to research. Those hoping to find a convincing, data-supported argument for the tests' value at the institution won't find it here.

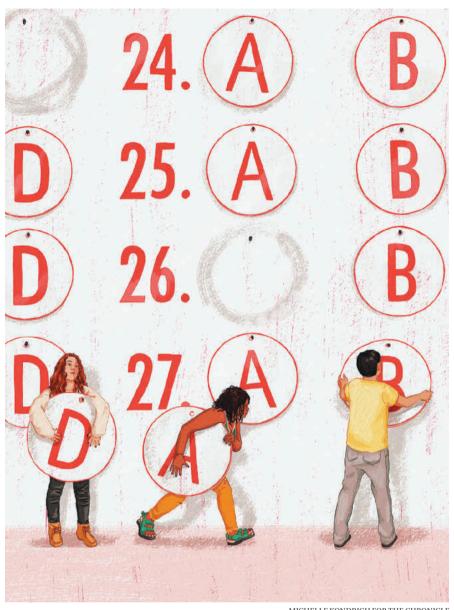
"Our ability to accurately predict

student academic success at MIT is significantly improved by considering standardized testing," Schmill writes, further stating that "the word 'significantly' in this bullet point is accurate both statistically and idiomatically." The lack of any quantitative data to support this makes the statement impossible to evaluate. Additional posts and articles haven't done much to clarify matters, as at various points the institution indicates that it both has and lacks confidence in its ability to predict student success without test scores.

Of students who don't take a standardized test, Schmill has said that the admissions office is concerned that it "won't have enough information to be confident in their academic readiness when they apply" and that the office "cannot reliably predict students will do well at MIT unless we consider standardized test results alongside grades, coursework, and other factors." But he also has said that "for students who don't have an SAT score, there was something else that gave us confidence that the students would succeed here" and "students who were accepted when test score requirements were waived had done well so far."

More troubling than those contradictions is that the few research studies referenced in the footnotes of the blog post are far from settled fact. A University of California report that found using standardized-test scores in addition to grades helped predict undergraduate performance better than grades alone is of questionable relevance due to the university system's dissimilarity to MIT and, more importantly, because the report has been contested by several UC researchers and by a member of the task force that issued it. Similarly, Sonia Giebel, co-author of a cited Stanford University paper and a Ph.D. candidate at Stanford's Graduate School of Education, took to Twitter to contest the relevance of her paper to MIT's conclusions, saying "our paper does not offer explicit conclusions about how essays factor into admissions decisions."

MIT appears to be reiterating the trite argument that testing helps dis-



MICHELLE KONDRICH FOR THE CHRONICLE

cover "diamonds in the rough," citing research that doesn't actually focus on the high-scoring, high-achieving students that would consider applying to MIT. Schmill's referenced studies focus on students scoring a 20 composite on the ACT and 1060 on the SAT, well below MIT's standard (it's 25th-percentile marks haven't been below 34/1490 in the past three years).

Not only is the research cited not particularly relevant to MIT, but the College Board and ACT show that more underrepresented students are hurt by the test than are helped by it. If MIT had data to suggest otherwise, sharing it, as the University of Missouri did when it voted recently to renew its test-optional policy, would help resolve the issue of the tests' relevance and observed biases

IN THE END, what happens at MIT is probably more interesting than it is important. MIT is a boutique STEM-focused university that receives about 30 percent of its applications from international students and accepts less than 1,300 students.

As Schmill wrote, the institution has a "unique education and culture," and "all MIT students, regardless of intended major, must pass two semesters of calculus, plus two semesters of calculus-based physics." Whether or not requiring admission tests is the right thing for MIT, the college is a very different place than the vast majority of institutions where the math requirement can be satisfied with algebra, statistics, or quantitative reasoning. Most colleges do not compete with MIT for same type of student,

and the ones that do, like CalTech and Georgia Tech, are unlikely to set their policy based on what MIT does.

While the changes in MIT's policy are significant for its 35,000 or so hopeful applicants, recent changes at several large public-university systems across the country are much more significant. Those changes will directly impact the lives of hundreds of thousands of applicants and have reverberations across the collegiate landscape.

The permanent test-free admission policy for the California State University system, following the same policy at the University of California, means that two of the five largest public-university systems in the country will not consider tests in their admissions review. Together they receive more than 24 times more applications than MIT. These policies will lower the number of California students who bother taking the SAT and ACT and will influence decision-making at colleges in

all states that enroll California high-school graduates.

Other universities are making similar moves. The University of Georgia system was one of the last state systems to adopt a test-optional policy in 2020 and was one of the first to announce in 2021 that they would reinstate the test requirement. However, in recent weeks, most of its campuses have once again instituted test-optional policies. And during a recent board meeting in which the University of North Carolina system renewed its testing waiver, competition with peer institutions and access were raised as considerations. MIT was not mentioned.

Given the diversity of location, variety of institutions, and number of students in these university systems, their policies will have more impact on student behavior and enrollment than whatever happens at MIT or in the Ivy League. The MIT decision is neither a referendum on test optional nor a canary in the coal mine for higher education.

When a high-profile institution makes a move of this magnitude, higher-education observers will naturally wonder if other colleges should follow suit.



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Mark Zuppichini The University of Texas at Dallas

Faculty Parents of Young Children Are Drowning

Our campuses are "back to normal" — but our kids still aren't vaccinated.

FOR THOSE of us lucky enough to teach at colleges that genuinely care about the human beings who inhabit them, the first year and a half of the pandemic wasn't as awful as it might have been. People pitched in and cut each other slack. There was a sense of solidarity. But as everyone over the age of 5 became eligible for vaccination, our institutions moved on. Mask mandates and other protections slowly eroded. Those of us with children who either are too young to be vaccinated or are immunocompromised were left behind, our obstacles unseen by all except those in the same tenuous position. And given who we are mostly women and junior faculty members, a more diverse group than our tenured colleagues — this failure will have implications for the future of academe.

Davidson College, where I teach, provided its faculty members with exemplary support throughout the pandemic's first year. We taught online until August 2021. When we did move back to in-person teaching, the college made herculean efforts to equip us with the skills and tools necessary for a smooth transition. Junior faculty members were given the option of delaying their tenure clocks, and contingent faculty members were given contract extensions so that they would not have to face a nearly-dead job market.

Despite the inevitable quibbles in faculty meetings, the college generally

made decisions with the kind of care one hopes for. Even the end of the mask mandate has

been, thankfully, a nonissue. When I walk into my tightly packed 30-student class and offer high-filtration masks to the one or two students who have forgotten to wear one, all I get in response is a quick and sincere apology. I give them mental hugs for their preternatural respect for my role as a parent of two unvaccinated children.

And yet I am drowning in ways that only other parents of unvaccinated or immunocompromised kids can understand. At the start of the pandemic, my daughter was 1½ years old; a few



months into it, I was pregnant with my second. When day-care centers started to reopen, I contemplated sending my child back, but the danger of contracting Covid-19 while pregnant plus the recurrent outbreaks in local day-cares made that seem like a terribly risky choice. Instead, my partner and I traded child care and work time. We are both

academics, so this arrangement involved handing off our child to each other as one of us rushed to

teach, often in pajama bottoms or spattered with suspicious substances.

THE REVIEW ESSAY

That system made research all but impossible — and for a while, everyone understood. Neither colleagues nor administrators expected anything else. Faculty members were encouraged to describe our particular circumstances in our annual reports, and, to a large extent, this did not feel like a futile exercise. We felt heard. Many parents had to make cost-benefit calculations: keeping their children safe at home and risking social isolation, or sending

the children to school and risking infection. For many others, such calculations never came into play: The decision to send their children to school was a function of necessity, not preference. But as we all navigated the pandemic's uncertain terrain, we worried together.

Once vaccines were available to kids 5 and above, however, our worlds diverged.

NEEDING DESPERATELY to restart my research and finish my book manuscript, I looked at all nearby day-care options for my newborn daughter. (I had done so since before she was born, of course, well aware of the dire lack of affordable child-care options.) As the Delta variant surged, none of the day-cares that had a place for my 3-monthold had a vaccination mandate.

Worse, worker turnover meant that there would probably be a new person in the newborn room every few weeks. At the height of Delta, putting a newborn in extremely close proximity to strangers — let alone potentially unvaccinated strangers — was

a terrifying prospect. But by making the choice to not enroll our newborn in day care at the peak of the Delta surge, we took on another risk: We lost her place in the program. Another one would not be available for at least 15 months. Finding a (vaccinated) nanny in my area was not much easier, and decidedly costlier than ever before. By a stroke of good luck I did at last find a part-time nanny, whose kindness and professionalism I credit with allowing me the mental space needed to complete my manuscript.

Come January 2022 and the end of my parental leave, my only remaining option was to bring my elderly mother from overseas to take care of my younger daughter, while the 3-year-old continued in preschool. My mother was both an immeasurable help and, through no fault of her own, an additional stressor: She was immunocompromised, without U.S. health insurance, and vaccinated only with Sinovac, which proved weak in protecting against both infection and severe disease. (By then, we had hit the Omicron surge.)

Protecting her meant keeping my 3-year-old at home until my mother had received mRNA vaccines.

Then, just as my older daughter returned to preschool, it was battered by cases of cold, flu, and, yes, Covid. My daughter was sick for over a week, twice. Before the pandemic, I had a list of babysitters who could come at the last minute to care for my sick child. Now that option has largely disappeared. Since I went back to teaching in person this January, I have had to redo my aspirational "weekly writing schedule" every single week. Like many other parents of children under 5, I dutifully follow epidemiologists on Twitter, wondering if another surge will mean even more days of parenting instead of writing. The futility of planning is deflating.

Parenting alongside the demands of tenure has never been easy, and I am well aware of the privilege associated with my position: I have a coveted tenure-track job at a place I love. My partner, too, is employed at the college, albeit more precariously. And that is precisely what alarms me. If we are drowning under the weight of the return to normal, what about parents of young children who are also contingent professors, single parents, or faculty of color?

I've heard plenty of dire stories. First-generation faculty members, of whom I am one, often lack the financial means to pay exorbitant childcare costs (and, not infrequently, support other family members, too). For contingent faculty members, a year or two of diminished productivity renders the dream of a permanent position even more fantastical. We know that women and faculty of color disproportionately lose research time to service work; what happens when they lose even more time to child care? And what of the trifecta that colleges claim to want to support - first-generation Black or Indigenous women with young children — who are also,

because of some advances in equity, a slightly larger proportion of junior faculty members than in previous cohorts? This is the picture they face: Research requirements are back to normal, while teaching classrooms of sometimes-sick and always-stressed students takes more time than ever. And there are still just 24 hours in each day.

Back in 2020, researchers in my own field, political science, anticipated that the pandemic's effect on scholars would vary by gender. Several journals quickly published results showing a gap between men's and women's publishing records during the pandemic's first year and a half (need I say which group published more?). I wonder what else we would learn by examining research progress along other lines: by type of employment, by racial and economic background, and by status as a parent of unvaccinated or immunocompromised children.



Silvana Toskais an assistant professor
of political science at Davidson
College.

I suspect tracking those differences might help us predict scholars' professional trajectories and colleges' progress toward an equitable and inclusive faculty. This hypothesis, incidentally, is one that I have been meaning to examine for quite some time. But as it rolls over, from one weekly writing schedule to the next, untouched, it becomes a sad proof of itself.

LIKE NO OTHER.

Chancellor Jose V. Sartarelli Announces Retirement

After steering UNCW through extraordinary growth with quality, spearheading development of innovative new degree programs, successfully navigating multiple hurricanes and a global pandemic, Chancellor Jose V. Sartarelli announced in September 2021 that he will retire effective June 30, 2022.

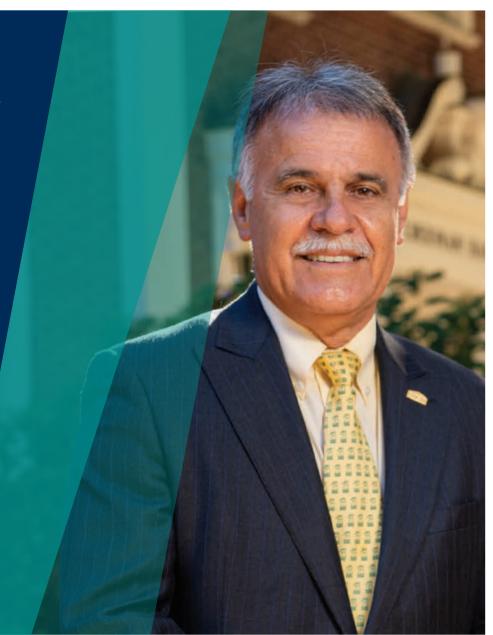
"The success that our students, faculty, staff and alumni have achieved in recent years has been nothing short of outstanding. I am immensely proud to have served UNCW during such a pivotal time in history, and I want to thank the Seahawk community for making this great university so special. Go Seahawks!"

- Chancellor Sartarelli



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UNCW is an EEO/AA institution. Questions regarding UNCW's Title IX compliance



CAREERS

Make Campus a Better Place to Build a Career

Seven ways to improve the work environment for everyone.

ADVICE

FOR AS LONG as I've been alive, colleges have been seen as good employers and campuses as stable, safe places to work. They reward longevity, tend to have good health and retirement benefits, and seldom go

out of business. Sure, they pay less than the corporate world, but the work itself - educating students offers a sense of contributing to a greater good.

Is that still true after two years of upheaval? In a strange way, colleges and universities — long described as bastions of liberalism and progressive thought — are some of our society's most conservative (in the old sense of the word) organizations. Where else in the modern world do you find regalia and maces borrowed from the Middle Ages still used in ceremonies? Tradition is everywhere in academe.

> Even our social progressivism is a fulfillment of a traditional role we feel we should play. As one marketing consultant put it: "I feel like the world around us has grown, while

higher education has stayed put."

A protective, traditional, somewhat countercultural environment is not necessarily a bad thing, but it is very hard to maintain in the face of seismic economic and cultural changes. External factors many of which predate Covid but were intensified by the pandemic — are tearing at the fabric of campus culture:

- Demand for a college degree on a campus has been eroded by demographic changes, online options, and alternative career paths through technology. Increased student mobility, the rise of "national" institutions, and even the expansion of high-school, dual-enrollment opportunities put institutions in a position where they can no longer count on their local markets to support their enrollment needs.
- For years, colleges were able to keep mostly out of the stream of change by hiring people to perform the "sales" functions they needed. Admissions morphed into enrollment management, alumni relations into advancement and development. These moves allowed institutions to largely ignore market forces and maintain their culture as if nothing had happened. But when we started to hear, "Enrollment is everyone's business," and "Retention is everyone's business," it was the signal that the revenue-producing areas could no longer be kept separate from the core mission of learning.
- At the same time, the regulatory and reporting burden feels like it has exploded. Fifty years ago, institutions were much more their own islands that could establish their own norms. Now, a huge amount of time is taken up by reporting -Ipeds, the National Student Clearinghouse, the NCAA, state and local reporting, accreditation, program reviews, assessment plans, strategic plans, compliance.

It often feels like we are working twice as hard to get half as far. And these are definitely not the parts of the job that employees love.

External changes have had a big impact on how college employees perceive their jobs. Where there used to be a sense of security, there is often now a sense of scarcity. Limited resources lead to leaner staffing, which means everyone does more. In



INSIDE CAREERS

EXECUTIVE

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some cases, "mission-based gaslighting" has also occurred — that is, colleges and universities have been able to pay employees lower salaries because of the attractiveness of working in a field that serves students. But changes in the job market mean that good employees have more career options and will be less willing to stay in higher education and accept depressed salaries.

Our dependence on technology requires flexibility and adaptability. Risk-averse employees feel the pressure to change — to let go of the familiar and safe. If they aren't willing to do so, they face resentment from coworkers who have to pick up the slack.

On many campuses, the work environment is also evolving because of a generational transfer of leadership. The baby boomers, many of whom have resisted retirement, have been handing over the reins to Generation X. Right on the heels of the Gen Xers, a relatively small generation, have come the millennials. And each generation has different values:

- The boomers tend to value loyalty and time-ontask and want to be rewarded in status. They would expect a strategic meeting to end with the most senior person, or the person with the most power, making the final decision.
- Many Xers value efficiency and effectiveness and want to be rewarded with freedom and choice. They expect the idea with the most merit to win. Xers want more transparency and fewer power struggles, and they will walk away from the institution if the power dynamics get too far out of whack.
- The millennials tend to value authenticity and community and want to be rewarded with steady positive feedback and a chance to make a difference. They want everyone to be heard, regardless of status or experience, and are hoping for meetings that are an experience with interactivity.

The mixture of these styles and values is breaking down many campus norms and protocols, creating friction over the "right way" to get things done.

As we look ahead, how can we make our institutions better places to work, despite the uncertainties of the higher-education landscape and the changing values of our employees? Here are seven suggestions for campus leaders:

Keep asking your people how it's going. Getting instant feedback is so much easier than in the past, and people want to be heard. Send frequent Google forms or surveys to your employees and students and ask them questions — even if you are not sure you want the answers. Ask what they like best about their jobs or the campus, and what they like least. Ask what they think about their bosses and what would make their lives better.

People's priorities change with changing times.

The best way for the institution to keep up is to keep asking.

Change your approach to professional development. As I noted in a previous column, professional development is "anything that enhances or updates your ability to do your job. It's building all sorts of leadership, financial, management, teaching, technical, diversity, equity, communication, or other skills." And it's one of the most powerful tools for creating a great campus work culture — but only if it actually makes sense to the person being developed.

We have gotten lazy in our definition and are outsourcing professional development too often to conferences and associations. Sending people to a conference every year is the easy way out. Instead, have employees create their own professional-development plans. What are their goals? How do they want to grow? Sure, they might want to attend a conference or get a certification, but they might also want someone in your organization to teach them about budgeting or how to use specific software. Treat people like individuals and engage them in individual visions of success.

Tailor benefits. Speaking of individualizing the employee experience, it is a mistake to assume that all benefits are equally meaningful. New generations

of workers are going to value having choices. Why can't we make more choice a key element of their benefits? For example, some people will value flexible schedules, others more vacation time, still others the ability to work from home.

I realize that benefits can be complex but, where possible, offer people a choice of equivalent options, and allow them to readjust their choices every six months. En

choices every six months. Empower people to live their values.

Keep your eye on management. The saying "People join organizations but leave bosses" could not be more true.

Do what you can to help managers be successful. Connect them with other managers to talk through common issues. Encourage supervisors to undergo regular 360-degree reviews, in which they get feedback from colleagues above, below, and beside them. Give managers formal training on budgeting, staff evaluation, and using emotional intelligence. Encourage managers to use surveys to collect anonymous feedback as well.

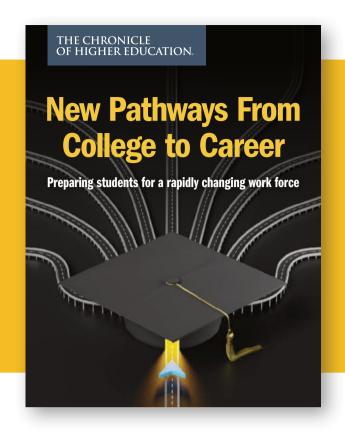
Adjust your attitude toward turnover. Turnover is not always bad. Sometimes it can be healthy, as it



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in Virginia.

People's priorities change with changing times. The best way for the institution to keep up is to keep asking.

THE CHRONICLE OF HIGHER EDUCATION.



"Colleges are working with academic departments, student groups, and dorm staff to take career education out of the career office and spread it across campus."

New Pathways From College to Career

How colleges' partnerships with families can boost student success

The world of work is rapidly changing, buffeted by automation, artificial intelligence, globalization, and, most recently, the pandemic. Over the past decade, the average U.S. job has seen 30 percent of its skills change — and the pace of change has only accelerated since Covid-19 began. What do colleges need to do to make sure their graduates can successfully make the transition from classroom to career?

This report examines the pressing challenges that colleges face — a shifting recruitment landscape, the rise of remote work, and persistent inequities in employment outcomes for underrepresented and first-generation students, among them.

PURCHASE THIS REPORT TO LEARN:



How much of the change in today's work landscape is occurring within jobs.



How the rapid evolution of skills places pressure on colleges to keep up.



Why college graduates can no longer rely on their degrees to accurately signal their fitness for a job.



How colleges are pursuing innovative strategies, including integrating career education into the curriculum, connecting students with career networks, and ensuring equitable access to internships.



Why the shift to remote work means that colleges' career offices may have to pick up even more of the responsibility of preparing new graduates to make the transition to work.

Use SAVECOLLEGECAREER at checkout for 15% OFF your purchase of this report.

Purchase your copy: Chronicle.com/CollegetoCareer

THE CHRONICLE OF HIGHER EDUCATION

brings new ideas and new professional experiences into the institution. Yes, turnover can be costly but mostly when you are not prepared for it. Among the ways to be better prepared:

- Simplify and cut down on the number of steps in the hiring process.
- Make your job-request and -posting process electronic and automated so that ads for replacements can be posted immediately.
- Lower the stakes on whether the job is a fit.
- Take six-month reviews for new hires more seriously and accept that you may have to part ways if it turns out not to be a good match.

Don't invite turnover, but don't be afraid of it, either.

Create a culture of documentation. One of the best things you can do to make turnover less painful — and to help your employees feel like their world is less chaotic — is to create a culture that values writing things down. Record your department's or program's policies and procedures and keep them where they can be easily found and shared. That way, when people leave your team, the new hires can

pick up where their predecessors left off. Having processes written down also reduces the number of exceptions that need to be managed and the number of mistakes that are made because people are misinformed about how things work.

This is one of the hardest areas to get people to be disciplined about. Set a good example by setting aside an afternoon each month as a "documentation day" for you and your team to update policies and procedures. If everyone helps create and record internal processes, they will be much better understood and followed. And people will feel more confident in their ability to do what needs to be done.

Start some new traditions. Don't be too attached to old ones that aren't working anymore. Some traditions and activities that have become part of your campus culture may no longer be helping morale, or no longer relevant to many employees. Think about how you can replace traditions that are looking a little worn for new ones that will appeal to multiple generations of workers.

One way to make traditions more meaningful is to make them more "local." Poll employees to ask what sorts of activities would mean the most to them at a departmental or school level. There is a currency for every group, and figuring out that currency goes a long way to increasing esprit de corps. At one office where I worked, staff members valued casual Fridays where they could wear school colors and apparel. For another office I led, the thing was potluck lunches, where everyone tried to outdo themselves to contribute exciting food. One group I worked with loved office Kahoot matches. Whatever the currency is, find it and support it. This makes traditions feel natural and valuable rather than forced.

Plenty of outsiders still see a career in higher education as highly desirable, and so do plenty of insiders, however disengaged and disenchanted they may feel at the moment. Many administrators and faculty and staff members still value their careers even though they see things about academe, and how we operate, that could be better. We will never go back to the era when colleges could isolate themselves. build their own cultures, and hold no one accountable. Those days are gone.

But we can still be places that believe in the greater good, that hire great people and treat them well. and that are committed to always learning and always improving.

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VICE PRESIDENT FOR HUMAN RESOURCES

Bucknell University invites nominations and applications for the position of Vice President for Human Resources (VPHR). Reporting directly to President John Bravman, the VPHR is a visible and valued campus leader who will recommend, implement, and evaluate strategies that put the University's faculty and staff in the best position to accomplish Bucknell's institutional mission.

Originally established in 1846 as the University at Lewisburg, Bucknell was renamed in 1886 in honor of William Bucknell, an institutional benefactor. It enrolls over 3,700 undergraduates and 35 graduate students representing most U.S. states and 66 countries; 20 percent identify as students of color, and five percent are international students. The nation's largest liberal arts university, Bucknell offers professional and preprofessional programs in engineering, management, music, and education. The University awards bachelor's degrees in more than 50 fields, including nine interdisciplinary programs. Approximately 63 percent of Bucknell's students are enrolled in the College of Arts & Sciences, 19 percent in the College of Engineering, and 18 percent in the Freeman College of Management. A small number of master's degrees are awarded in selected fields.

Bucknell is supported by 1,250 full-time employees (400 faculty and 850 staff) and has a dedicated network of more than 56,000 alumni. It has an operating budget of \$236 million and an endowment fund that surpassed \$1 billion in fiscal year 2021 for the first time. Bucknell's 450-acre campus is among the most attractive in the country, and the University offers a competitive benefits package, including tuition remission.

The Role of the VPHR

The VPHR is a valued and vital member of the University's leadership team who oversees a departmental operating budget of \$1.02 million and manages a self-insured employee health care plan with a budget of \$14.22 million. The successful candidate will be responsible for developing a progressive, innovative, efficient, and collaborative HR organization that supports a culture of engagement. They will also design, implement, and evaluate strategies and policies to ensure that the University attains its objectives related to employee resources and needs. The VPHR is responsible for the oversight and administration of all HR services and functions, including a strategic focus on anticipating changing faculty and staff needs, proactively improving support systems, and strengthening trusting partnerships between HR and all constituents of the campus community.

The VPHR will have an influential role at an institution that is a national leader in preparing students to make a difference in the world. The ideal candidate will be energized by the opportunity to impact a dynamic and diverse community that values relationships, excellence, and forward momentum. The successful candidate will lead by example in modeling trust, transparency, compassion, enthusiasm, and encouragement across all constituencies of the University community.

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

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

StorbeckSearch **** DIVERSIFIEDSEARCH**GROUP

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

For more information about Bucknell, please visit the University's website at https://www.bucknell.edu.

Bucknell University is committed to excellence through diversity in its faculty, staff, and students. An Equal Opportunity/Affirmative Action Employer, Bucknell University especially welcomes applications from candidates underrepresented in higher education.

Northeastern

Northeastern Illinois University, in Chicago, invites applications and nominations for the following positions:

Tenure Track Teaching Opportunities exist in:

COLLEGE OF ARTS AND SCIENCES

Social Work

GOODWIN COLLEGE OF EDUCATION

COLLEGE OF BUSINESS AND TECHNOLOGY

Business Analytics/Business Statistics/ Operations Management

For further information and to view a detailed job description and nents visit

> www.neiu.edu/about/working-here/ faculty-employment-opportunities

ersity is an Equal Opportunity/Affirmative Action om Women, Minorities, Veterans and Persons wi er qualified individuals. Northeastern Illinois Uni pon the University's receipt of its State of Illinois



PRESIDENT

The Board of Trustees of Florida International University (FIU) announces a nationwide search for the University's 6th President.

FIU is a Carnegie R1 public research university located in Miami, Florida, with over 56,000 students, 11 colleges, \$246 million in research expenditures, and a \$1.7 billion annual budget. FIU is focused on making a real impact in research, teaching, and social mobility. It is proud to be recognized as a Hispanic Serving Institution, a Minority Serving University, and as a Carnegie Community Engaged University,

The President reports directly to the Board of Trustees and is the chief executive officer of the University. The next President will be responsible for the execution of the current "Next Horizon 2025" strategic plan and for providing the vision that will drive FIU forward. The President will be the face of the University to its many constituencies and will interface with the state Board of Governors and government officials. Fund- and friend-raising, visibility on the state and national education stage, and active involvement in the day-today life of the University are all important expectations for the position.

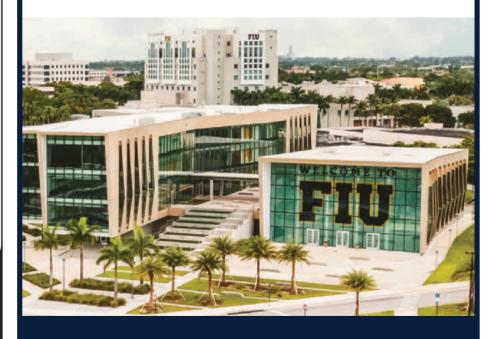
The next President will have the leadership talents to successfully elevate the University to greater national and international prominence. The selected person will have unquestioned integrity, exemplary interpersonal and communication skills, and a commitment to the principles of diversity, equity and inclusion. The University's next leader will be studentcentered, have an appreciation for FIU's world class teaching and research faculty, and will understand the opportunities and challenges associated with leading a major institution. A more comprehensive leadership statement regarding the search will be available on the University's website at presidentialsearch.fiu.edu.

Applications and nominations will be accepted until a new President is selected, but interested parties are encouraged to submit their materials to our search consultant at the address below by June 15 to assure optimal consideration. This search will be conducted pursuant to Florida law, including Section 1004.098, Florida Statutes (2022). Section 1004.098 keeps personally identifiable applicant information confidential until, for finalists, the final stages of the search. Application materials should include a letter of interest and a current CV/resume. Please submit materials to:

FIU President Search

R. William Funk & Associates 2911 Turtle Creek Boulevard - Suite 300 Dallas, Texas 75219 Email: krisha.creal@rwilliamfunk.com

FIU is a member of the State University System of Florida and an Equal Opportunity, Equal Access Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status



WILLIAM FUNK & ASSOCIATES

SENIOR ASSOCIATE DEAN, UNDERGRADUATE **MEDICAL EDUCATION (UME)**

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

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

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

A key element of Wayne State University School of Medicine's (WSUSOM) culture of excellence is the presence of a collaborative environment focused upon providing a world class learning experience for our students. Wayne State University School of Medicine seeks applications and nominations for the position of Associate Dean of Curricular Affairs and Undergraduate Medical Education (SADUME). This position reports to the Vice Dean for Medical Education and has primary responsibility for the design, continuing development and implementation of the curriculum leading to the WSUSOM MD degree. He/ She has authority and responsibility for overseeing all personnel, policies, and activities related to effective management and delivery of a coherent, coordinated curriculum consistent with the WSUSOM mission and established WSUSOM graduation competencies.

REQUIRED EXPERIENCE

- An MD (or equivalent), PhD. EDD, with decanal experience in medical education from an accredited college or university.
- A minimum of five years' experience in medical education administration and curricular development and implementation.
- A strong track record as an educational scholar and superior clinician-educator.
- Eligible for appointment at the rank of Associate or Full
- · Significant administrative and leadership experience in medical education programming and development; involvement in unique, innovative and alternative methods for teaching is desired.
- An ability to champion education within a preeminent research institution and among a wide range of external constituencies.
- A recognized presence at the national level with medical
- Experience in developing a strategic plan for medical education.
- Fiscal experience in terms of developing and monitoring the budget and other resources for the UME division.

To Apply Please visit http://www.jobs.wayne.edu and search for posting number 046216.

For more information regarding this position, please contact: Ms. Vickie Muhammad

Manager and Assistant to Richard Baker, M.D. Senior Vice Dean and Vice Dean for Medical Education

540 E. Canfield. Room 1209 Scott Hall Wayne State University School of Medicine 313-577-5196 or via email at vmuhamme@med.wayne.edu.



kornferry.com



AMERICAN UNIVERSITY OF IRAQ **SULAIMANI**

VICE PRESIDENT **ACADEMIC AFFAIRS**

American University of Iraq, Sulaimani

Sulaimani, Iraq

The American University of Iraq, Sulaimani (AUIS), invites inquiries, applicants and nominees for Vice President-Academic Affairs (VPAA). Founded in 2007 for the public benefit of all Iraq, AUIS is an English-speaking, independent, non-profit, coeducational, liberal arts college in the cultural capital of the secure Kurdish region in Iraq. In 2011, AUIS moved to its new 418-acre marble-and-glass campus overlooking historic Sulaimani a thriving economic center of one overlooking historic Sulaimani, a thriving economic center of one million people. The campus has 50 classrooms, high-tech IT and engineering labs, an expansive library, auditoriums, dining facilities, and sports courts and fields. The Board of Trustees, with a US Chair, comprises prominent American and Iraqi academic, business and government leaders, including the university founder and President of Iraq, Dr. Barham Salih, currently on leave from the Board.

The international faculty of 70 from 24 countries provides a student-centered, American-style education combining liberal arts and pre-professional courses to 1,400 students of diverse ethnicities, religions, and nationalities from throughout Iraq and the wider region. In addition to the core curriculum, students the wider region. In addition to the core curriculum, students may select a major from Business Administration, Engineering, English Literature, Information Technology, International Studies, Journalism, Law, Medical Laboratory Sciences, Software Engineering, and Translation as well as an EMBA. The university also has established a dual-degree undergraduate engineering program with the University of Arizona. Other partnerships include those with the American University of Beirut, Stanford Law School, Princeton University, UCLA, Missouri State University, the University of Colorado-Boulder, Bath Spa University, University of Exeter and Universita Ca Foscari Venezia. of Exeter, and Universita Ca'Foscari Venezia. AUIS is in the early stages of pursuing US regional accreditation. A detailed profile of AUIS and its agenda is available at www.auis.edu.krd.

The Vice President-Academic Affairs, reporting to President Bruce Ferguson, is chief academic officer of the university and responsible for the administration, coordination and development of all academic, student, faculty affairs and support programs. Qualifications include a terminal degree, administrative experience at the level of dean or equivalent in an accredited university, familiarity with US liberal-arts core curricula, and fluency in English. Kurdish or Arabic language ability is not required. Experience working in an international/multicultural environment and ability in a second language are preferred. Compensation and benefits are competitive Citizens of countries that tax worldwide income, such as the US. may be eligible for favorable tax treatment. The position is available starting January 2023 but no later than September 2023.

Korn Ferry invites confidential inquiries, applications and nominations for VPAA. All communications will be held in strict confidence. Applications, including a CV and letter explaining interest and relevant experience, should be sent to

AUISvpaa@kornferry.com

AUIS is an Affirmative Action/Equal Employment Opportunity employer.

KORN FERRY

John Kuhnle Suellen Tomlinson Anurag Tawakley Washington, DC Dubai, UAE Dubai, UAE





CHIEF BUSINESS OFFICER COLLEGE OF VISUAL AND PERFORMING ARTS

George Mason University's College of Visual and Performing Arts (CVPA) seeks an experienced financial management professional to serve as Chief Business Officer (CBO). The College of Visual and Performing Arts embraces a vibrant community of artists actively learning, teaching, practicing and creating a wide variety of art forms.

About the Position: The Chief Business Officer reports to the Dean of CVPA. The CBO facilitates the planning and implementation of the CVPA's financial and operational vision as it relates to the full range of business functions and activities. The CBO facilitates short- and long-range strategic planning for new and/or expanding academic and auxiliary programs; partnerships; revenue generation; budget development; finance and accounting; and human resources. The CBO will be accountable for and provide overall leadership, supervision, management, and coordination of these functions, as well as provide oversight for the development of implementation of policies and procedures to achieve desired outcomes. The CBO will maintain relationships with central administration and other University departments, as well as other units' CBOs, and serve on the Enterprise Business Network (EBN) to facilitate these outcomes.

- Required Qualifications:
 Master's degree in a field related to business, accounting, finance, or fiscal management and 12 plus years of experience with progressively responsible and comparable duties and assignments. Additional years of experience and training may be substituted for a Master's degree; B.A. or B.S. degree required; Significant, demonstrated experience in developing, implementing and managing financial and administrative policy, preferably in a university or new profit on with the programment.
- university or non-profit environment; Collaborative management style. Demonstrated experience building effective teams and overseeing diverse professional and clerical staff:
- Expert knowledge of the principles and practices of budget planning, evaluation, and execution and familiarity with personnel,
- payroll, procurement, operational, and financial reporting; Demonstrated ability in promoting a team approach to efficiently carry out the functions of a finance and administration office;
- Exemplary communication skills (both written and oral), especially when communicating with a wide range of stakeholders with varying levels of financial acumen;
- Strong critical thinking and decision-making skills, and the ability to
- function independently; Experience aligning strategic initiatives with financial plans and forecasts:
- Excellent hands-on working knowledge of both federal and university grants management accounting policies and procedures.

Preferred Qualifications:

- Demonstrated experience overseeing financial operations for complex organizations with various forms of revenue streams and
- Successful experience in managing and resolving conflict, building consensus, and making sound judgments in a complex environment;
- Demonstrated experience and a level of gravitas to interface at the

Special Instructions to Applicants
For full consideration, applicants must apply for position number FA51JZ at https://jobs.gmu.edu by May 12, 2022; complete and submit the online application; and upload a cover letter, resume, and a list of three professional references with contact information.

George Mason University is an equal opportunity/affirmative action employer, committed to promoting inclusion and equity in its community. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability or veteran status, or any characteristic protected by law.



WAYNE STATE School of Medicine

ASSOCIATE DEAN OF PRECLERKSHIP

The Mission of The Wayne State School of Medicine is to educate a diverse student body in an urban setting and within a culture of inclusion, through high quality education, clinical excellence, pioneering research, local investment in our community and innovative technology, to prepare physician and biomedical scientific leaders to achieve health and wellness for

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

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

Job Description

A key element of Wayne State University School of Medicine's (WSUSOM) culture of excellence is the presence of a collaborative environment focused upon providing a world class learning experience for our students. Wayne State University School of Medicine seeks applications and nominations for the position of Associate Dean for Pre-Clerkship Education. This position reports to the Senior Associate Dean for Undergraduate Medical Education and has primary responsibility for the oversight of the continuum of basic science education with the ultimate goal of ensuring that medical graduates have a strong foundation for clinical practice.

- PhD or MD degree with at least 5 years of experience in medical student education.
- Demonstrated expertise in the application of curriculum development methodologies to medical education.
- Demonstrated leadership role in curriculum management and reform.
- Demonstrated ability to apply current educational theory and practice to medical education.
- Demonstrated use of strategic planning, key performance indicators and quality improvement to drive organizational improvement.
- Superb communication and effective team based collaboration skills; demonstrated flexibility
- Ability to design and work within complex systems.
- Understanding of the legal, regulatory, and accreditation environment in which medical education operates.

Please visit https://jobs.wayne.edu and search for posting number 046215.

For more information regarding this position, please contact Ms. Vickie Muhammad, Manager and Assistant to Dr. Richard Baker, M.D. Senior Vice Dean/Vice Dean for Medical Education Wayne State University School of Medicine at 313-577-5196 or via email at vmuhamme@med.wayne.edu



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

COLLEGE OF EDUCATION

Department of Educational Technology and Literacy

Assistant Professor

Tenure-track Assistant Professor position in the Department of Educational Technology and Literacy (EDTL) with expertise in school library media, instructional design, children and young adult school library services, and digital media and technology in youth work or related areas. The EDTL department has an established and successful school library media program that integrates new approaches to the educational and research needs of professionals seeking to understand emerging models for instructional delivery and youth participation in the new media goaley we found in K. 12 educational settings. The College educational and research needs of professionals seeking to understand emerging models for instructional delivery and youth participation in the new media ecology found in K-12 educational settings. The College of Education seeks applications from a diverse pool of early career scholars with a strong focus on school library media and learning/instructional design/educational technologies, a commitment to engaging in service with underrepresented populations within the discipline, and applying information literacy and educational technologies to achieve more just and equitable educational learning opportunities and teaching practices. Candidates should have outstanding potential and a defined research agenda related to the discipline of school library media, including but not limited to, integrating digital resources, information literacy, collection development, school library media leadership and administration, or the organization of knowledge. They should have demonstrated teaching ability, strong methodological skills, and a desire to develop sponsored research. Successful candidates will have an earned Doctorate (degree completed by December 2022) from an accredited university in Instructional Technology, School Library Media, Curriculum and Instruction, Information Studies, Educational Leadership or related fields. Demonstrated commitment to teaching and mentoring underrepresented students. Active scholarly productivity with strong methodological training, learning design experience, and professional development commitment. Experience teaching undergraduate and/or graduate courses. Experience scholarly productivity with strong methodological training, learning design experience, and professional development commitment. Experience teaching undergraduate and/or graduate courses. Experience teaching in online or hybrid learning environments. A strong interest in advising and mentoring Master's and/or Doctoral student research. Experience teaching in public/private schools and knowledge of state and national standards for school libraries (i.e., AASL). Designing and developing learning materials/courses using emerging and advanced digital media and technology and a desire to seek externally funded grants. With all hires, The College of Education seeks candidates who are committed to the College's imperatives to improve educational practice and diversity, equity, and inclusion of all students. Teach undergraduate and graduate courses in School Library Media/Learning/Instructional Design, conduct research in the field of school librarianship, participate in program, department, college, and university governance, seek external funding, and provide service to the field and profession at local, state and national levels. Review of applications begins immediately and continues until the position is filled. COE-3557

For detailed information on this position, please visit: http://www.towson.edu/provost/prospective/openpositions.html

A Criminal Background Investigation is required for the hired candidate and the results may impact

The safety of our students, faculty, staff, and neighbors has been our top priority and the focus of every one of our decisions since the earliest days of the COVID-19 pandemic. The University System of Maryland (USM) has recently determined that mandating a COVID vaccine for all faculty, staff, and students at all schools in the USM is both a reasonable and necessary means of protecting our health and safety. As s prospective hire at TU, proof of your full COVID-19 vaccination must be demonstrated before you begin employment with the University.

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

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



Assistant or Associate Professor Orthodontics

The Ohio State University College of Dentistry invites applications for a fulltime, tenure track, Assistant or Associate Professor position in the Division of $Or tho dont ics. \ Our or tho dont ic program\ exists\ in\ a\ rich\ environment\ within$ a prestigious academic health center, a superb public university located in a growing, culturally diverse metropolitan city. We are seeking an outstanding clinician, educator and scientist who will be expected to develop independent, and sustainable teaching commitment and research programs. Candidates with ABO certification or eligible for ABO certification are preferred. We are looking for a candidate focused on innovative clinical and translational research to advance orthodontics in the 21st century. Almost all the dental specialties are represented at the College, and all are involved in the predoctoral student curriculum, so having experience teaching pre-doctoral and graduate orthodontics is highly desirable. Candidates with strong knowledge on modern technology and a track record of securing extramural research funds is highly desirable. The successful candidate will fully participate in the division's activities. Rank will be determined by the candidate's qualifications and experience. Candidates with a diverse background are encouraged to apply. Tentative starting date: December 1, 2022.

All applications must be submitted through The Ohio State University Workday career website:

https://osujoblinks.com/professor

The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, sexual orientation or identity, national origin, disability status, and protected weter any status.

AGRICULTURAL STUDIES

Assistant Professor

Alcorn State University
Assistant Professor. Teach Animal
Science and related courses, advise
students, maintain an active research agenda, and perform faculty service. Ph.D Food Science and Technology or related field. Inter-ested persons should send CV and cover letter to Dr. Wanda Fleming, Alcorn State University, Lorman, MS 39096, or wcfleming@

ANESTHESIOLOGY

Lecturer in Anesthesia

Indiana University School of Medicine

The Indiana University School of Medicine is seeking candidates for a lecturer anesthetist position in the Department of Anesthesia. Duties include administering anesthesia and anesthesia related care under the direction of an anesthesiologist and in accordance with written practice protocol as well as teaching, training, and mentoring anesthesiologist assis-tant students. Position requires a master's degree in Anesthesia from a CAAHEP accredited program. Position also requires an Indiana Anesthesiologist Assistant Medi-cal License and certification as an

FACULTY | OTHER

anesthesiologist assistant prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: chekay@ and curriculum vitae to: chekay@ iu.edu. Questions regarding the position or application process can also be directed to: chekay@ iu.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic inidentity or expression, genetic in-formation, marital status, national origin, disability status or protected veteran status

Assistant Professor

Assistant Professor
Louisiana State University Health
Sciences Center
Assistant Professor. Teach medical
students and residents, treat pastudents and residents, treat pa-tients, maintain an active research agenda, and perform faculty ser-vice. MD or equivalent, BC An-esthesiology, LA license by start date. Interested persons should send a cover letter and CV to Dr. Charles Fox, Louisiana State Uni-versity Health Sciences Center, 1501 Kings Hwy, Shreveport, LA 71103, or email documents to: charles.fox@lsuhs.edu.

ARTIFICIAL INTELLIGENCE

Open Rank, Tenure Track
Faculty Position in Artificial
Intelligence (AI)
University of South Carolina
The University of South Carolina
College of Engineering and Computing invites applications for an open-rank tenure-track faculty
position in Artificial Intelligence
in the Department of Integrated in the Department of Integrated Information Technology starting Fall 2022. The Artificial Intelligence (AI) Institute (http://aiisc. ai) is a university-wide institute engaged in core AI research, as well as high-impact interdisciplinary research involving AI implementations and applications. The selected candidate will have an appointment with the AI Institute and will have a tenure and teaching home with the Department of Integrated Information Technology (ITT; https://bit.ly/IITUSC). The IIT Department offers an undergraduate BS in Integrated Information Technology, Master of Health Information Technology (MHIT), PharmD/MHIT, and a PhD in Informatics MHIT, and a PhD in Informatics with an optional concentration in Health Informatics. Qualifications For interdisciplinary AI and health informatics or information technology: Applicants at the rank of Assistant Professor require a Ph.D. degree in health informatics, information technology or closely related computing field by the beginning date of employment and the potential for excellence in teaching and research. Applicants at the rank of Associate or full Professor must have demonstrated expertise and impact in AI research and implementation and research and implementation and research and implementation and years of relevant academic expe-rience consistent with University policy. For core-Al: Applicants at the rank of Assistant Profes-sor are require a Ph.D. degree in computer science or a close-ly related field by the beginning date of employment and the po-tential for excellence in teaching and research. Applicants at the rank of Associate or full Profes-sor must have a superior record of research accomplishments and years of relevant academic expe-rience consistent with University policy. Review of applications will begin May 5, 2022 and continue until this position is filled. Expected start date is August 16, 2022. Interested applicants must apply via https://uscjobs.sc.edu/ postings/116444 with: (1) a letter of intent, (2) curriculum vitae, (3) a concise description of research plans, (4) a teaching plan, and (5) names & contact information of at names & contact information of at least 3 references. Questions may be directed to Search Committee Co-Chairs: Dr. Amit Sheth, Pro-fessor and Director AI Institute, amit@sc.edu (803)777-1910 Or Dr. Elizabeth A. Regan, Chair, Integrated Information Tech-

local team of three anatomic pa

OTHER

nology, earegan@mailbox.sc.edu (803)777-2286. UofSC does not discriminate in educational or employment opportunities based on race, sex, gender, gender identity, transgender status, age, color, re-ligion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.

CHINESE

Instructor
University of Mississippi
Instructor. Teach courses in Chinese language and literature, entirely in the Chinese language, plan and design curricula, organize extracurricular activities for language, students Moeter's Chineseurge studen language students. Master's Chilanguage students. Master's Chinese Linguistics and Language Acquisition, or closely related field; native or near-native fluency, Chinese. Interested persons should send cover letter and CV to: Dr. Daniel E. O'Sullivan, at dosulliv@olemiss.edu, or University of Mississippi, POB 1848, University, MS 38677.

CLASSICAL STUDIES

William Goodwin Aurelio Professorship of Greek Language and Literature

Boston University
The Department of Classical Studies at Boston University in-Studies at Boston University invites applications or nominations to fill the William Goodwin Aurelio Professorship of Greek Language and Literature at the rank of full professor (tenured) to begin at the earliest in September 2023. The Department seeks an individual with an outstanding publication record and proven publication record and proven excellence as a teacher. Area of excellence as a teacher. Area of Specialty is open. Interests that enhance the Department's scholarly or teaching strengths in areas like Translation Studies, Reception Studies, or Women, Gender, and Sexuality Studies, are welcome, as well as leadership in new directions. The Department believes that the diversity of our faculty, staff, and students is vifaculty, staff, and students is vitally important to the distinction and excellence of our research and academic programs. To that end, we seek someone who is able and willing to engage in dialogue with other disciplines and who supports our institutional com-mitment to ensuring that Boston University is inclusive and equitable and a place where diverse constituents can thrive. The Department expects to fill this posi-tion with a tenured, full professor but exceptional senior associate professors may apply. Applica-tions are welcome now and up tions are welcome now and up to November 4, 2022. Applicants should send a CV and a letter of application to https://academicjobsonline.org/ajo/jobs/21489 We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor.

COMPUTER SCIENCE

Assistant Professor

Troy University
Assistant Professor. Teach computer science and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Computer Science or closely related field by start date. Interested persons should send cover letter and CV Englisha@troy.edu or Ashley English, Associate Vice Chan-cellor HR, Troy University, 100 University Park 2nd Flr, Troy, AL

ECONOMICS

Assistant Professor of

Economics
University of South Alabama Assistant Professor of Econom ics needed by University of South

Alabama at a location in Mobile. AL. Requires Ph. D or foreign equivalent in Economics (ABDs accepted). Must be academically qualified to teach undergraduqualified to teach undergradu-ate and graduate level economics courses with strong foundations in microeconomics, health, and labor and be capable of making signifi-cant contributions in these fields. Publication record is preferred. E-mail CV to Janet Ayers at jane-tayers@southalabama.edu.

ENGLISH

Assistant/Associate Teaching Professor of English for Speakers of Other Languages (ESOL) Bowling Green State University

This is a full-time, qualified rank faculty (non-tenure track), academic year position. Details: The English Department of Bowling Green State University invites applications for an Advanced Assistant/Associate Teaching Professor of English specializing in ESOL. The department offers support for international and non-native-speaking students at the gradtive-speaking students at the grad-uate and undergraduate levels by teaching ESOL grammar, writing, speaking/listening, and reading skills. Qualifications: Candidates must have an MA in TESOL/ Applied Linguistics or closely re-lated field (e.g., English with a specialization in TESOL); at least five years of experience teaching ESOL (or English as a second the college level as the instruc-tor of record; at least one year of experience teaching courses for graduate students serving in ingraduate students serving in in-structional capacities who are not native speakers of English as the instructor of record; at least one year of experience working in a Writing Center with international students; evidence of annual ongoing professional development in ESOL-related topics (e.g., work-shop attendance, conference pre-sentations, scholarly work) over at least the past five years. Applica-tion: For an application to be con-sidered complete, submit a cover letter; CV; diversity statement (no more than 500 words) discussing how you have incorporated equity, diversity, and/or inclusion in a previous position; names and contact information for three individuals who will be asked to provide a current (dated within the last very) letter of reference, teaching vear) letter of reference; teaching portfolio consisting of a teaching philosophy, at least one sample syllabus (but no more than three), sample assignments, and course evaluations from all students from at least two classes taught; writing sample based on professional development in ESOL-related an development in ESOL-Ferated topics, work (e.g., review of workshop attended, conference paper, published article); and unofficial transcripts showing highest degree earned. For a complete job description and instructions on how to apply for this position. how to apply for this position, visit https://bgsu.hiretouch.com/ or contact the Office of Human Resources, BGSU. If you have a disability and would like to request an accommodation in order quest an accommodation in order to apply for a position with Bowling Green State University, please call 419-372-8421. Background check and official transcripts required for employment. Bowling Green State University is an Affirmative Action/Equal Opportunity Educator and Employer. We are committed to fostering a diverse and inclusive environment and strongly encourage applications from women, minorities, veterans, and individuals with disabilities regardless of age, gender identity, genetic information, religion, or sexual orientation. Applications must be received by May 15, 2022

EVOLUTIONARY BIOLOGY

Lecturer in Human

Evolutionary Biology Harvard University, Faculty of Arts & Sciences

The Department of Human Evolutionary Biology seeks applications for one full-time or two half-time lecturers for the 2022 2023 academic year. The appoint-

ment is an annual (twelve-month) academic appointment with an expected start date of July 1, 2022. The appointment is for one year, The appointment is for one year, with the possibility of renewal contingent on performance, posi-tion availability, curricular need, and divisional dean authorization. The successful applicant will be hired as a Lecturer in the Department of Human Evolution-ary Biology. Doctorate in human evolutionary biology or related discipline required by the appointment start date. Demonstrated strong commitment to teaching ed strong commitment to teaching is desired. This position is scheduled to begin July 1, 2022, with possibility of renewal up to eight years. We will evaluate applications beginning May 16, 2022 and will conclude when the position is filled. Harvard University is an affirmative action/equal opportunity employer and applications from women and minorities are from women and minorities are encouraged.

FAMILY MEDICINE

Assistant Professor

uisiana State University Health Sciences Center Assistant Professor. Teach medical students and residents, treat patients, maintain an active research agenda and perform faculty service. MD or equivalent, BE/BC Family Medicine. Interested persons should send cover letter and CV to Dr. Peter H Seidenberg, Louisiana State University Health Sciences Center 1501 Kinges Havi Sciences Center, 1501 Kings Hwy, Shreveport, LA 71103, or peter. seidenberg@lsuhs.edu.

FRENCH

Sr. Professor of Practice and French Language Program Director

Tulane University
Sr. Professor of Practice and French Language Program Director. Design and oversee French curriculum and materials. Teach French courses, advise instructors and students, maintain an active research agenda, and perform faculty service. Ph.D. in French Mathieu, Tulane University, 300 Gibson Hall, 6823 St. Charles Ave., New Orleans, LA 70118.

GRAPHIC DESIGN

Instructor/Exhibition & Graphic Designer
Art Center College of Design
Hoffmitz Milken Center for Typography at ArtCenter College of Design in Pasadena, California seeks an Instructor/Exhibition and Graphic Designer. Candidates must possess a Master's Degree in Graphic Design from a college or university where they attended Advanced Transmedia Studio and Font Design classes, and have at least one year of professional experience as a graphic designer.

LANDSCAPE ARCHITECTURE

Assistant Professor

Mississippi State University Assistant Professor. Teach landscape architecture and related courses, advise students, maincourses, advise students, maintain an active research agenda and perform faculty service. Master's or higher degree, Landscape Architecture or closely related field. Interested persons should send metested persons should send cover letter and CV to: sa305@ msstate.edu or Dr. Sadik Artunc, Department of Landscape Archi-tecture, Mississippi State Univer-sity, Mississippi State, MS 39762.

MEDICINE

Assistant Professor Louisiana State University Health Sciences Center Assistant Professor (Shreveport Assistant Professor (Sheveport and/or Monroe, LA) (multiple openings). Teach medical students and residents, provide patient care, maintain an active research agenda, and provide faculty service. MD or equivalent. Interested persons should email or mail

CV and cover letter to: Michael. sewell@lsuhs.edu, or Dr. Michael Sewell, Louisiana State Universi-ty Health Sciences Center, 1501 Kings Hwy, Shreveport, LA 71103

MIDDLE EAST STUDIES

Lecturer in the Modern Middle East Harvard University

The Department of Near Eastern Languages and Civilizations at Harvard University seeks to ap-point a three-year lecturer in the Modern Middle East with a focus on Iran or Turkey. By "modern," we mean encompassing at least the nineteenth to the twenty-first centuries. We welcome various disciplines, including, but not lim ited to, political, economic, social or cultural history. The lecturer will teach and advise undergradu-ate and graduate students and will have excellent skills teaching with sources in the relevant primary languages. The teaching load is 2/2. The appointment is expected to begin on July 1, 2022. The position is for three years, with the second two years contingent on a satisfactory performance review during the first year.

MULTIPLE POSITIONS

Multiple Positions

Middlebury College
Middlebury College has the following positions available in Middlebury, VT:Assistant Professor of Economics: Teach undergraduate courses in Economics. Ph.D. in Economics or related field required. Apply to ovpaa@middlebury.edu, subject line: Job Code ECON. Assistant Professor of French and Francophone Studies: Teach undergraduate courses in the Department of French and Francophone Studies. Perform research and participate in departmental activities. Ph.D. in French or related field and native or near native proficiency in French reuired. Apply to ovpaa@ middlebury.edu, subject line: Job Code FREN. Assistant Professor of Geography: Teach under-graduate courses in Geography. Ph.D. in Geography or reated field required. Apply to ovpaa@ middlebury.edu, subject line: Job Code GEOG. The President and Fellows of Middlebury College is an Equal Opportunity Employer. The College is committed to hir-ing a diverse faculty as we work to corter inspectation our currier. foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body. At Middlebury, we strive to make our campus a respectful, engaged community that embraces differ-ence, with all the complexity and individuality each person brings.

MUSIC

Interim Lecturer of Voice

Interim Lecturer of Voice (one-year position)
Baylor University
Baylor University announces a faculty opening for Interim Lecturer of Voice (one-year position). Appointment date: August 1, 2022. Appointment ends: May 31, 2023. Responsibilities: Teach applied voice to undergraduate and possibly graduate voice students. and possibly graduate voice stu-dents; teach allied subjects such as Song Literature, German Diction, or other subjects as assigned.
Qualifications: Master's degree required but Doctorate preferred; experience as a studio voice teach experience as a studio voice teach-er at the collegiate level required; record of distinguished musical performance on a national and/ or international level preferred. or international revel preferred. Rank and Salary: One-year, interim position with Lecturer rank and full benefits. Application Procedure: Screening of applicants will begin on April 18, 2022, and will continue until the position is filled. Applicants should sub-mit electronically a signed letter of application, curriculum vitae, unofficial transcripts for all academic degrees earned, contact information for 3 references, and a link to a 30-minute video of their voice teaching (ideally with a college-age student, and ideal-ly including both vocalizing and

repertoire work). Materials must be submitted via http://apply.in-terfolio.com/105162. Following initial review, applicants who advance in the search process may be asked to send additional materials. Please direct inquiries to: Dr. Jamie Van Eyck, Chair of the Interim Lecturer of Voice Search Committee (Jamie_Van_Eyck@baylor.edu). Baylor University is baylor.edu). Baylor University is a private Christian university and a tier-one research institution, consistently listed with highest honors among The Chronicle of Higher Education's "Great Col-leges to Work For." The univer-sity is recruiting new faculty with a deep commitment to excellence in teaching, research, and scholarin teaching, research, and scholarship. As the world's largest Baptist university, Baylor offers over 40 doctoral programs and has almost 17,000 students from all 50 states and more than 80 countries

Lecturer

University of Idaho
Lecturer. Teach Music and related courses, advise students and perform faculty service. Master of Music. Interested persons should send a cover letter and CV to: Dr. Vanessa Sielert, University of Ida-ho, 875 Perimeter Drive MS 4015, Moscow, ID 83844, or to vanessas@uidaho.edu

NEUROPATHOLOGY

Assistant Professor

Louisiana State University Health Sciences Center Assistant Professor. Teach medical students and residents, provide patient care, maintain an active research agenda, and perform faculty service. MD or equivalent. BC Neuropathology, LA license by start date. Interested persons should send cover letter and CV to: Dr. Byron Crawford, Louisiana Canter, 1501 Kings Hwy, Shreve-port, LA 71103, or to Byron.craw-ford@lsuhs.edu.

PHYSICAL THERAPY

ASSISTANT PROFESSOR OF

PHYSICAL THERAPY, Eastern Washington University Assistant Professor Of Physical Therapy. Eastern Washing-ton University, 314 Showalter Hall, Cheney, WA 99004: Teach uni-level courses for grad and un-dergrad in PT, such as Geriatrics, Clinic Kinesiology & clinic research labs in PT. Dev new courses w/in PT & clinic research, esp in lumbar mobilization. Req PhD in PT, Rehab Sci, or a rel field + 2 yrs exp as Instructor, Grad TA, RA, or rel. Exp incl teach PT lab course content for doctorate (grad) level PT students. Apply online at: http://jobs.hr.ewu.edu

PHYSICS

Assistant Professor

University of Mississippi Assistant Professor. Teach physics and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Physics or closely related area. Interested persons should send a cover letter and CV to: Dr. Luca Bombelli, Department of Physics and Astronomy, University of Mississippi, University, MS 38677, or bombelli@ olemiss.edu.

VETERINARY MEDICINE

Diagnostic Pathologist

University of California, Davis Diagnostic Pathologist. Asst/As-soc/Full Professor of Clinical Anatomic Pathology in the California Animal Health & Food Safe-The Annual Health & Food Sale-ty Laboratory System (CAHFS) and Department of Pathology Microbiology & Immunology, School of Veterinary Medicine, University of California, Davis The successful candidate will be working at the CAHFS laboratory in Tulare, CA, a location just a few hours from the coast, Sequoia and Yosemite National Parks, Los Angeles, and the San Francisco Bay Area. You will be joining a

thologists, but will be part of a four-lab system with 14 anatomic pathologists, toxicologist, epidemiologist, bacteriologists, and an electron microscopy specialist. CAHFS-Tulare is a new 34,000 sq. ft. facility with local testing capabilities such as molecular dicapabilities such as indicedual diagnostics, bacteriology including MALDI-TOF, and immunology. Salary dependent on qualifications and experience. Responsibilities: Diagnostic Service: The candidate will function primarily cantidate win tuliction primarily as a diagnostic pathologist at the CAHFS-Tulare laboratory. The majority of the caseload includes livestock and avian species with an emphasis on disease conditions affecting cattle and com-mercial poultry. The laboratory also receives equids, camelids, wildlife, zoo collection species, and occasionally companion animals. Timely interaction with veterinarians and livestock producers is an integral part of this position. Research: Creative use of diagnostic case material including publication of results in appropriate journals is essential. Teaching: The incumbent(s) will have limited local teaching responsibilities to veterinary and graduate students. Opportunities exist to teach in the DVM curriculum on the UC Davis campus. Service: University and public service through departmental, school and university commitschool and university commit-tee work, participation in profes-sional organizations, continuing education, and other appropriate activities is required. Qualifica-tions: DVM or equivalent degree tions: DVM or equivalent degree with experience in mammalian and/or avian diseases required. Board certification or eligibility for board certification by the American College of Veterinary Pathologists (ACVP) or European College of Veterinary Pathologists (ECVP) required. Renewal for the 4th year of appointment requires 4th year of appointment requires ACVP or ECVP board certification. Demonstrated ability in diagnostic anatomic pathology required. Demonstrated experience in diagnostic disciplines, disease investigation, and experience in diagnostic interpretation required. PhD degree in veterinary pathology or related field preferred. The successful candidate will have: i) excellent interpersonal and com-munication skills to effectively communicate with veterinarians producers, and government agencies; ii) client-focused, service-oriented approach to diagnostics; iii) demonstrated ability to work with others in a collegial team atmosphere, and iv) demonstrated (or potential) accomplishment in areas contributing to diversity and inclusion. UC Davis is committed inclusion. UC Davis is committed to supporting a diverse community of scholars with an emphasis on recruiting faculty who will contribute substantively to diversity. To receive fullest consideration, applications must be received by May 8, 2022; position open until filled. Interested applicants should submit 1) a letter of intent outlining special interest in the position, overall related qualifications, experiences, career goals; 2) curriculum vitae; 3) a statement summarizing experience and professional contributions in the area of diversity and inclusion; and 4) of diversity and inclusion; and 4) the names and addresses of five professional references. Applica-tion material is to be submitted by using the University's online submission program at https://re-cruit.ucdavis.edu/apply/JPF04809. The University of California, Davis is an affirmative action/ equal opportunity employer with a strong institutional commitment to the achievement of diversity to the achievement of diversity among its faculty and staff. UC Davis supports family-friendly re-cruitments: http://academicaffairs. ucdavis.edu/programs/work-life/ index.html

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives



Adrien Bennings, president of Kellogg Community College, in Michigan, has been named president of Portland Community College, in Oregon.



Michael Laliberte, president of the State University of New York at Delhi, has been named president of the University of Maine at Augusta.



Darrell K. Williams, a retired lieutenant general in the U.S. Army and vice president and managing director of the U.K. Ministry of Defence Logistics Commodities and Services Transformation program at Leidos, has been named president of Hampton University. He will succeed William R. Harvey.

Chief executives (continued)

APPOINTMENTS

John Chenoweth, provost and vice chancellor for academic affairs at the University of Wisconsin at Whitewater, has been named interim chancellor after James P. Henderson resigned.

Tammy Evetovich, provost and vice chancellor for academic affairs at the University of Wisconsin at Platteville, has been named interim chancellor. She will replace Dennis J. Shields, who will leave to become president of the Southern University system and chancellor of Southern University and A&M College.

Parwinder Grewal, special assistant to the president of the University of Texas-Rio Grande Valley, has been named the first president of Vermont State University. Castleton University, Northern Vermont University, and Vermont Technical College will combine under the new university name.

Michelle Patrick, dean of the School of Business at Robert Morris University, has been named interim president. She replaced interim president Mary Ann Rafoth, who is retiring

Todd Saliman, interim president of the University of Colorado system, has been named the sole finalist to be president.

Daniel Shipp, vice chancellor for

strategic initiatives at the University of Nebraska Medical Center and executive vice president and provost at the University of Nebraska system, has been named president of Pittsburg State University, in Kansas.

RESIGNATIONS



Lee Bollinger, president of Columbia University since 2002, plans to step down at the end of the 2022-23 academic year.

Patrick Gallagher, chancellor of the University of Pittsburgh since 2014,

plans to step down in the summer of

Scott Gordon, president of Stephen F. Austin State University, will step down after he and the Board of Regents "mutually agreed" that it was time for the "employment relationship to end.

Andrew Hamilton, president of New York University since 2016, plans to step down in 2023 and return to the faculty as a professor in the chemistry department.

Clayton S. Rose, president of Bowdoin College, announced his plans to step down on June 30, 2023.

T. Ramon Stuart, president of Clayton State University, resigned after less than a year in the job, citing health problems. Kerry Heyward, attorney

for Georgia State University, will serve as interim president.

RETIREMENTS

Wayne A.I. Frederick, president of Howard University since 2014, announced his plan to retire by June 2024.

William R. Harvey, president of Hampton University since 1978, plans to retire in June.

Rock Jones, president of Ohio Wesleyan University since 2008, plans to retire at the end of the 2022-23 academic year.

Carolyn Long, campus president of West Virginia University Institute of Technology since 2011, plans to retire in December.

Chief academic officers

APPOINTMENTS

Donna K. Arnett, dean of the College of Public Health at the University of Kentucky, has been named executive vice president for academic affairs and provost at the University of South Carolina.

Robert Bohrer II, senior associate provost for academic success at Gettysburg College, has been named vice president for academic affairs and dean of the college at Hiram College.

Michele Gillespie, dean of the College of Arts and Sciences at Wake Forest

University, has been named provost at the university.

Sacha E. Kopp, senior vice chancellor for academic affairs at the University of Nebraska at Omaha, has been named provost at Gonzaga Univer-

John T. McGreevy, a professor of history and former dean of the College of Arts and Letters at the University of Notre Dame, has been named pro-

Avinandan (Avi) Mukherjee, interim provost and sernior vice president for academic affairs at Marshall University since July 2021, has been named to the post permanently.

Amy Sueyoshi, dean of the College of Ethnic Studies at San Francisco State University, has been named provost at the university.

Kathy J. Wolfe, dean of engaged education at Hamilton College, has been named vice president for academic affairs and dean of the college at Roanoke College

RESIGNATIONS

Jason Osborne, provost at Miami University, will resign.

Other top administrators

APPOINTMENTS

Ben Durant, senior policy adviser and

vice president for administration and finance at Guilford College, has been named interim chief financial officer at New Jersey City University.

Karleen Howard, executive director of enrollment management and director of financial aid and veterans affairs at Spring Hill College, has been named vice president for enrollment management at Somerset Community College.

RESIGNATIONS

Eric Norman, vice president for student affairs at Austin Peay State University, has resigned after being placed on administrative leave following an employee's complaint of sexual harassment.

Deans

APPOINTMENTS

Valerie Banschbach, associate provost and dean of Sciences and Education at Gustavus Adolphus College, has been named dean of the College of Arts and Sciences at the University of Portland.

Abra K. Bush, senior associate dean of institute studies at the Johns Hopkins Peabody Institute, has been named dean of the Indiana University Jacobs School of Music.

Submit items to people@chronicle.com

Laurie Carter, chair of the department of English and foreign languages at Hampton University, has been named dean of the School of the Arts and School of Humanities at Susquehanna University.

Laura Delbrugge, dean of the College of Arts and Humanities for the integrating Pennsylvania State System of Higher Education campuses of Clarion, California, and Edinboro universities, has been named dean of the College of Arts and Letters at Old Dominion University.

Del Doughty, dean of the College of Arts, Sciences, and Education at Texas A&M University, has been named dean of the College of Liberal Arts at the University of Southern Indiana.

Otgontsetseg Erhemjamts, associate dean of business, associate vice president and associate provost for strategic initiatives, and a professor of finance at Bentley University, has been named dean of the School of Management at the University of San Francisco.

Kenneth Fridley, senior associate dean of administration at the College of Engineering at the University of Alabama, has been named dean of the Batten College of Engineering and Technology at Old Dominion University. **Eileen Fry-Bowers,** associate provost for research administration at the University of San Diego, has been named dean of the School of Nursing and Health Professions at the University of San Francisco.

Clifford L. Henderson, a professor and chair of the department of chemical, biological, and materials engineering at the University of South Florida, has been named dean of the College of Engineering at the University of Alabama at Tuscaloosa.

Marie T. Nolan, professor and executive vice dean in the School of Nursing at the Johns Hopkins University, has been named dean of the Conway School of Nursing at the Catholic University of America.

Mohamed Noor, dean of natural sciences and a professor of biology at Duke University, will become interim dean of Duke's Trinity College of Arts and Sciences when Valerie Ashby departs to become president of the University of Maryland-Baltimore County.

Austen Parrish, dean of the Indiana University Maurer School of Law, has been named dean of the School of Law at the University of California at Irvine.

Shankar Prasad, vice president for academic innovation and deputy provost for strategic initiatives at Brown University, has been named dean of the School of Professional Studies.

David Steeb, an associate professor and director of global engagement in the Eshelman School of Pharmacy at the University of North Carolina at Chapel Hill, has been named founding dean of the College of Global Population Health at the University of Health Sciences and Pharmacy in St. Louis.



ALEXANDRA

Alexandra Minna Stern, associate dean of humanities in the College of Literature, Science, and the Arts at the University of Michigan, has been named dean of humanities in the Universi-

ty of California at Los Angeles College of Letters and Science.

Katherine Straub interim dean of the School of Natural and Social Sciences at Susquehanna University since August 2021, has been named to the post permanently.

Tyrone Tanner, executive director of the Northwest Houston Center and interim dean of graduate studies at Prairie View A&M University, has been named dean of graduate studies.

Sandra Vannoy, interim dean of the Walker College of Business at Appalachian State University since 2021, has been named to the post permanently.

Rachel Williams, an associate professor and department chair of gender, women's, and sexuality studies and studio art at the University of Iowa, has been named dean of the division of liberal arts at the University of North Carolina School of the Arts.

RESIGNATIONS

Lynda Ransdell, dean of the College of Health and Human Sciences at Northern Illinois University, plans to step down in June.

David Weil, dean of the Heller School for Social Policy and Management at Brandeis University, plans to step down in June.

Other administrators

APPOINTMENTS

Christopher C. Beyrer, a professor of

public health and human rights at the Johns Hopkins University Bloomberg School of Public Health, has been named director of Duke University's Global Health Institute.

Jonathan Meer, senior philanthropic adviser for the Bruce Springsteen Archives and Center for American Music at Monmouth University, has been named associate vice president for development and alumni engagement at the College of New Jersey.

John Morris, a professor in the department of chemistry at Virginia Tech, has been named associate dean of research in the College of Science.

Nadeem Siddiqui, a former executive director of the Faculty Student Association at Stony Brook University, has been named assistant vice president for campus dining at Princeton University.

Organizations

APPOINTMENTS

Katherine E. Fleming, provost at New York University, has been named president and chief executive of the J. Paul Getty Trust.

Deaths

Jack Hopper, retired dean of the College of Engineering and former professor at Lamar University, died on April 11. He was 84.

Sister Janice Ryan, who served from 1979 to 1996 as president of Vermont's Trinity College, which closed in 2000, died on March 30. She was 85.

Jon Wefald, who served as president of Kansas State University from 1986 to 2009, died on April 16. He was 84.

— COMPILED BY JULIA PIPER

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