THE CHRONICLE
OF HIGHER EDUCATION

June 25, 2021
$7.99

‘What the Hell Happened?’

Inside the Nikole Hannah-Jones tenure case

Your passion never runs out.

Neither does our commitment to you.

In over 100 years, we've never missed a payment. Guaranteed monthly income for life.

LEARN MORE:
TIAA.org/NeverRunOut

TIAA

INVESTING | ADVICE | BANKING | RETIREMENT

THE CHRONICLE OF HIGHER EDUCATION

chronicle.com | Volume 67, Number 21 | June 25, 2021

KARSTEN MORAN, REDUX

FEATURES

Cover photograph of Nikole Hannah-Jones by Karsten Moran, Redux

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.

REGISTERED FOR GST AT THE CHRONICLE OF HIGHER EDUCATION, INC. GST NO. R-129 572 8 30. POSTMASTER: SEND ADDRESS CHANGES TO THE CHRONICLE OF HIGHER EDUCATION, P.O. BOX 85, CONGERS, N.Y. 10920.
THE CHRONICLE RESERVES THE RIGHT NOT TO ACCEPT AN ADVERTISER'S ORDER. ONLY PUBLICATION OF AN ADVERTISEMENT SHALL CONSTITUTE FINAL ACCEPTANCE OF THE ADVERTISER'S ORDER.

When Fairness and Kindness Collide

THIS MONTH, the U.S. Department of Education held five days of virtual public hearings on Title IX. Hundreds of people spoke, and more than 15,000 people submitted comments. The hearings are a prelude to expected rule changes from the Biden administration. At issue is the fate of revised sexual-misconduct regulations put in place last August by Betsy DeVos that, among other changes, strengthened due-process protections for students accused of wrongdoing.

In the May 28 issue of *The Chronicle*, Sarah Brown, a senior reporter, tracked a decade of Title IX activism, initiatives, and policy swings. *Is a fair Title IX system possible?* her cover story asked. This issue of *The Chronicle* offers an answer. It comes from Lee Burdette Williams, a former dean of students at Wheaton College (Mass.) and the University of Connecticut, who bluntly describes what it's like to be knocked off the moral high ground.

CHRONICLE PHOTO

It all began with an unexpected invitation that, in time, "upended much of what I believed about myself and my profession," Williams writes. The invitation was to speak at a conference put on by a group called Families Advocating for Campus Equality, or FACE, started by three mothers of students accused of sexual assault. Williams knew it would be a tough crowd. As a former dean in charge of adjudicating sexual-misconduct allegations, she'd be viewed with skepticism, at best. But she'd handled pushy parents and obstinate students, so she figured she could handle it. She was wrong. At one point, a young man — an accused student — asked if she had ever made a decision that ruined someone's life. The question haunts her still.

I hope you read Williams's essay in its wrenching entirety. As a dean of students, she had been certain of her integrity and decency. She now thinks she wasn't adequately attuned to how her actions looked to accused students and their families, or to victims who came to her desperate for support and instead got fairness. "I wanted to be fair, I wanted to be kind," Williams writes, "but what if fairness and kindness are mutually exclusive?"

— EVAN GOLDSTEIN, MANAGING EDITOR

ADVANCING KNOWLEDGE

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

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

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

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

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

FUELING **TOMORROWS**

Visit **utoledo.edu** to learn more about how UToledo is fulfilling our mission to improve the human condition.

FIRST READS

Painful remembrances | **Student surveillance** | **Optimistic picture** | **Pandemic enrollment**

Painful remembrances

What's in a Name Change?

DIXIE STATE U.

A COMMITTEE at Dixie State University last week recommended changing the institution's name to Utah Polytechnic State University, the latest step in a painful process to distance itself from its 100-year association with "Dixie," which evokes the slave-holding South.

More than 2,000 miles away, in Lexington, Va., Washington and Lee University's board decided this month to keep the college's contentious name, ending — for now — a fraught debate over whether the 272-year-old institution should continue to honor Robert E. Lee, the Confederate general who fought for the cause of slavery.

Elsewhere in Virginia, three community colleges have decided to rename themselves, disavowing their association with historical figures who enslaved people or held racist views. Two other campuses initially said they didn't want to change their names, but under pressure from the state's community-college board, they're reconsidering.

The decisions are the culmination of a year's worth of task forces, surveys, and testy community forums prompted by a nationwide reckoning with racial injustice. Last summer, colleges across the country faced calls to cut ties with historical figures or symbols that embodied racism in some way. For a few institutions, the demands were more existential — because their very names honor those figures or symbols.

Many colleges have stripped names from campus buildings because they celebrated controversial aspects of American history. But actually renaming a college is more complicated.

The debates weighed donor demands and political pressures, community pushback and faculty sentiment. All of the colleges were driven to honor their institutional history and do what's best for students. That's easier said than done.

At Washington and Lee, nearly 80 percent of faculty members supported a resolution calling for Lee's name to go. So did the student government. Supporters of a name change said that the blatant association with Lee was offensive to students and employees of color, and would render the university irrelevant in a rapidly diversifying world.

But the opposition was steep. "Retain the Name" banners appeared on campus and across the city of Lexington. More than 200 parents sent a letter to the Board of Trustees saying that changing the name would be "a threat to current financial support and to untold future contributions."

The trustees said they found "no consensus" on whether changing the name would put the university on a better path forward. The board instead voted to make a $225-million investment — largely from fund raising — in student support and scholarships, and to "make important symbolic changes on campus," such as redesigning the university's diploma and rechristening Lee Chapel as University Chapel.

Last summer, Virginia's State Board for Community Colleges directed its colleges to review the appropriateness of their names. The community-college system has 23 campuses. Most are named for their geographic areas. But five are named for people who enslaved others or espoused racist views: John Tyler, Lord Fairfax, Thomas Nelson, Patrick Henry, and Dabney S. Lancaster. Local opposition to changes was the main reason that the boards of two of the colleges — Patrick Henry and Dabney S. Lancaster — initially voted to preserve their names.

But last month, the state community-college board enacted a new naming policy, which calls for names to "reflect the values of inclusive and accessible education" and to align with a "special emphasis on diversity, equity, and opportunity." Given those guiding principles, the board directed the two colleges to "reconsider."

When people first hear the name "Dixie State University," they often think it must be located in the Deep South. In fact, the "Dixie" term is a prominent cultural part of southwestern Utah, a region known as "Utah's Dixie." It commemorates the Mormon pioneers who were called to Utah to grow cotton by Brigham Young, the iconic 19th-century leader of the Church of Jesus Christ of Latter-day Saints.

But outside of Utah, when some prospective employers see "Dixie State" on a résumé or application, they're taken aback. Richard B. Williams, Dixie State's president, said he's heard from alumni that, during interviews for graduate school or medical school, they have to answer questions — explicit or implied — like: "Why is there a university named 'Dixie' in Utah? Is it a racist university? Is it a white-supremacist university?"

The Utah Legislature has the sole authority to change the names of public universities. Dixie State was the most hotly contested issue of the last legislative session, Williams said, and many lawmakers were skeptical. But they were willing to support legislation that would explore the possibility of a name change and solicit more community feedback.

"Any president does not aspire to change the name of a university," Williams said. But he also doesn't want his students to have to spend their time explaining what "Dixie State" means anymore, either.

—SARAH BROWN

Student surveillance

Wrongfully Accused?

A DECISION this month by Dartmouth College's medical dean to dismiss charges against 17 students accused of cheating on remote exams was just the latest case in which the use of surveillance technology came back to bite colleges that increasingly relied on it during the pandemic.

The students had faced sanctions including course failure, suspension, and expulsion after a deep dive into data from the college's learning-management system, Canvas, persuaded the school that students had been looking up class materials during closed-book exams. The problem, which *The New York Times* discovered and wrote about last month, is that Canvas can automatically generate activity data on devices even when no one is using them. So while a few students may actually have been cheating, others may have had no idea that Canvas was refreshing on their cellphones or iPads, pinging "evidence" that they were sneaking a peek at the answers.

In an email sent to the campus, Duane A. Compton, dean of the Geisel School of Medicine, wrote that "upon further review and based on new information received from our learning-management system provider," all honor-code charges against the students were being dropped. He apologized to the students, who had taken to social media to anonymously describe the emotional toll caused by the accusations and the potential threats to their ability to practice medicine. Some students even protested the investigation in person.

No one is suggesting that cheating didn't happen at colleges that had to move exams online. No matter how much instructors lecture about academic integrity, some students will be tempted to open course materials during closed-book tests when no one is watching. Colleges, including Dartmouth, have turned to a variety of technological tools to lock down browsers during exams. Some go further, using proctoring services that scan a person's room and monitor eye movements for signs of cheating.

The problem, as Dartmouth's case illustrated, is that those tools sometimes flag normal behavior as cheating, and the consequences for students can be dire. Even before the pandemic, colleges were starting to use increasingly invasive techniques to monitor student behavior, prompted by worries over school shootings and campus rapes and facilitated by a widening array of available technology. As concerns over Covid-19 spread, biometric sensors were introduced, allowing campuses to monitor building density as well as students' temperatures and heart rates.

A backlash against online proctoring systems has prompted some colleges to discontinue their use. The University of Illinois at Urbana-Champaign announced in January that it would stop using Proctorio software after the summer-2021 term. Last September, Brown University apologized to students for threatening them with disciplinary sanctions for supposedly violating Covid-19 restrictions by being in Providence, R.I., when they had said they were attending remotely. The university had relied, in part, on evidence that the students had made use of private university electronic services or secure networks from the Providence area, had entered campus buildings, or had been seen by other members of the community, a Brown spokesman told *The Chronicle*. The charges were dropped when Brown learned the students weren't nearby.

The Foundation for Individual Rights in Education called out the Dartmouth controversy as another case in which a university "appeared to gravely misunderstand, or willfully ignore, the highly complicated data it used as the basis of its accusations against the students."

Dartmouth officials declined to comment further, citing student privacy. But in his statement last week, Compton said the students' academic transcripts wouldn't include any reference to the proceedings. The medical school, he said, was providing resources to support the affected students and help them maintain their academic and professional progress. It will also review how cases are adjudicated. Students had complained that they were given less than 48 hours to respond to the charges and were advised that they'd be treated less harshly if they pleaded guilty, even when they said they hadn't cheated.

"As we look to the future, we must ensure fairness in our honor-code review process, especially in an academic environment that includes more remote learning," Compton wrote. "In particular, we must ensure our processes live up to our high standards when it comes to maintaining academic honor and integrity. We will learn from this, and we will do better."

— KATHERINE MANGAN

KELLY BURGESS, THE NEW YORK TIMES, REDUX

Optimistic picture

International Applications Rebound

AFTER STEEP DECLINES in international-student numbers during the Covid-19 pandemic, a new snapshot survey from the Institute of International Education paints a more optimistic international-enrollment picture for the coming fall.

Forty-three percent of colleges said international applications were above 2020 levels, according to the survey results, which were released this month. Of that group, about 15 percent reported a "substantial" increase in overseas applicants.

"Confidence is surging from higher-ed institutions for international-student enrollment coming out of the pandemic," said Mirka Martel, the institute's head of research, evaluation, and learning.

Here are some key findings from a report on the survey, which also looked at trends for American students studying abroad:

Applications are up — compared with a very bad year. More than four in 10 colleges this past spring reported an increase in applicants, while 20 percent said that trends were about the same as last year.

By comparison, in the spring of 2020, more than half of all colleges experienced application declines, with 20 percent saying the drop was substantial. New international enrollments plummeted 43 percent last fall, with many students unable to get visas or travel to the United States because of Covid.

Yet the pandemic alone does not explain last year's depressed application numbers, since widespread Covid-19 outbreaks did not begin to occur until well into the admissions cycle. Martel said there may have been "some preliminary Covid effects" on applications as early as January 2020, when the coronavirus first emerged in China, the largest source of international students in the United States.

But she said there were probably multiple reasons for falling interest, including increased competition for international students, changing demographics in key sending countries, and a drop in foreign-government scholarships for overseas study.

Another reason is likely to be the cumulative effect of four years of Trump-administration policies, which were largely seen as unwelcoming to international students. New international enrollments have now fallen four years in a row.

The new survey, however, suggests that the rebound may not be even. While close to 60 percent of doctoral institutions reported an increase in applications, a similar share of community colleges anticipated fewer applicants.

Colleges are planning to welcome international students back to campus but are preparing for contingencies. Eighty-six percent of the respondents said they expected to hold at least some in-person instruction for international students this fall, and none of the institutions reported planning for only virtual instruction.

Still, it's clear that colleges are planning for the fall with what-ifs in mind. Although the U.S. government has eased travel restrictions for international students and made a priority of processing student visas, there are huge backlogs. Colleges are also mindful of continuing Covid outbreaks. India, which in a typical year sends about 200,000 students to study in America, has been dealing with a recent surge in cases.

In a sign that colleges were hedging their bets, three-quarters of those surveyed said they would permit international students to defer their enrollment to the spring of 2022. Half said they would offer online study if overseas students could not travel to the United States.

Only 25 percent said they would offer only in-person instruction.

Meanwhile, vaccination requirements are still a work in progress. At the time of the survey, conducted from April 15 to May 5, half of institutions said they had not set vaccine policies. Only 14 percent had requirements in place.

Vaccine mandates add extra complexity for international students, many of whom do not have access to the shots in their home countries.

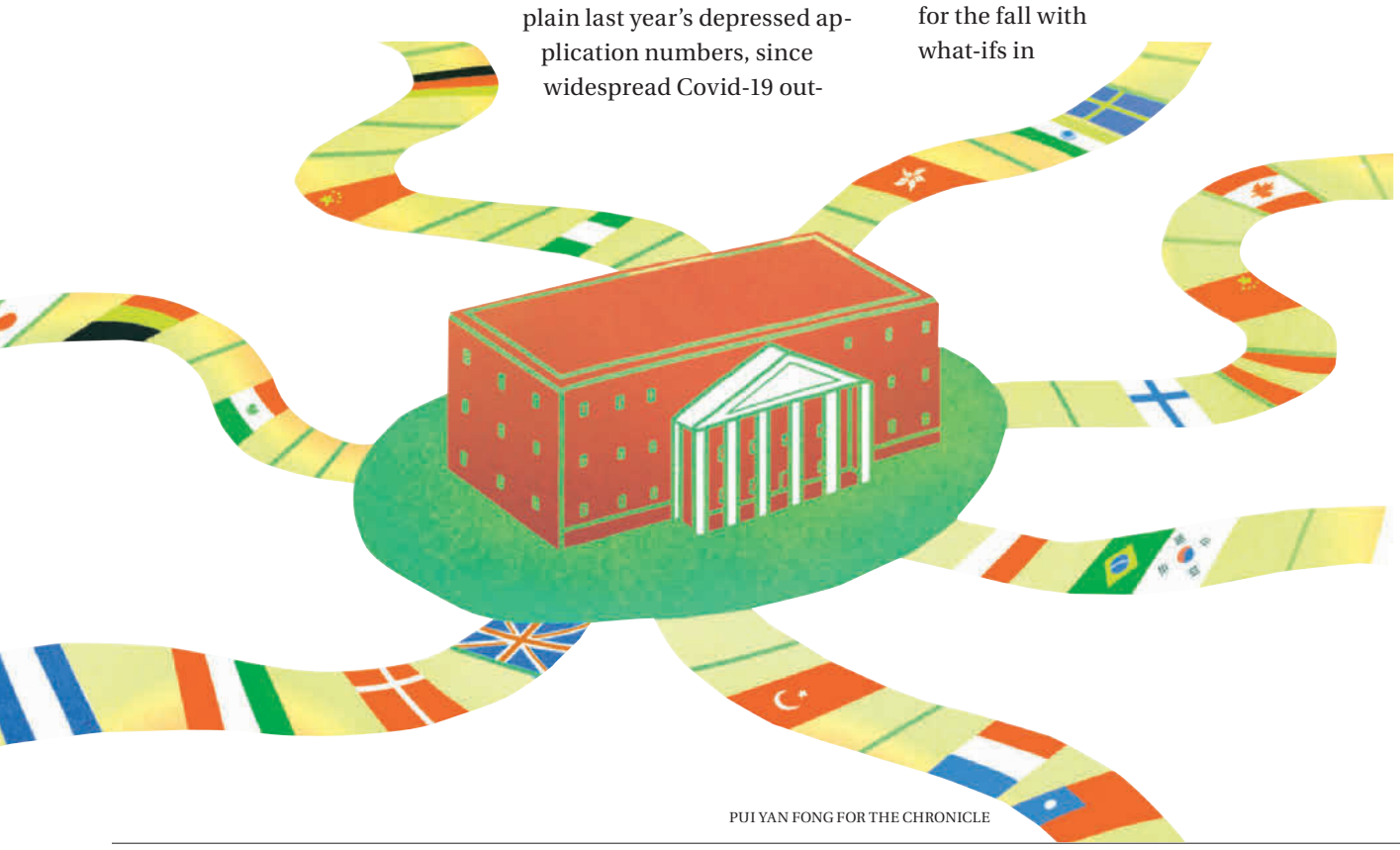
Colleges are hoping to send students abroad in the new academic year, but many plan to keep virtual study programs developed during the pandemic. The pandemic largely halted study abroad, but half of colleges surveyed plan to allow in-person international study this fall. A third are still in the midst of making that decision.

Even if international travel is somewhat slow to resume, colleges continue to seek ways to give American students a global experience. Fifty-seven percent said they were expanding online or virtual programming.

Still, safety concerns will be at the forefront. Three-quarters of colleges said they had updated their education-abroad policies and procedures during the pandemic, to emphasize health and safety concerns and to allow students greater flexibility to cancel their plans.

As with international-student travel, Covid will continue to affect study-abroad plans. The U.S. State Department has warned Americans against traveling to many countries because of coronavirus outbreaks and low vaccination rates.

— KARIN FISCHER



PUI YAN FONG FOR THE CHRONICLE

Pandemic enrollment

An Epidemic of Empty Chairs

NEW DATA from the National Student Clearinghouse Research Center provides a final tally of the enrollment decline higher education suffered during the spring term of 2021: Total college enrollment fell 3.5 percent from a year earlier, a shortfall of 603,000 students. That is seven times worse than the decline a year earlier.

But, as usual, the top-line number doesn't tell the whole story. Some students, institutions, and parts of the country fared worse than others — a trend that has persisted in the enrollment snapshots that the research center released month by month throughout the spring.

603,000

College enrollment dropped by 3.5 percent from the spring of 2020 to this spring, a loss amounting to more than 600,000 students.

For instance, male student enrollment continued to fall more than female student enrollment did. The number of men declined by 5.5 percent, or 400,000 students, from a year ago. That's compared with a drop of only 2 percent for women, or 203,000 students, according to the data.

And while enrollment fell in almost every undergraduate major tracked by the research center, there were two bright spots at four-year institutions: psychology and computer and information science. Enrollment in those majors was up by 4.8 percent and 3 percent, respectively, from a year ago.

The 3.5-percent figure in the latest report is the largest year-over-year decline since the research center began publishing enrollment data a decade ago. (Last fall's decline was 2.5 percent, by comparison.) The spring's final tally came in almost exactly between the center's earlier figures for the semester: 4.2 percent in April and 2.9 percent in March.

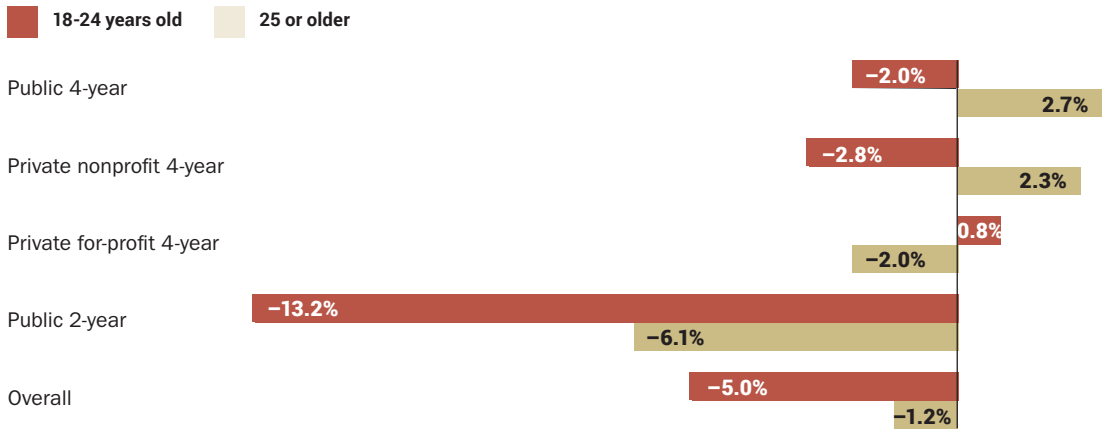
The charts at right offer a closer look at other diverging paths in the latest data.

— AUDREY WILLIAMS JUNE

The Decline in Traditional-College-Age Students Was Sharper Than Among Students 25 and Older

Attendance by students ages 18 to 24 fell by 5 percent this spring, with community-college enrollment taking the hardest hit within that age group.

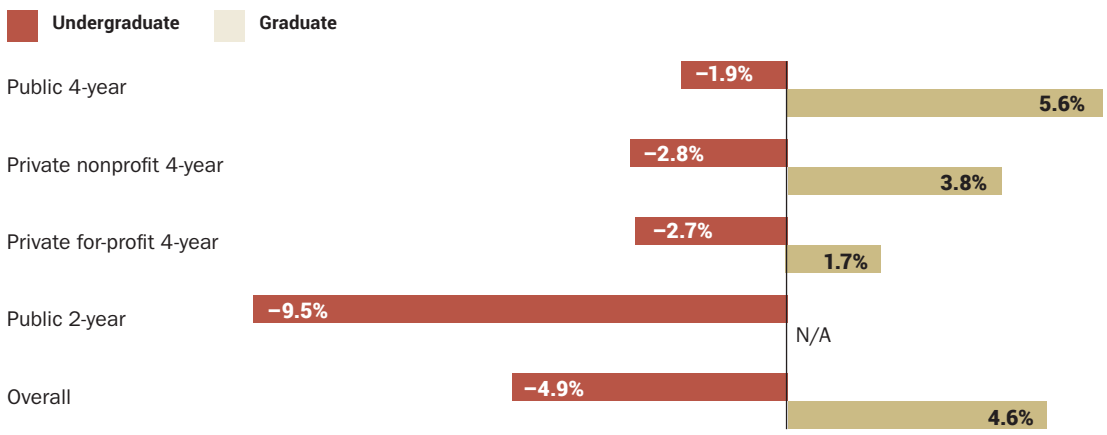
Percentage change from previous year



Undergraduate Enrollment Is Down, but Graduate Enrollment Is Up

A decrease in undergraduates in the spring of 2021 at every type of institution fueled the overall decline. In contrast, graduate attendance was up this spring, as it was last fall.

Percentage change from previous year



Enrollment Fell in All but 7 States

Nearly every state saw a drop in overall enrollment in the spring of 2021. But New Hampshire led the small group of states that saw enrollment grow compared with a year ago.

Top 5 states with largest one-year decline by percentage change	Percentage change from previous year
New Mexico	−11.4%
Delaware	−7.7%
Michigan	−6.4%
Kansas	−6.3%
Wyoming	−6.2%

States with enrollment growth	Percentage change from previous year
New Hampshire	10.8%
Utah	4.7%
West Virginia	2.8%
Nebraska	2.4%
Virginia	1.3%
Idaho	0.4%
Maryland	0.7%

Source: National Student Clearinghouse Research Center

‘What the Hell Happened?’

How a star journalist’s tenure bid entered higher ed’s caldron of politics, race, and money.

BY JACK STRIPLING

MAYBE a historian could allay the donor’s concerns.

Last August 24, Walter E. Hussman Jr., an Arkansas newspaper publisher, had a midday phone call with James L. Leloudis, a history professor at the University of North Carolina at Chapel Hill, where Hussman had pledged to donate $25 million to the journalism school.

By this point, few people knew that the Hussman School of Journalism and Media was planning to hire Nikole Hannah-Jones, a Pulitzer Prize-winning journalist for *The New York Times* and a Chapel Hill alumna. The school’s full professors had learned of the plan only weeks before, when Susan King, their dean, convened the group for a sub rosa Zoom meeting and urged them not to publicly discuss the still-developing deal, according to people who attended.

But Hussman was more plugged in than most, and King had told him about the plan sometime in August, he recalled. Hussman set about educating himself on Hannah-Jones, reading at first the opening essay of her highest-profile work, “The 1619 Project.” The project, which situates slavery at the center of American history, has been both heralded as a long-overdue corrective of the rah-rah version of the nation’s founding and criticized by some historians for inaccuracies. Donald J. Trump, as president, went further, lumping “1619” in with critical race theory as a form of “ideological poison” that ought to be counterbalanced with “patriotic education.”

Before he knew it, Hussman had curated his own personal summer book club centered on Hannah-Jones’s work and the commentary around it. He read parts of “1619,” and moved on to “What Is Owed,” Hannah-Jones’s *New York Times Magazine* piece on reparations. He read a *Politico* column by Leslie M. Harris, a history professor at Northwestern University, titled “I Helped Fact-Check the 1619 Project. The Times Ignored Me.”

“I read the stuff on the World Socialist Web Site,” Hussman told *The Chronicle*, sounding a bit aghast at how far he had descended down the rabbit hole, “and they were criticizing. I mean, I tried to read everything.”

In her *Politico* column, Harris said she had worried that Hannah-Jones’s overstated claim that the preservation of slavery was a central cause of the Revolutionary War would give critics an opening to discredit the entirety of an otherwise important work, which, Harris said, is “exactly what has happened.”

KARSTEN MORAN, REDUX

A Timeline of Key Events in the Nikole Hannah-Jones Saga

JUNE 12, 2020

Susan King (*left*), dean of the UNC Hussman School of Journalism and Media, calls a special meeting of the school's full professors to discuss **Nikole Hannah-Jones**'s potential appointment as Knight chair in race and investigative journalism.

SEPTEMBER 30, 2020

Following the recommendation of its promotion and tenure committee to grant tenure to Hannah-Jones, the Hussman School's full professors vote in favor of her appointment with tenure. The case moves to the campuswide committee on appointments, promotions, and tenure.

JUNE 2020

SEPTEMBER 2020

Walter Hussman Jr. (*left*), for whom the journalism school is named, emails David S. Routh, UNC's vice chancellor for university development, taking issue with Hannah-Jones's assertion in "The 1619 Project" that in the struggle for civil rights after World War II, "For the most part, Black Americans fought back alone."

NOVEMBER 12, 2020

The Board of Trustees is scheduled to vote on Hannah-Jones's tenure, but it chooses to take no action, according to Hannah-Jones's legal team. Her lawyers later describe the board's decision as "unusual if not unprecedented," given that Hannah-Jones had successfully navigated the tenure process before the case reached the board.

PHOTOS: UNC-CHAPEL HILL

For Hussman, who is 74 years old, the criticism that Hannah-Jones's work is driven more by a political agenda than solid facts is particularly troublesome. He has staked his journalistic identity around a set of "core values," which call for "impartiality" in reporting that is free of "personal opinion or bias." The values are printed every day on the second page of each of the 11 daily newspapers he and his family own. They hang, too, on the wall of the journalism school that bears his name.

After reading Hannah-Jones's work, Hussman seized upon her assertion that, in the struggle for equal rights, "For the most part, Black Americans fought back alone." That didn't sound right to the longtime newsman, who thought it left out the contributions of white journalists who had endured death threats for their coverage of the civil-rights movement. And what about white abolitionists? he asked Leloudis, the history professor.

"He said, 'You know, we had an abolitionist society of course in New England, but there was even an abolitionist society in Virginia,'" Hussman recalls. "I said, 'Abolitionist society in Virginia? That's news to me.'"

Leloudis recalled his conversation with Hussman as cordial. In the professor's view, "1619" is "absolutely invaluable." It frames for a broad audience a conversation about the nation's history that historians have been having for decades.

Ultimately, Hussman was unmoved. "I did not convince him," Leloudis said, "that he should give up his concerns about the content of 'The 1619 Project' and the basic argument it's making about race and American history."

Leloudis pointed to a larger issue at play in the opposition to the project, which is often criticized for being overly divisive. That's the same sort of argument, he said in an email to *The Chronicle*, that opponents of civil rights made about protesters sitting at lunch counters and marching in the streets.

"An appeal to civility," Leloudis wrote, "was wielded as a powerful political weapon in service to the racial status quo. And, I fear, we find ourselves in a very similar situation today."

In conversations with the dean, Hussman continued to press his point.

"It just really concerns me, you know?" Hussman said he told the dean on a phone call. "And she said, 'Well, I understand you might be concerned, but she won a Pulitzer Prize; she's a MacArthur genius. She's so well known, and this will just be a real feather in the cap for the journalism school.'

"I said, 'Susan, I've got a lot of respect for you,' and she said, 'I've got a lot of respect for you, too.' And I said, 'I think this is just one of those things where we need to agree to disagree.' And so, we kind of just left it at that."

But Hussman didn't leave it at that. As he often does, he reduced his concerns to writing. His initial draft was overly long, he said, so he decided to fashion separate emails on each individual problem he had with "The 1619 Project." Was the Revolutionary War about protecting the institution of slavery? (Hussman thinks not, and he "dealt with that one" in two separate emails.) He moved from there to the assertion about Black people's having fought largely alone. Another email, he said, concerned reparations.

Hussman sent emails to David S. Routh, vice chancellor for university development; along with Kevin M. Guskiewicz, Chapel Hill's chancellor; and King, the dean. At least two of the emails were obtained by *The Assembly*, a digital magazine in North Carolina, which quoted from them in an article late last month.

In one pointed missive, Hussman wrote, "Long before Nikole Hannah Jones won her Pulitzer Prize, courageous white southerners risking their lives standing up for the rights of blacks were winning Pulitzer prizes, too."

Hussman declined to provide the emails to *The Chronicle*, although, he said, "I've even thought about publishing them myself in full page ads in the *Raleigh News & Observer*, because there's nothing in those emails that I'm concerned about, I'm embarrassed about, I'm ashamed of. I meant every single word."

(*The Chronicle* has requested the emails and a host of other documents through public-records requests with the university.)

Hussman's communications with top Chapel Hill officials have emerged as key exhibits in the still-unfolding case of Hannah-Jones's hiring as the Knight chair in race and investigative journalism. They provide a glimpse into the drama that transpired in the months before the journalism school, in April, announced her appointment. They also hint at the backroom skepticism that

LATE DECEMBER 2020
In an email to Dean King and others, Hussman says, "I worry about the controversy of tying the UNC journalism school to 'The 1619 Project.'"

LATE FEBRUARY 2021
Hannah-Jones is told she will not be offered tenure and "reluctantly" agrees to a five-year appointment as a professor of the practice, according to her lawyers.

MAY 16, 2021
In a faculty newsletter, King writes that Hannah-Jones will join the university as a professor of the practice, with the option of being reviewed for tenure within five years.

MAY 19, 2021
NC Policy Watch breaks the news that Hannah-Jones was not offered tenure, sparking a firestorm of faculty criticism and media coverage.


KARSTEN MORAN, REDUX

JULY 1, 2021
Hannah-Jones (*left*) is scheduled to start working at UNC.

2021

JULY 2021

JANUARY 2021
The Board of Trustees meets and again declines to act on Hannah-Jones's tenure, according to her lawyers. Before the meeting, **Charles G. Duckett** (*left*), the trustee who chairs the board's University Affairs Committee, contacted the provost with questions about Hannah-Jones's application and requested more time for trustees to consider her case.

MARCH 2, 2021
Robert A. Blouin, Chapel Hill's provost, sends Hannah-Jones a letter outlining her $180,000 salary and fixed-term appointment to begin on July 1, 2021.

MAY 25, 2021
Duckett, the trustee, receives a resubmitted tenure recommendation for Hannah-Jones from the university's appointments, personnel, and tenure committee. Included are Hannah-Jones's tenure dossier and CV, which Duckett says he has not seen before.

MAY 27, 2021
Hannah-Jones's legal team gives the university a June 4 deadline to offer her tenure and avoid a lawsuit.

existed before the Board of Trustees' decision, in January, not to act on Hannah-Jones's application for tenure — a coveted academic status that had been granted to the journalism school's two previous Knight chairs. (A third had tenure at Chapel Hill before he became a Knight chair.)

News of the snub, which broke last month, invited criticism of Chapel Hill's board, whose members are appointed by the Republican-controlled legislature and a system-level board with deep ties to that party. It appeared the trustees had overridden the will of the faculty and the recommendation of the provost by stalling a tenure vote on a prominent Black journalist whose work has become a favorite punching bag for the right.

A formal recommendation that Hannah-Jones be tenured has since been resubmitted to the board, although there is no guarantee of a vote. Meantime, she has threatened a federal lawsuit, arguing, through her lawyers, that the university unlawfully discriminated against her "based on the content of her journalism and scholarship and because of her race."

The case has once again thrust Chapel Hill, which for years fought over the fate of a Confederate monument on campus known as Silent Sam, into a contentious debate in which race dominates. It has crystallized and inflamed a larger national reckoning — one that is rooted in the red-letter year, 1619, when a group of some 20 people believed to be the first enslaved Africans arrived in the English colony of Virginia. It is unfolding still, in 2021, with a Black woman named Nikole Hannah-Jones, who is waiting for the mostly white trustees of one of the nation's oldest public universities to grant her an honor that her new colleagues say she more than deserves.

It all started on a Zoom call.

THE FIRST OFFICIAL MENTION of hiring Hannah-Jones happened on June 12, 2020, when the dean called a special meeting of the full professors via Zoom. Given the presumption that the next Knight chair would follow precedent and enter at the rank of full professor, only those of the same rank would vote on Hannah-Jones's tenure and appointment.

Rhonda Gibson, a journalism professor, was at first puzzled to be invited to the meeting. She would not be promoted officially to the rank of full professor until a few weeks later, on July 1. But the dean seemed to be envisioning a future in which Gibson and a couple of her soon-to-be-promoted colleagues would vote on Hannah-Jones's hire with tenure. Whether the invite was extended to rising full professors as a courtesy or a strategy is difficult to say. (King, who would know, has declined numerous interview requests.)

It had been a long road to get to this moment. In 2019 the journalism school had tried unsuccessfully to fill the Knight chair in digital advertising and marketing vacated by JoAnn Sciarrino, who had left Chapel Hill the year before for the University of Texas at Austin. That search had followed a traditional process in which professors collectively wordsmithed a job description and interviewed multiple applicants. But the leading candidate declined the offer, and, as time dragged on, "It became clear we were not going to reopen an advertising search," Gibson said.

> "When white Americans say to me, 'I just want factual reporting,' what they're saying to me is they want reporting from a white perspective ... with a white normative view, and that simply has never been objective."

The faculty were familiar with Hannah-Jones, not only from her prominence as a journalist but from her interactions with Chapel Hill and its students. She was a celebrity newswoman, who, in 2003, had earned a master's degree from the journalism school. She had been invited back, in 2017, to speak to the Hussman school's graduates.

Some of Hannah-Jones's most celebrated work, including her Pulitzer-winning commentary for "The 1619 Project," interweaves the

personal with the historical and the political. Five years ago, she used the experience of picking a school for her daughter as the catalyst for an examination of school segregation that appeared in *The New York Times Magazine*.

Hannah-Jones has argued that, for much of the history of journalism in the United States, the lived experiences and perspectives of Black journalists have largely been left out of what readers have found in newspapers. "Objectivity," if not a farce, is improperly understood, Hannah-Jones told NPR's talk show *1A* last June, a few days before Chapel Hill's dean met with the full professors.

"When white Americans say to me, 'I just want factual reporting,'" Hannah Jones said on the program, "what they're saying to me is they want reporting from a white perspective ... with a white normative view, and that simply has never been objective."

Hannah-Jones probably didn't know it at the time of the interview, but she was defining a journalistic philosophy that was in sharp contrast with that of Hussman, the man who has given Chapel Hill's journalism school the largest gift in its history — the man who would make it his hobby, if not his mission, to sow doubt about her hiring as a professor.

Hannah-Jones has not responded to interview requests from *The Chronicle*.

Faculty members often bristle at closed searches, which is what King proposed at that meeting: Hannah-Jones was a target of opportunity, the best candidate — the only candidate. In Gibson's view, the Knight chair should be "a voice of now." She agreed that the school had found that voice.

"I could not imagine a better time to make this hire," Gibson said. "I really am sad that it's gotten bogged down in controversy. It is unorthodox as a faculty hire, but it is exactly what a professional journalism school needs to do, in my opinion."

IT WOULD HAVE BEEN INCREDIBLY NAÏVE to think that the hiring of Hannah-Jones at a salary of $180,000 — tenured or not — would go unnoticed in North Carolina. Few subjects stir the passions of North Carolinians like the appropriate use of public dollars in higher education.

The state's fiscal hawks were bound to see red at the hiring of a professor who would, according to available records, earn more money than every employee in her school except the dean. But the two most recent Knight chairs, who had none of Hannah-Jones's political baggage, were granted tenure and generous pay without any discernible challenge from the board. Those professors — Sciarrino and Penelope M. Abernathy — in their final years of employment earned salaries of $171,141.43 and $175,489.68, respectively, university officials said.

W. Marty Kotis III, a member of the system's Board of Governors — and a critic of tenure in all cases — said he had been concerned about the financial management of the journalism school even before Hannah-Jones's hire.

"Gosh, they can afford to bring someone in and do this?" he said. "And yet, they're cutting adjuncts and increasing class sizes. It just doesn't feel right."

Since Republicans gained control of the General Assembly, in 2010, the system's Board of Governors has seldom shrunk from a politically charged fight. Fiscal conservatism is a running theme, but race has often been at the core of the board's most heated debates. In 2017 the board approved a policy that stripped the Center for Civil Rights, a legal-advocacy institute that had mostly represented poor and minority clients, of its powers to litigate. In 2019 the board reached a deal that would give the Sons of Confederate Veterans, a nonprofit group that has fought the removal of Confederate statues across the South, $2.5 million to take Silent Sam off the university's hands. (A state judge, in 2020, threw out the controversial settlement.)

In case after case, including the stalled vote on Hannah-Jones's tenure, the university's boards have provided anodyne public explanations for their positions that are unrelated to race or politics. This is a typical feature of a "disinformation campaign," said Alice E. Marwick, an associate professor of communication at Chapel Hill.

"No one is going to say in public they don't believe in racial equality and they think police brutality is OK," Marwick said. "Those aren't acceptable things to say. What you see in these campaigns is that these critiques are reframed in ways that are more socially acceptable."

Marwick and Daniel Kreiss, an associate professor in the journalism school, recently co-wrote a column for *Slate* in which they argued that the Hannah-Jones tenure snub was tied to an ongoing conservative ruse. The goal, the professors wrote, is to misrepresent "The 1619 Project" as an effort "to hurt and punish white people, and white children in particular." (Marwick and Kreiss are white).

"In this case, disinformation is being used to deny a decorated Black journalist tenure and ban the teaching of America's racial history in our schools," the professors wrote.

FOR MANY Black faculty and staff members, the Hannah-Jones case represents yet another indignity in a long list of them, said Dawna M. Jones, chairwoman of the Carolina Black Caucus, an advocacy group for Black faculty and staff members.

"Frustration is building. Anger is building. It's demoralizing for folks to see," said Jones, an assistant dean of students. "This is just yet another example. It's an example of the devaluing of Black scholarship, an example of undermining our ability to lead and succeed, and an example of how many of us are treated differently."

Private conversations with donors. Backroom deals. These are the features of the Hannah-Jones case that reinforce a perception held by many Black people who work and study at Chapel Hill, Jones said: "Black people are not at the table. We are often not in the room where decisions are made. The compromises, and the taking away of opportunities, happen in those rooms that we are not in."

The tenure process is considered a personnel matter and, for good reason, is mostly private. A candidate's dossier moves from one committee to the next, and little is known about how those in the room evaluated them or what questions and critiques they may have raised. At least one prominent journalist, however, has confirmed to *The Chronicle* that she served as an independent evaluator of Hannah-Jones's work. Dana Priest, an investigative reporter for *The Washington Post* who holds the Knight chair in public-affairs journalism at the University of Maryland at College Park, wrote a glowing letter in support of Hannah-Jones's tenure candidacy.

Hannah-Jones has, over the course of her career, developed a deep understanding of "the history of racial injustice toward Black Americans and its manifestations today," wrote Priest, who is white. "Most of these findings might be well known to Blacks, but they are not to the white majority. Depoliticizing this history through her scholarship and making it the widely-accepted understanding of American history will be something a tenured position at the university will allow her to do, and will bring great distinction on the institution."

Priest has made a career out of digging into subjects that powerful people don't want to talk about. She won a Pulitzer Prize in 2008 for reporting on the mistreatment of wounded veterans at the former Walter Reed Army Medical Center, and another Pulitzer two years earlier for exposing the government's secret "black site" prisons. Given her work, she said, having tenure at Maryland was essential.

"I would never have taken it without tenure," she said. "That was critical to me."

"Tenure exists in large part to guarantee that unconventional, unorthodox views aren't penalized," Priest continued. "I was pretty sure that I was going to face that issue, just because part of what I like to do is push boundaries. The last thing I would want to do is think that I couldn't do that or think that I might risk my job to do that."

When Priest learned that Hannah-Jones had not been granted tenure, she was stunned. She summed up her reaction in a one-sentence email to King, the dean, on May 19 at 10:32 p.m. "What the hell happened?"

King did not respond.

Even now, it's difficult to say what the hell happened.

Charles G. Duckett, chairman of the trustees' University Affairs Committee, which handles tenure cases before they reach the full board, has said that he delayed the vote because he had unanswered questions about Hannah-Jones's classroom experience, among other things. (The Knight chair positions, which are endowed in part by the John S. and James L. Knight Foundation, are designed to bring high-profile professionals, who typically do not have traditional academic backgrounds, into university classrooms.)

Last month, as the controversy grew, Chapel Hill's chancellor and Richard Y. Stevens, the campus board's chairman, answered a few reporters' questions. Stevens stressed that the board had taken no action on the Hannah-Jones case, drawing a distinction between the board not acting on a case and denying tenure outright. It was the dean's decision, Stevens said, to offer Hannah-Jones a fixed-term appointment of five years as a professor of the practice with an option of being reviewed for tenure within that period.

Stevens, a former Republican state senator, said something else that is difficult to square with the truth as it is known: "Neither the provost, nor the chancellor, ever presented any recommendation on this appointment to the board." By process, however, the board's University Affairs Committee would never have received Hannah-Jones's name without the provost's recommendation. Asked about this seeming contradiction, Joanne Peters Denny, a Chapel Hill spokeswoman, responded via email:

"The university process is for the provost to review the recommendations of the APT," she wrote, referencing the campuswide Committee on Appointments, Promotions, and Tenure, "and then recommend candidates to the University Affairs Committee. That is what happened here."

Asked to square that version of events with Stevens's comments, Peters Denny wrote, "I'm not able to comment any further on this matter."

Stevens, along with other board members, has not responded to numerous emails from *The Chronicle* requesting comment. Robert A. (Bob) Blouin, the provost, also has not responded to numerous requests for interviews via email from *The Chronicle*.

The contradictions and rolling disclosures about this case are taking a toll on the university, said Ryan Thornburg, an associate professor of journalism.

"One of the unfortunate things that's happened at UNC," he said, "is it's really hard to know who to trust."

FACULTY MEMBERS at Chapel Hill say they are angry and confused, but perhaps more than anything, they are embarrassed. There is a sense that one of Chapel Hill's most celebrated alumnae was recruited only to be disrespected.

At 10 a.m. on May 20, the day after *NC Policy Watch* broke the news about Hannah-Jones's tenure, a small group of professors convened via Zoom to talk with her. "Nikole was at that point in New York," recalled Deb Aikat, an associate professor of journalism who attended the meeting. "She starts weeping; she says, 'Look, I did not sign up for this. I do not need another job.'"

UPCOMING PROGRAM | AUGUST 3-6, 2021

The Chronicle's Strategic-Leadership Program for Department Chairs

Develop the strategies and skills needed to be an effective leader. *The Chronicle*, Dever Justice LLC, and Ithaka S+R have partnered to conduct a professional-development series to help department chairs overcome the challenges of the role and create a strategic vision for individual and departmental growth.

In our interactive workshops and roundtables, you will:

- Engage with fellow chairs and participate in peer-to-peer problem solving.
- Create a forward-looking development plan, tailored to the needs of your department.
- Benefit from deep audience involvement and learn from expert speakers.

Register Now. Space is limited.

Chronicle.com/professionaldevelopment

Discounted rates and custom programming available for groups of 10 or more department chairs.
Contact workshops@chronicle.com to learn more.

THE CHRONICLE OF HIGHER EDUCATION | DEVER JUSTICE | ITHAKA S+R

LIZ SCHLEMMER, WUNC

Vanessa Amankwaa, a graduate student; Michelle Itano, an assistant professor; and Betty Curry protest outside a UNC Chapel Hill Board of Trustees meeting after the news broke that Nikole Hannah-Jones had not been offered tenure.

The case has already had a chilling effect, Aikat said. Faculty members on the tenure track are worried: What if the trustees don't like my research? Will my career be derailed?

Recently, a prominent chemistry professor withdrew her candidacy to join Chapel Hill's faculty, citing the Hannah-Jones controversy.

"While I have never met Ms. Hannah-Jones, as a faculty member of color, I stand in solidarity with her and could not in good conscience accept a position at UNC," Lisa Jones, an associate professor in Maryland's school of pharmacy, said in a statement.

William Sturkey, an associate professor of history at Chapel Hill, said the case sends "a very clear message to Black faculty that we just simply do not matter and they do not care about us being here at all. To any prospective Black faculty, it's also very clear that when you're here, you do not have academic freedom, because if you publish something that somebody on the Board of Trustees finds disagreeable, they will step in and interfere with the tenure process."

The prospect of donor interference in the case has created further tensions at Chapel Hill. On May 30, the day *The Assembly* published its article about Hussman's emails, professors took to a faculty email list to discuss the latest bombshell with one another.

Kreiss, the associate professor, wrote: "This is absolutely unacceptable for a donor to our school — and I hope we send a clear message to that effect."

Charlie Tuggle, a distinguished professor of journalism, pushed back.

"Is Walter Hussman an alum of our school?" he wrote. "Do our alums have the right/obligation to speak up about things happening in our school? Do those alums lose that right when they pledge money? Is there anything in the article (or anywhere else that we know of right now) that shows that Hussman threatened to withhold some or all of his donation if we made this hire? Did the university make an offer?"

Tuggle declined an interview request.

The following day, May 31, the dean, in her newsletter, drew a hard line.

"I've been very frank with Walter and always will be," King wrote. "The faculty decide who is invited to join the school and what we teach. I have also been clear that the values of academic freedom and philanthropic distance are as important as core journalistic values. We are guided by all three."

Hussman had hoped for a different message from King. In a recent phone call with her, the donor said, "Susan, I don't quarrel with most of the facts in this thing in *The Assembly*, but there's something in here that's inaccurate. I didn't put any pressure on you; you know that. I know that."

In response, Hussman said, King told him, "You didn't put pressure on me." At the same time, in Hussman's telling, King said she was "really uncomfortable" that he had contacted several administrators, at least one board member (Hussman won't say who), and two other donors about Hannah-Jones.

"If you leave the impression out there that I put pressure on you, that's just wrong," Hussman said he told the dean. "I think you need to correct that.

"She declined to correct it."

This was not the first time King and Hussman had discussed the proper guardrails of his influence. After Hussman had pledged $25 million, he expected his "core values" to be displayed on the journalism school's website. When time dragged on and they didn't appear, Hussman contacted King via email, who told him that her staff members had been too busy to update the site.

Hussman said he responded, "Susan, if your people in IT are so busy, I think it's so simple to add that to the website. I'd be happy for some of our people to help on that if you'd like."

Paraphrasing the emails, Hussman said King responded, "Walter, we've got to be careful. There's a line between donors and administrators, and I can't have your people editing my website."

Hussman said he wrote back, "I think I've always known there's a line, and I've tried to never cross it. I've never tried to get close to it. But if I ever do, just let me know I'm getting close to the line." ■

Jack Stripling is a senior writer at The Chronicle*, where he covers college leadership, particularly presidents and governing boards. Megan Zahneis, a staff reporter for* The Chronicle*, contributed to this article. She writes about graduate-student issues and the future of the faculty.*

PAT KINSELLA FOR THE CHRONICLE

‘How Much Damage Have My Colleagues and I Done?’

THE REVIEW

A former dean of students loses faith in how colleges handle sexual assault.

BY LEE BURDETTE WILLIAMS

THE MOST UNSETTLING WEEKEND of my professional career was spent in a small hotel conference center in the company of people whom I had never met before and whom I have not seen since. It upended much of what I believed about myself and my profession, and plucked me from a path I had traveled for 25 years, depositing me in an unfamiliar landscape that still feels, almost five years later, like a foreign land.

To say a weekend was "unsettling" is no small claim for someone who'd spent nine years as a dean of students on two campuses. Deans of students regularly handle suicides and suicide attempts; drunken fights and subsequent arrests; sexual assaults during large, chaotic parties; students hospitalized after accidents, alcohol poisoning, or untreated chronic illnesses; large, newsworthy drug busts; and hate-filled graffiti on a campus door. For a dean of students, a weekend on campus is considered a good one if, on Monday morning, no one has died and neither a reporter nor a uniformed officer sits on the bench in the hallway awaiting your arrival.

The weekend that changed everything for me took place 2,000 miles from the campuses where I'd worked, two years after I walked away from a title I'd worked years to achieve.

It began with an invitation to speak at an event in Phoenix, a "meet and greet" sponsored by a group I was unfamiliar with: Families Advocating for Campus Equality, or FACE. Its stated mission was to advocate for equal treatment and due process for those affected by sexual-misconduct allegations on campuses. I Googled a bit and learned that FACE had been started by three angry mothers whose sons had been accused of sexual assault, and, in trying to find resources for their sons, found one another.

I was surprised, but not terribly puzzled, by the invitation. A year earlier, I had published a piece in *Inside Higher Ed* called "The Dean of Sexual Assault," a valedictory of sorts explaining part of the reason I had given up a job I loved but no longer felt equipped to do. The piece was intended as a critique of the politicization of sexual assault at the expense of fairness to all students. All students, I had written, all of my students, each of them a singular responsibility for me.

I wrote the piece for student-affairs professionals who were under siege, battered by lawyers, activists, and social-media trolls. Their emails to me in the wake of the essay's publication were heartbreaking. Many were wrestling with the issues I had raised, and were torn between leaving a profession they loved and staying despite the emotional toll it was taking to hold steady and do the work fairly.

For a dean of students, a good weekend is one in which no one has died and neither reporters nor police officers need to talk to you.

But a second group responded to the piece as well, and its members were not at all whom I was speaking to, or for, or about: groups whose efforts focused on supporting accused students. Some were even men's rights groups who interpreted my piece as an acknowledgment of how the deck was stacked against men. So when I received the invitation from FACE, I was wary. I emailed a journalist I had gotten to know who wrote about campus sexual assault, Emily Yoffe.

"Is it a legit group, or one of those scary men's rights groups that live on the fringes of the incel world?" I asked Yoffe. I had no interest in aligning myself with the nutjobs out there who think all feminists hate men, who think sexual-assault survivors deserved what happened to them, who contribute to a culture of misogyny and violence.

"That's not this group," Emily told me. "They're mostly parents whose sons — at least as they see it — have gotten caught in the overcorrection." "Overcorrection" was shorthand that Emily and I used to talk about our shared observation: a shift in how campuses responded to sexual-assault allegations that had eradicated most rights an accused student had to defend himself, to continue his education during an investigation, and to be presumed not responsible until proven otherwise. It was at the core of "The Dean of Sexual Assault," and had caused me enormous ethical grief.

Did she think I should accept this invitation? She said she thought FACE would be a tough but fair crowd. If I believed in what I had written, I should be willing to engage in a discussion of it. "But angry mothers," I said. "I've kind of had my fill of them, too."

"Well, then it should be an interesting weekend."

I responded to the FACE representative who had originally emailed and asked her, "Why exactly do you think your group wants to hear from me?"

"Our board thinks you seem like you might be a reasonable college administrator. They would like to hear your perspective." Nothing flatters a college administrator like being called "reasonable." I accepted the invitation and booked a flight.

A **DEAN OF STUDENTS** is always on display. A walk across campus might elicit friendly hellos or quiet grumblings, depending on the student. The job has wonderful perks: invitations to events and organization meetings where your presence is cause for delight; happy parents at family weekends and commencement who thank you for your efforts on behalf of their student; the opportunity to help a student at a difficult time, using our substantial resources to speed up the grinding academic machinery and avert a crisis; connecting someone in need with the person on campus who can actually help.

It is also, at times, a brutally tough job. The dean is often the face of an administration making backroom moves that seem unjust or insensitive to students. An email, a sentence spoken in front of a group, even an answer to a question asked by a student as you walk across the quad — they all have the potential to reverberate across campus, echoing from dorm to classroom to the dreaded Change.org petition, ultimately coming back to ring in your ears for days.

So when I arrived in Phoenix, I was reasonably confident that, since I had been tempered by the fire of angry students and parents for years, the people I was about to encounter, with whom I would have to have no further contact beyond the weekend, would be no match. As the hotel shuttle pulled up to the front door, I felt confident.

I had no idea.

At the front desk, I was given my room key and a packet that had been left for me, including a handwritten note from one of the group's leaders inviting me to the reception taking place that afternoon out by the pool. An hour later, I made my way to the pool deck, where a group had started to gather. I went directly to the bar and ordered a glass of Chardonnay, dropped a dollar in the tip jar, and looked around. I spotted two women off to the edge of the group, looking a bit uncomfortable, and walked over to them, smiling.

Have you ever walked into the wrong classroom or meeting, sat down, and known almost instantly that you were in the wrong place? Or have you ever, perhaps while traveling, asked a question of a stranger only to learn you do not speak each other's language? Have you ever found yourself in a conversation where you wished a meteor might land nearby and distract everyone so you could exit quickly

without your conversation partners noticing? Perhaps all three in the space of 10 minutes?

As I joined the two women, I felt the confidence that comes from years of approaching strangers and taking the lead in a conversation. Their name tags showed just their first names, Teresa and Eileen.

"Hi there! My name is Lee. I flew in from Vermont this afternoon, and it's so nice to be outside in this warmth. Where have you folks traveled from?" They exchanged glances, and Teresa answered tentatively, which should have been my first clue that all was not going to go smoothly.

"We're from New York."

"Oh. What part?" After all, I am a New Jersey native and have lived in the Northeast most of my life, so I can talk geographic specifics.

Another meaningful glance passed between them. Eileen finally answered, after what felt like about five minutes. "We'd rather not say."

OK. So this was an answer I had never gotten before. I quickly recalibrated. "Oh, sure. Well. Lots of great parts of New York. So. Um. Have you been part of FACE for long?" And maybe that was the moment when I knew I had totally blown any credibility, and which I'll blame on being so thrown off by their answer. Because why would they be there? Why would they be familiar with FACE?

To their credit, they did not walk away from me. They stayed and talked, tentatively telling me what had brought them to Phoenix. Their son had been accused of sexually assaulting a woman with whom he'd had a relationship that had recently ended. He was initially found not responsible, but she appealed, something the college had only recently decided to allow. He was then found responsible and expelled, in the middle of his senior year. Hesitant to salt their obviously still-open wound, I tentatively asked, "What was different about the second hearing?"

Eileen answered quickly. "We don't know, and neither does our son, because he wasn't allowed access to the second set of case files."

"That's not right," I said.

"We didn't think so, so we've hired a lawyer, but he's already missed too much school to graduate. And he's not sure he wants to go back. We found FACE when we started looking online for help."

Teresa seemed to shift her thoughts abruptly. "What about you? Is this your first FACE event too? What brings you here?"

"Yes. I'm actually one of tomorrow's presenters."

"Oh. Which one?" Eileen opened the folder she had laid on the high-top table nearby. She quickly glanced again at my name tag, which, like hers, had only my first name, then at the schedule in her open folder. I was listed as "former student-affairs dean." The friendly tone our conversation had taken, which I felt I had earned with some seriously hard work, disappeared. "Nice talking with you," Eileen said, and then looked at Teresa. "We should mingle." And without another word, they walked away, leaving me alone with my now-empty plastic cup.

I could have, maybe should have, continued to interact with others around the pool deck, but I was shaken, both by their story and by their reactions to me. I looked at my phone and saw a text from my friend Linda. "How's it going there so far?" Linda was provost during my time as dean of students and understood the challenges this weekend presented. From a corner of the hotel lobby just off the pool deck, I hit the "call" icon and was relieved when she answered.

"It's not that I'm not familiar with being hated by people because of my job title," I told Linda. "It's more that I felt so immediately … indicted? And also inadequate." She made some sympathetic comments, offered another round of encouragement, and we said goodbye.

Maybe I was naïve. Yes. I was naïve. I really believed that my remarks the next day would shed some light on the hardworking, caring people in my profession, and offer a new perspective on fairness and justice. I was so, so wrong.

AT THE START of the first session the next morning, I took my place in the middle of a row of chairs and settled in as anonymously as I could. The morning's sessions included a talk by the journalist Cathy Young, who took on the concept of "rape culture" in a way that would have earned her a place on the hit list of activists against campus sexual assault. Her premise was that our campuses had been overrun by second-wave feminists who have turned their academic passions into incubators of activism. As she spoke, I imagined the faces of my former faculty colleagues — smart, capable, committed feminists who indeed create in their classrooms, if not incubators, something of a neonatal ICU for their students' own passions.

I thought about the specific faculty members I had relied on to serve as advocates, investigators, hearing officers, the ones who willingly gave time and energy to our efforts to stop students from harassing and assaulting one another. Is that whom she was talking about? As a dean of students, I had been indebted to those colleagues. Never once had I heard their motives questioned. I certainly had never questioned them. But as I listened to Young, I realized there was a very different perspective out there.

As I listened, I realized there was a very different perspective out there. I was one of those higher-ed professionals that she was critiquing.

It had never occurred to me that others might condemn their efforts, and as I listened, that counternarrative came into focus as though I were twisting a camera lens. What if Young had a point? What if those feminist warriors, women in their 50s, 60s, 70s, had taken their academic research, turned it into experiential learning, and in doing so, tilted the playing field toward the students, mostly young women, who took their classes? It was no coincidence, Young claimed, that the rise of women's-studies programs on college campuses had coincided with the arrival of women's centers and victim-advocate services.

"Yes, but that's a good thing, right?" So asked a troubled voice in my head. I mean, I taught in women's-studies programs. I had started a women's center on one campus, for God's sake. I was one of those higher-education professionals that Young was critiquing.

Young's talk was followed by a session of audience sharing. As I listened, I realized why FACE is so invested in the invitation-only privacy of these meet-and-greets. The stories being shared by these family members would have made great material for either a reporter or a campus advocate to exploit. But that wasn't the purpose of this sharing. Here, I realized, families found a community of similarly frustrated and angry parents. Those for whom this was their first meet-and-greet spoke about their sons' campus encounters, and after a few stories, some themes emerged. The woman involved was typically a former girlfriend, emotionally unstable, manipulated by others, or some combination of those features. A second theme: Campus administrators were indifferent to their son's version of events, hostile, deceitful, incompetent, or, again, a combination of those.

Several parents broke down in tears while describing months — or even years — of hearings, lawyers, suspensions, expulsions, and the

cost of therapy and inpatient stays for now-suicidal sons. At the heart of it was a complete loss of faith in the competence and compassion of senior campus administrators, like, say, deans of students.

After the family-sharing segment ended, I headed outside into the hot, dry Arizona morning to regroup emotionally. Sometimes, I had learned over my career, a dean of students has to stand in front of an angry crowd and remain composed. I knew how to be disarming with warmth, or humor, and more important, I knew that people wanted to feel heard. I could do this! I would be fine! I breathed deeply and re-entered the lobby.

There were two more sessions before my talk. The first was a panel of lawyers, an articulate and experienced bunch whose names I recognized from media coverage of sexual-misconduct cases that had resulted in lawsuits against universities: Eric Rosenberg, Mark Hathaway, Kimberly Lau. If deans of students have monsters under the bed, they look a lot like those lawyers. In their remarks, they systematically critiqued the many ways colleges have failed in their efforts to be fair, compassionate, and appropriate. I found myself comparing them to the many panels of university counsels I have attended, picturing the two sides facing off, with deans, investigators, and hearing

officers caught in the crossfire. The higher up you go on the administrative organizational chart, the fewer places there are to hide when the lawyers — on both sides — come riding into town.

The second panel consisted of five men who had been accused of sexual misconduct on campuses. Each told a story that, like the parents' earlier tales, was a combination of revenge by a scorned or manipulated woman and administrative ineptitude. They also shared strategies they had used to weather the months of uncertainty, or to recover from what they believed was life-altering and permanent damage. Again, I found myself remembering the many times I had listened to stories told by sexual-assault survivors — the many Take Back the Night marches and rallies I had attended. I wondered, uncomfortably, if I had failed to listen as carefully to the accused men, even though I would have sworn that I was fair and open-minded. I hadn't heard stories like these in quite the way I was hearing them now — they were punches to my gut.

SEVERAL YEARS BEFORE, on the small college campus where I was dean, there had been an ugly case involving three first-year students, two males and a female, in which she had accused them of sexually assaulting her. She did not say the sex was nonconsensual, just that she had been intoxicated at the time, and that she now understood that to mean she couldn't have given consent. Both sides, as is often the case in these matters, had groups of supporters antagonizing the other side, asking to meet with me to share information they thought I needed to know — emails, texts, social-media posts, comments in the dining halls. For several weeks, it felt as if a war was being waged on campus. One night, well after midnight, one of the men called me on my cellphone. I must have given him my number in a moment of weakness. He was crying, and close to hysterical.

A group of women had spotted him earlier that evening as he left the library with a friend. They screamed across the lawn — "Rapist! Rapist!" — until he was out of earshot. He told me he had held it together until he parted from his friend, and then quickly returned to his room where he had begun to pack his belongings, planning to leave. He was mostly packed when he called me. "I don't want to leave, but I can't stay here if that's going to keep happening." His despair vibrated through my phone as I listened to him try to catch his breath. I told him to come to my office in the morning and we would figure out a plan, and he agreed.

I had no plan, of course, other than to reassure him that eventually the name-calling would stop, which it did. The hearing happened, and neither of the men was found responsible for assault. The hearing board found that all three had very likely been intoxicated, and without any other witnesses, there was no clear evidence an assault had happened. The same case, of course, would have had a different outcome if it had been heard several years later, when sex-while-intoxicated became a common reason for a finding of assault. But at the time of that case, the ground was just beginning to shift.

That case was also when things began to change for me. I had three first-year students for whom I was equally responsible (at least that was how I saw it), all of them (and their parents) traumatized to some degree by the storm raging around them. I had dozens of other students taking sides, joined by faculty members who wanted to support one of the students.

It was that complex and painful case that provided my first hints of the power that sexual-assault cases had to polarize — and perhaps destroy — community. It was 2010, and I see that year as something of a dividing line. Before then, sexual-violence response was messy, yes, but contained within the parameters of a conduct process. Case law and directives from federal agencies moved our efforts forward in an imperfect but hopefully positive way. We learned from every case, from every colleague's tale of an incident (with details shared over the phone or a glass of wine at a professional conference), from every letter of agreement released by the U.S. Department of Education's Office for Civil Rights.

What I failed to understand then was that lines were already being drawn, that two sides were forming, and that the tools we had always been taught would help us keep our campuses civil if not unified — transparency, compassion, active listening — would not be enough to maintain the bonds of community. Of course, I also failed to understand then, the way I do now, that those bonds were both fragile and inequitable. Women, and some men, who had been victimized by sexual predators were not treated fairly or compassionately throughout the long history of coeducation. While I did not agree with the use of the term "epidemic" to describe the incidence of sexual assault at colleges, I knew it was pervasive and devastating to survivors.

Maybe if we had been better at responding to accusations, if we had better recognized the deep-seated misogyny and objectification of women on our campuses, we would not have experienced the backlash that came when those women found their voices. Maybe they would not have been so extremely, legitimately, pissed off.

But they were. Emboldened by growing networks of advocates and survivors, fueled by continued screw-ups on campuses, supported by now-tenured faculty members in women's and gender studies, and by well-established women's centers, survivors' advocates had risen up and launched an attack on a culture of sexual … permissiveness?

I wondered, uncomfortably, if I had failed to listen carefully to accused men, even though I would have sworn that I was fair and open-minded.

Assertiveness? Aggression? A culture that led to too many college students' having sex either against their will or under circumstances that compromised their judgment.

Their attack extended to the administrators and processes that too often dismissed claims and campus leaders who looked the other way when fraternities hung banners on their houses suggesting women were little more than prey. Or chanting from the sidelines of a Take Back the Night march that "no means yes." The advocates' complaints and concerns were reasonable, if some of their tactics weren't. The trolling and doxxing of alleged assaulters, and the way those activities cleaved a campus in two, were incredibly destructive of any sense of community or shared trust.

The pendulum, of course, started to swing back with the first wave of litigation by accused students who were banned from campus and denied the right to continue their education before even having a hearing. It swung even more when those who were suspended or expelled following those hearings began to question the legitimacy of the processes that had, it appeared, doomed them. Supporting those processes was the mantra "Believe the woman." It's a reasonable demand, coming after generations in which women's rightful grievances were ignored by the courts, by law enforcement, by student-conduct boards, even by friends and family members. The problem with "believe the woman" as an approach is that it places all women in one utterly credible bucket of complainants, and their respondents into an absolutely despicable bucket of violators. And as any of

us who have spent our professional lives working with college students know, it's not that simple.

In my career, I have known stellar, decent, upstanding fraternity members. I have known selfish and self-absorbed peer advisers. I have known intellectually formidable football players. Lesbian sorority sisters. Sexually adventurous Campus Crusade for Christ members. And when it comes to accusations of sexual assault, I have known both men and women who are brave and honest, and men and women who lie without a moment's hesitation. So yes — "believe the woman" is a good place to start, but it is not the place to finish. And that journey from start to finish? There are many twists, detours, and roadblocks, but it must be taken. And to do so — to travel that complicated road — is not in itself a dismissal of a woman's accusation. But many see it that way.

That is how, I think, FACE came to be. The parents I have known throughout my career have generally expressed a common response to an accusation against their son: They are open to his being held accountable. Yes, there have been those parents whose regard for their child rendered them unable to consider the possibility that their child had done something wrong, but those were rare cases. I have sat with parents at the table in my office and showed them evidence of drug-selling (text messages, confiscated contraband, witness statements), vandalism (the student who wrote his actual first name and last initial in fresh cement), assaults or thefts caught on video camera. Parents, at that point, typically drop their eyes to the table, sigh audibly, and sometimes cry, but they generally acknowledge that their kid screwed up.

An accusation of sexual assault is different, and not just because the stakes are high. It's more, I think, that some assault allegations take place in the context of a relationship that the parent has had some window into. An assault that happens at a fraternity party when an intoxicated woman, previously unknown to the assailant,

I had been so certain of my integrity, of my commitment to my students, but I had never seen my work through the eyes of these parents.

ends up in his bed is one thing. A parent is likely to be as repulsed by that as anyone else. But an accusation made by a former girlfriend, a girlfriend whom perhaps the parents have gotten to know, invited to their home, added to the Christmas-gift list — that this young woman would, after the end of the relationship, dangle reconciliation at the end of a late-night booty call, or express jealousy of a new girlfriend, or enlist her friends (and his) in a war — this is hard to accept.

Parents would ask me, "Do you know what's been going on?" And then they would unspool a tale worthy of the Bravo network. "My son isn't perfect" (I heard that phrase about once a week), "but his ex-girlfriend is very" (choose one) angry/heartbroken/vengeful/crazy. The possibility that this young woman held in her hands the power to derail their son's education, something the parents might have been imagining since he was in utero, was untenable. The possibility that the process designed to respond to exactly such accusations already appeared to presuppose his guilt — that was unimaginable.

No amount of assurance on my part convinced them that their son would be treated fairly. If that were the case, why were they already being told he had to leave campus and his classes before there was so much as a preliminary hearing?

WHEN the FACE group broke for lunch, I retreated to an isolated corner of the pool deck. I read through my planned remarks, my confidence dissipating in the Arizona heat. Did it occur to me to bolt? Yes, actually. I could feign illness — it wouldn't have been that much of a stretch. But my hubris got the better of me. They would hear me, sense my sincerity, my commitment, my professionalism. They would rise to their feet and applaud, grateful to have finally been heard by a reasonable college administrator!

I probably don't need to say this, but reader, that didn't happen.

Sherry Warner Seefeld, one of the group's leaders, quieted the audience, made a few announcements, introduced me, and I began. "This was an unexpected invitation," I told them, but I was grateful for it. I told them about "The Dean of Sexual Assault," and how it described a decision I had made to walk away from this work, and how much of that decision was the result of no longer being able to do the job the way I thought it should be done. They were quiet, attentive. I explained how people in roles like dean of students once did our jobs in anonymity, but now find themselves named in popular media.

I mentioned the now-discredited *Rolling Stone* article that named an assistant dean at the University of Virginia (who then became the victim of harassment herself).

I explained how an administrator at the University of Richmond had been torched by an unedited, un-fact-checked hit piece on *The Huffington Post*'s contributor platform. I said, "We are being named, and then subjected to, at worst, harassment and threats, but even at best, lots of Monday-morning quarterbacking by a general public, by attorneys and activists, by parents and students, who don't really understand who we are and how and why we do our work. I think it's important that we have our say."

Reading those words today mortifies me. In the five years since that afternoon, I have repeatedly heard that defensiveness from other student-affairs professionals, and I know now it's not what the moment called for. This is not at all to imply that I know what the moment did call for. It's just that it was definitely not whining.

I went on to give them an unnecessary disquisition on student affairs, and the professionals who occupy those roles on campus, asking them to believe that, more than anything, we care about our students, which we do, but again: It was not what they were interested in hearing.

Then I tacked. I talked about the 2011 "Dear Colleague" letter and subsequent harm done by the Office for Civil Rights. I talked about the grossly unfair expectations placed on student-affairs professionals, and how the Office for Civil Rights had started a fire that was impossible for administrators to put out. (I love a good metaphor.) But the audience was growing restless with my second approach, post-whining: Blame someone else.

Sensing the audience's unrest, a voice inside my head told me: "They are not buying it, sister. Wrap it up, and get out of here." But I had the dais, my carefully written remarks, and my rational-sounding voice, so I continued — until someone in the audience shouted at me. "You don't get it at all, do you?" yelled a man from the middle of the room. I stopped, the sound of a needle being pulled across vinyl in my head. I blinked, then continued. I didn't have a lot of experience with hecklers but guessed it was best to just ignore him.

"How can you defend yourself? Do you even know what you're talking about?" he shouted again. Others shushed him, and he turned on them. "Why do we have to sit and listen to someone defend the very people who have destroyed our sons' lives?"

"Let her finish," another called out. And then, silence. I finally croaked something like "I hope you'll let me finish, and I might cover exactly what it is you're asking of me." My mouth continued to shape

and speak the words on the pages in front of me, but the dialogue in my brain was at a loud and frightened pitch. I plowed ahead, ad-libbing here and there to demonstrate that I did hear their incredulity, which was entirely true. I heard it. I was just not sure how to alleviate it.

Finally, I was done. When it was time for the Q and A, I remember the blood pounding in my ears, requiring me to lean forward and lip-read the first question. Surprisingly, my heckler remained silent. I think he had made his point. A hand went up in the corner of the room where the young men — the accused students — had congregated throughout the day.

"Have you ever made a decision that ended up ruining someone's life?"

I can say with certainty that nothing in my years of education, training, or experience quite prepared me to answer that question, cloaked as it was in a heartbreaking accusation. The question was evidence of a breach in a relationship — between student and dean — that I had come to believe was sacred. I paused for what probably seemed an unreasonable amount of time, and finally answered.

"Yes, I suspect I have made decisions that have caused great hurt to students and their families. I hope their lives weren't ruined, but I don't know that they weren't."

There were a couple of more questions, but honestly, I don't recall them. The session was then finally over, and the audience wandered into the lobby for cold drinks on a linen-covered table. I noticed the group of young men huddled in the corner, speaking animatedly with a FACE mother, a couple of them occasionally glancing my way. The one who had asked the question broke away from the group and approached me. "I'm sorry if my question sounded rude," he said.

"Your question was fair," I said. "No need to apologize." He nodded and walked away.

I sat through another session, smiling at anyone who looked at me, but feeling flat-footed and wobbly. When the final session ended, I made a beeline for the door but was intercepted by the mother who had been talking with the men in the corner. I think she was trying to be kind. She said, "I wanted you to know that I talked to the guys after your speech. They had two conclusions." I stopped and looked at her, like a boxer who drops her gloves to her waist just before the deadly right hook she knows is coming. "The first was that it was the first time they felt heard by someone in your position." I exhaled. "The second was that the tables were turned — that you experienced what they had been through: telling your story to a room full of people who didn't believe you. They found that kind of satisfying." She smiled, her eyes showing some — but not a lot of — sympathy. I thanked her and turned toward the elevator, desperate to get away.

But dear God, it wasn't over! I had agreed to join the FACE advisory board for dinner that night, and Sherry told me to meet them in the hotel bar. When I arrived, fake smile still on my face, another mother approached me. She asked me what I was drinking (anything, I thought, just make it strong and deliver it fast), then handed me a glass of wine.

"My son's hearing was a joke," she said. "He never stood a chance. Do you know that the hearing officer and the investigator are good friends? And that the 'advocate'" — she practically spit out the word — "they assigned to him was also a friend of theirs? I found them all on Facebook, attending the wedding of the person who is supposed to hear appeals. All friends. I saw them leaving together after the hearing, and in the parking lot of a restaurant heading in together. We decided to eat somewhere else."

I thought about my colleagues, the small college team I worked with every day. We were friends. We sometimes ate together. We would have walked across campus together after a hearing. It had honestly never occurred to me how that would look to an outsider desperately seeking a fair hearing for her son. In her eyes, the fix had been in. She told me what college her son had been expelled from. I knew some of those people. I knew my counterpart there, knew him to be a highly regarded senior student-affairs professional. I offered no defense, however, because I had none.

There is a quote from the Rev. Howard Thurman that I have used more times than I remember when leading workshops. "It's a miracle when one man, standing in his place, is able while remaining there to put himself in another man's place, to send his imagination forth to establish a beachhead in another man's spirit, and from that vantage point so to blend with the other's landscape that what he sees and feels is authentic. … To experience this is to be rocked to one's foundations."

This woman offered me a hand and pulled me into her landscape, gave me a beachhead from which to turn and look at myself, my profession, my colleagues, and so much of what I cherished. And we looked nothing like what I had once believed us to be. I had been so certain of my integrity, of my commitment to my students, but I had never seen my work through the eyes of these parents or the sons they fiercely defended. Nor had I fully understood how I looked through the eyes of the women who expected support and instead got fairness, two things that I thought could coexist but that looked and felt very different to the recipient. I wanted to be fair, I wanted to be kind, but what if fairness and kindness are mutually exclusive? In the end, maybe all I could claim was perseverance, that I had kept trying to get it right. And then I gave up and walked away, so I couldn't even claim that anymore.

When I wrote "The Dean of Sexual Assault," in 2015, I believed that higher-ed professionals occupied a moral high ground in the war against sexual assault. My weekend in Phoenix challenged all of that. I now find myself wondering: How much damage have my colleagues and I done?

Since my final days as a dean, the sexual-assault landscape has continued to change. The pendulum is nothing if not persistent. Cases are heard on campuses, the results are argued over in civil courts. Case law tells deans how to adjust. The Office for Civil Rights refines or refutes those adjustments. Three presidential administrations have stepped in to tell the Office for Civil Rights what to do, multiple lawyers on both sides have struggled to turn those directives into policies. They have occasionally sought input from deans and student-conduct professionals; more often they have left them out. Just about every campus has a dean who, with other professionals, is stacking sandbags against a rising tide of conflict and accusation that threatens to drown any sense of continued trust. We have not figured it out, and, from where I sit — now, admittedly, in the bleachers — I'm not sure if we ever will.

Not long ago, I found myself on a Zoom call with someone I was just meeting. He said he had read some of my articles over the years, and wondered what I thought about the Office for Civil Rights' recent reversal of campus sexual-assault regulations. I wasn't completely honest. I told him, "I don't really think about it much at all, and am just glad not to have to figure out how to once again rewrite campus policy." The second part of that is true — I'm glad I don't have that difficult task to manage. But not the first part. I think about it a lot.

I think about those parents, traveling from all over the United States to Phoenix that weekend, in search of someone who understood their pain and frustration. That they had to travel to find that kind of support haunts me. That they had to listen to my words when what they needed was to be heard breaks my heart.

My new Zoom friend replied, "Yeah, probably best to put it all behind you." And then we changed topics and continued our conversation. ■

Lee Burdette Williams is executive director of the Campus Autism Network. Previously she was vice president for student affairs and dean of students at Wheaton College (Mass.), and dean of students at the University of Connecticut. A version of this essay previously appeared on the author's Medium page.

Our Broke Public Universities

Look beyond flagships, and you'll see that privatization has had devastating consequences for racial and social equity.

BY LAURA HAMILTON AND KELLY NIELSEN

THE REVIEW

IN 2018 a coalition of faculty members and students from across the University of Michigan's three campuses launched the One University Campaign. Their goal? To redistribute system resources more evenly. Michigan's Dearborn and Flint campuses serve a disproportionately large share of marginalized students from within the state (Black and low-income students, in particular) but receive only a tiny portion of the financial resources available to the flagship Ann Arbor campus.

As a 2019 open letter from Dearborn and Flint educators and community members states, "There is a moral imperative for a public university to commit resources to its most economically and racially diverse student bodies." The letter goes on to lament that the Flint campus's College of Arts and Sciences (the branch's largest instructional unit) has no financial recourse but to run a continuing deficit. "All of this has negative effects on our students, staff, and faculty," they argue.

In-state Dearborn and Flint students pay 80 percent of what they would at Ann Arbor, but the per-student state funding on those campuses is only about a quarter of Ann Arbor's per-student funding. In addition, nearly half of the Ann Arbor campus is from out of state, which brings the flagship extraordinary amounts of revenue not available to the largely in-state Dearborn and Flint campuses.

The dynamics at play in the University of Michigan are hardly unique. As a 2018 report by the Center for American Progress notes, postsecondary educational spending at public two-year and four-year universities is, on average, more than $1,000 less per year for Black and Latinx students than for their white counterparts. State systems around the country are heavily segregated, and the university branches that do the most to support historically underrepresented or racially marginalized students, particularly from low-income backgrounds, often face severe financial penalties.

HARRY HAYSOM FOR THE CHRONICLE

The University of California system offers an ideal case to study intra-system resource distribution. In most states, regional universities make the largest contributions to equity and diversity for state residents, while flagship research universities are mostly exempt from that responsibility. The rationale for the imbalance is often that flagships are "a different type of university," with different research goals and different ways of benefiting the state. In the University of California system, however, all nine undergraduate campuses are classified as research universities, and system leadership asserts that they are equal in importance.

Furthermore, each UC campus currently receives the same amount of state funding per undergraduate student, with the important exception of Merced. Opened in 2005, the campus received more support than its sister institutions — but also took on enormous debt to build its physical campus in a huge public-private partnership. (All other UC campuses were built decades earlier, primarily with state funds.)

With escalating competition, universities that are advantaged economically have less incentive to continue supporting those that are disadvantaged.

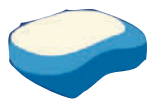
The issue is that, increasingly, funding disparities are not driven by the inequitable distribution of state funds for undergraduates. State contributions in California, and elsewhere, are now so low that they often make up only a small fraction of overall system revenue. Private funding has arrived in its stead, with devastating consequences for racial and social equity.

The University of California system is a widely acknowledged mobility machine. Even the most prestigious universities in the UC system enroll roughly double the percentage of students eligible for federal Pell Grant assistance as does the University of Michigan at Ann Arbor. And although there is variation among UC campuses, they are generally more racially diverse than other research universities are.

Still, there is no true equity in the UC system, nor in other state systems. As a high-level administrator in the UC system put it, newer and less-prestigious branches are "running political cover" for the system at large. Merced and Riverside help produce favorable optics at the system level, allowing its leaders to demonstrate commitment to serving in-state, low-income, and racially marginalized students. In short, this is institutional-diversity work — without sufficient financial backing. The fact that unsupported institutional-diversity work is a problem even in the premier four-year public system in the relatively equity-minded state of California bodes ill for other public systems.

TO SEE HOW THIS PLAYS OUT in California, we first need to look at the representation of disadvantaged students across UC campuses. UC-Riverside and UC-Merced have become bulwarks of the "diversity work" the entire system purports to value. The percentage of California residents, systemwide, has declined from around 94 percent in 2010 to 83 percent today. By 2020, nearly 25 percent of enrolled students on three campuses — Berkeley, Los Angeles, and San Diego — were nonresidents. The nonresident population (not including undocumented students) is less than 1 percent at Merced and less than 5 percent at Riverside, which helps the system meet its responsibility to the state.

The state's master plan for public postsecondary education highlights access for low-income California families via free tuition for state residents. And yet fiscal pressures have eroded this principle over time. Today, the UC system still guarantees that California residents with an annual family income of up to $80,000 will have their systemwide tuition and fees fully covered. And indeed, 35 percent of the systemwide undergraduate population in the fall of 2020 was composed of Pell Grant recipients.



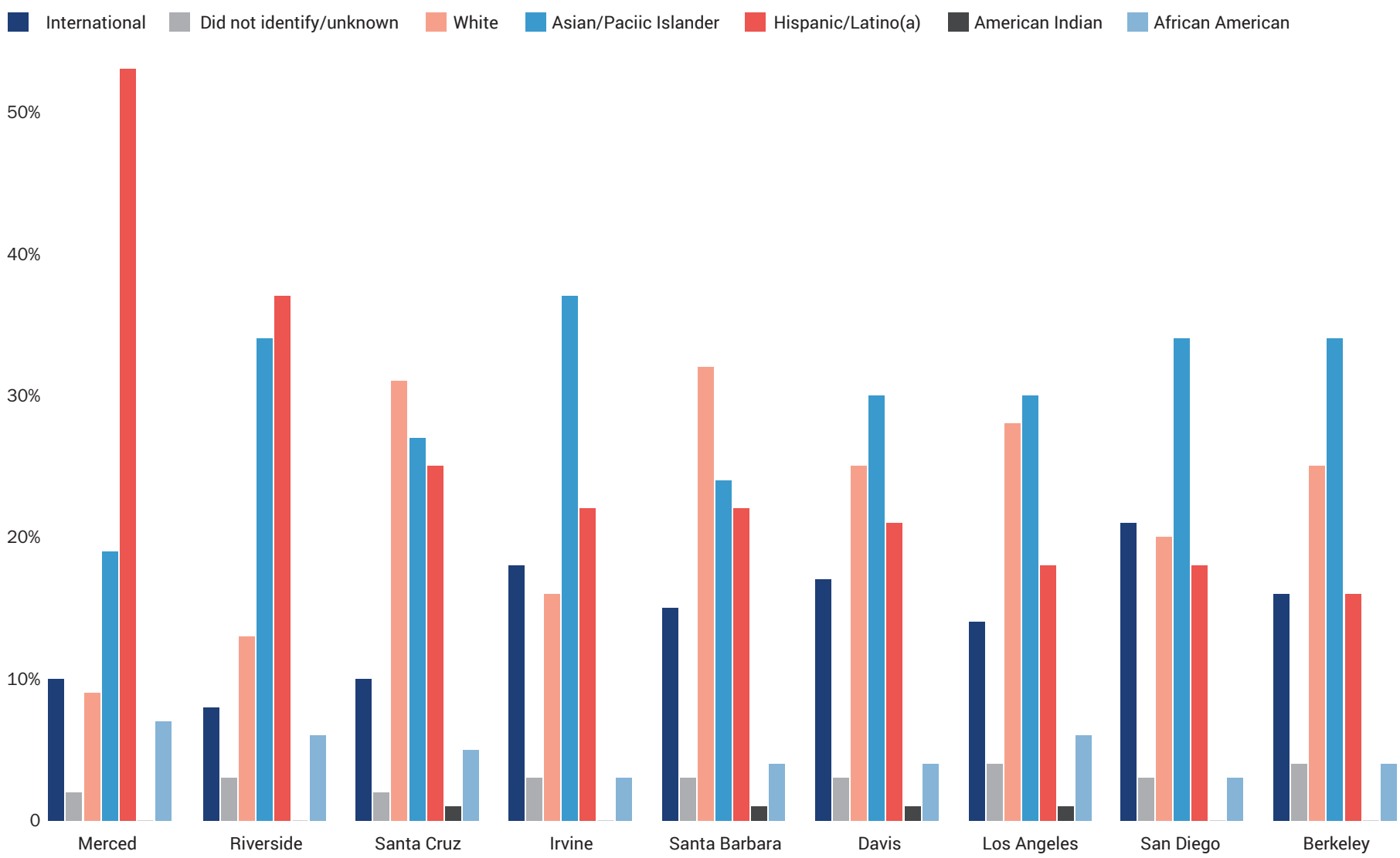
And yet the distribution of those students is not equitable. As of 2020, around a quarter of students at Berkeley and Los Angeles and a third at Santa Cruz, Santa Barbara, San Diego, Davis, and Irvine were Pell Grant recipients. At Riverside and Merced, by contrast, that number was 49 percent and 63 percent, respectively. When the system reports its overall statistics, it boasts of its systemwide average, and yet two campuses punch well above their weight in doing that work.

The system also champions demographic trends that conceal similar disparities. For instance, the 2016–17 budget for current operations reads: "Fall 1990, underrepresented minorities comprised 17.2 percent of all undergraduates, while in 2014, 29.7 percent of UC's undergraduate students were underrepresented minorities, and 38.3 percent were Asian American." That appears to be tremendous progress. But take a closer look, with more-recent data:

UC-Riverside and UC-Merced are driving racial-representation goals, especially for Latinx students. In 2020, Latinx students were heavily represented at Merced and Riverside; still, they remain underrepresented in the UC, relative to the population of the state.

What do Merced and Riverside get in return? It is hard to overestimate the significance of belonging to a world-class university that maintains, at least in theory, equal commitment to and scholarly expectations for all campuses. When, in 2010, the Carnegie Commission on Higher Education sought to classify Merced as a regional liberal-arts institution, Keith Alley, provost at the time, reportedly went ballistic: He wanted the research designation. Finally, in 2016,

Diversity in the UC System



Note: Campuses are listed by descending Hispanic/Latino(a) representation. International figures include both undocumented students and students from other countries, introducing complexity in reporting. Percentages may not sum due to rounding.

Source: The University of California Info Center, Fall Enrollment Headcounts

Merced received its first designation by Carnegie — as an R2. The University of California name clearly played a role here.

Merced and Riverside also benefit from the system's good credit ratings and broad cash streams, and have, at points, received substantial financial backing. That trade-off is not ideal, however, because it means that the larger system does not have to attend as intently to diversity within its individual universities. It can rely on certain campuses as a crutch. As one Riverside leader put it:

> In some ways our role on the national scene is easier than [in] the system for me … I think the ethos and the culture that we've created here is special and has to be nurtured. But you can also make a case for a UC that's segregated, and I don't think that's good for the state … That's not good for our students or for Berkeley students … We can do better as a system.

WHY DOES racial and class segregation in the UC matter so much? Access to private funding streams is increasingly linked to student-body composition. And in the face of state disinvestment, those funding streams are more important than ever.

The UC, like most other state systems, has experienced drastic reductions in state appropriations over the last several decades. Such divestment is a familiar national story. In the early 1990s, California contributed 78 percent of the total cost per student, a number that had shrunk to 37 percent by the 2015-16 academic year. Reductions did not occur gradually but instead tracked fiscal crises, and during those crises, tuition and fees would spike to partly offset state-budget cuts. Despite periods of recovery, funding never returned to prior levels. Those decreases have occurred as enrollment has sharply increased — it's up by more than 60 percent since 1990-91. Covid-19 has also exacerbated the financial situation of the UC — the system saw $300 million in budget reductions in the 2020 state budget.

Recently, the University of California got some good news: Gov. Gavin Newsom's revised 2021-22 budget proposes the largest state investment in UC's history, funded in large part by an unexpected surplus from high-income taxpayers who fared well during the pandemic.

That budget could mark a turnaround, but we're not celebrating yet. For several decades, California leadership, like state leadership everywhere, has asked its system to do more with less. That has pushed the system toward a financing model heavily reliant on private sources of funding, which often leads to increases in nonresident students. At the same time, as is the case all around the country, personnel from the private-investment sector have moved into

public-system leadership positions, bringing with them corporate assumptions that clash with public-equity goals.

That trend became especially apparent in 2003, when the UC system retained Lehman Brothers. The firm recommended that the UC borrow more and place money in what one study referred to as "increasingly exotic bond financing practices" in order to raise revenue. Around this time, a top municipal-finance banker for Lehman Brothers, Peter Taylor, was serving as an alumni representative on the University of California Board of Regents and a board member of the UCLA Foundation.

With the financial crash, investment personnel began to move more deeply into the UC. In 2009 a new chief-financial-officer position was created to oversee the increased borrowing, and the regents hired Taylor, paying him $400,000 a year. (Taylor has since moved on to become president of the ECMC Foundation.) Other Wall Street executives followed, and the result was predictable: From 2003 to 2015, the system's debt more than tripled, from around $5 billion to around $15 billion.

A common perspective, summarized by the credit-rating agency Moody's in 2012, was that the UC could leverage its "powerful student-market position" to "compensate for state-funding cuts by raising tuition dramatically" and by "growing nonresident tuition, differentiating tuition by campus or degree, and increasing online course offerings." And indeed, what followed were private-market solutions. But that came at the expense of equity goals.

As displayed above, in 2019-20, state contributions were only around 10 percent of UC's core operating funds, which provide permanent support for the mission of the university and the administrative and support services needed to carry it out. Other revenue came primarily from private sources, especially tuition and fees.

Supplemental tuition collected from out-of-state and international students is an important revenue generator. Those students pay the same tuition as other UC students plus a supplement of more than two times the cost of tuition. Altogether, then, non-state residents bring as much tuition as do three or more California residents. That money largely stays on the campuses with non-state-resident enrollment. (Recall that Merced and Riverside have minuscule non-state-resident populations.)

Other revenue sources help diversify the funding stream. For instance, sales and services revenue include funds from bookstores, clinics, campus catering, on-campus food markets, and research-extension activities. Research grants, which fall under both government and private support in the pie chart, often include IDR, or indirect cost recovery. On a $3-million grant with 50-percent IDR, a university takes $1 million in IDR, minus costs to support the research. In fields requiring large laboratories and expensive equipment, IDR often fails to cover costs. But in other fields IDR itself can be a boon for the university. In all those streams, there is much greater potential for revenue on higher-status campuses.

Crucially, other UC campuses, located in wealthier communities and with more-affluent student bodies, have also ramped up their donations (listed above as part of private support). A system official explained: "Our larger campuses generally have more flexible dollars because they've been established longer [and] they have philanthropy. UCLA is a great example of that." In contrast, the official explained that despite some donors who are drawn to the unique racial and class composition of the student bodies at Merced and Riverside, both universities have "a limited pipeline for multimillion-dollar gifts."

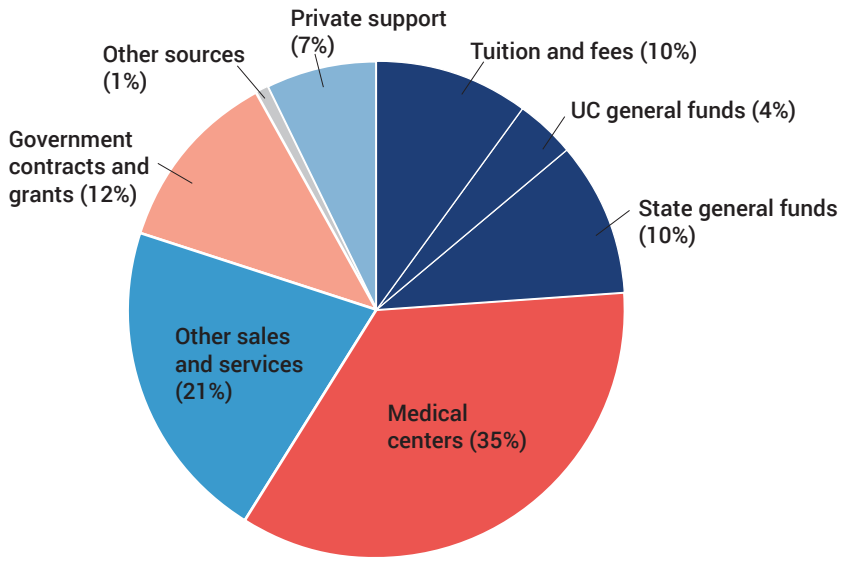
In 2013, UCLA and UC-San Diego both started campaigns. By June 30, 2018, UCLA had raised well over $4 billion and UC-San Diego over $1.5 billion. In contrast, Riverside's Living the Promise Campaign, which began in 2011, had raised only around $200 million by the same date.

The endowment assets of Merced and Riverside are among the lowest in the system. Because those universities serve more students from economically disadvantaged families, legions of millionaire alumni are not lining up to make tax-subsidized gifts. At the end of the 2019-20 fiscal year, the per-undergraduate-student endowment at Merced (at $6,806) was roughly one-twenty-fifth of the amount at UCLA and one-twenty-second the amount at UC-Berkeley.

The uneven distribution of racially and economically marginalized students would be less problematic if private resources were dispersed more equally across the system. Given the higher cost of educating disadvantaged students, though, there would still be disparities between campuses. Even more ideal would be a scenario in which campuses also received greater state funding for students who have greater need and less funding for students who have less need. Under such conditions, majority-Latinx and majority-Pell campuses would receive the most funding. That seems a distant hope, given how things work now.

Sources of UC's Operating Budget

Core funds shown in darkest blue.



Note: UC's operating budget totaled $39.8 billion in 2019-20. The portion of the pie devoted to medical centers mostly goes back into the operation and capital needs of UC medical centers.

Source: University of California Budget for Current Operations, 2020-21

COORDINATION combined with contestation is a basic feature of the state-system model. And yet too much contestation, or too little coordination, upsets the balance. And so it is in California, as campuses within the system are forced to compete for a limited local supply of private funding. With escalating competition, the universities that are advantaged in economic markets have less incentive to continue supporting those that are disadvantaged.

In the UC system, that came to a head in 2009, when Andrew Scull, then chair of the department of sociology at UC-San Diego, sent an angry letter to University of California leadership (it was signed by 22 other department heads at UCSD). Coming on the heels of an announced budget cut, the letter pleaded with leadership:

> We suggest … that in discussions systemwide, you drop the pretense that all campuses are equal, and argue for a selective

> reallocation of funds to preserve excellence, not the current disastrous, blunderbuss policy of even, across-the-board cuts. Or, if that is too hard, we suggest what ought to be done is to shut one or more of these campuses down, in whole or in part … Corporations faced with similar problems eliminate or sell off their least profitable, least promising divisions … It is simply not the case that all campus entities are of equal value to our goals.

This letter sought to establish reputation, major grants, and entrepreneurial success as primary factors of value, and proposed that the UC distribute resources in ways that cut out the universities doing the most institutional-diversity work for the system.

The UC Academic Council, which advises the UC president on behalf of the systemwide Academic Senate, responded in a memo vociferously opposing the letter, arguing that "each of our individual campuses is enriched and strengthened by its membership in the whole." Still, the fact that the opposite sentiment coalesced so strongly on at least one UC campus, resulting in an explosive missive that required an official system response, is remarkable.

The ultimate form of resource concentration is the disbanding of a state system. In 2015 the Oregon University System ceased to exist. In recent years Illinois, Michigan, Virginia, and Wisconsin have, to varying degrees, entertained conversations about fully privatizing state flagships. These proposals are often backed by the idea that universities outside of a public system will have greater success in drawing alumni and philanthropic contributions and may lobby more effectively around their own interests.

Tiny cracks in the UC system are emerging as well. Virtually all programs in UCLA's Anderson School of Management became privately funded in 2014, when the M.B.A. program converted from state-supported to self-supported. And because of the inequality in access to private funding, it is not an overstatement to say that any "unbundling" of the UC system would decimate Merced and Riverside. The existence of research universities that serve disadvantaged students depends, in part, on system support, protection, and resource redistribution.

The gradual state disinvestment in higher education concentrates resources at the most advantaged universities and thus among the most privileged students. Yet public institutions should serve all of their public. More, not less, state and federal support is needed to give students from economically and racially marginalized families — and the universities that serve them — a fighting chance. ■

The gradual state disinvestment in higher education concentrates resources at the most advantaged universities and thus among the most privileged students.

Laura Hamilton is a professor of sociology at the University of California at Merced. She is a co-author of Paying for the Party: How College Maintains Inequality *(Harvard University Press). Kelly Nielsen is a senior research analyst in the Center for Research and Evaluation at the University of California at San Diego Extension. This article is adapted from* Broke: The Racial Consequences of Underfunding Public Universities *(University of Chicago Press).*

A New Hire, a Koch and a Department

The money was supposed to be a lifeline. Instead it added fuel to a fire.

ANDREA LEVY FOR THE CHRONICLE

Grant, in Crisis

BY NELL GLUCKMAN

THE SEARCH FOR A NEW PHILOSOPHY PROFESSOR at Bowling Green State University was relatively uneventful at first. A committee was formed, applications came in. Committee members culled the pool and, as 2015 came to a close, narrowed it down to a handful of people to interview.

But Christian Coons, an associate professor, felt that there was at least one person in the pool who didn't belong. Brandon Warmke was not as well-versed as some of the other candidates in the history of philosophy, the topic the new hire would teach, Coons said. In an email, he told a colleague that he thought another applicant was better. (*The Chronicle* reached out to Warmke, who declined to comment.)

"The application alone leaves out critical information that is very important," Kevin Vallier, an associate professor, wrote back. (Vallier did not respond to emailed requests for an interview.)

Warmke was hired in 2016. Three years later, Bowling Green announced that it had received a $1.6-million grant for its philosophy, politics, economics, and law program. That meant the philosophy department, which had shrunk in recent years, would be able to hire two

BRITTANY GREESON FOR THE CHRONICLE

Christian Coons, an associate professor in the Bowling Green State U. philosophy department, said its problems did not amount to "a tale of 'conflict'" but a tale of "persistent corruption."

new tenure-track faculty members and support two graduate fellowships. For a small department, it was a life raft.

The infusion could have meant a new era of stability for the Ohio university's department. That's not what happened. Instead, Bowling Green's philosophy department turned into a war zone. Professors who once edited books together are no longer on speaking terms. Colleagues have filed complaints against one another, prompting investigations. At least one faculty member left Bowling Green for another job. Graduate students felt ill at ease in the department.

In the end, an outside lawyer, hired through the Ohio attorney general's office, was brought in to investigate a long list of allegations made by Coons. Though the investigator did not find "nefarious misconduct" or actions taken in bad faith, she wrote that the rifts within the department ran deep and could at times be toxic.

But to Coons, "this is not a tale of 'conflict.'" It's a tale of "persistent corruption." Adding to the discord was the source of the grant, an increasingly ubiquitous funder of research that has drawn sharp criticism on other campuses. It was the Charles Koch Foundation.

THE 2016 HIRE should have been a triumph. After losing professors to retirement or other universities for years, the department had dwindled to fewer than 10 full-time professors. Now they were rebuilding.

The department was always small, but it was renowned in the field of ethics, particularly applied ethics. It had a reputation for hiring scholars who were early in their careers but already making a name for themselves. "A lot of ethical stars and superstars had spent a few years there before going on to other jobs," said John Basl, a former assistant professor at Bowling Green who moved to Northeastern University in 2013. Historically, it had a libertarian streak, in part because of the presence of the Social Philosophy and Policy Center, a think tank that hosted a conference, funded research, and published a journal. But the center had moved to the University of Arizona around 2012.

The department's reputation as a place for up-and-coming ethicists meant there was a lot of turnover. In 2008, when Michael Weber, who is now the chair, joined the department, there were roughly 13 full-time professors. Then came the Great Recession, which prompted the university to impose a de facto hiring freeze, Weber said. Several professors left and weren't replaced.

"The department really took a hit," said David W. Shoemaker, who was the chair at the time but left for Tulane University in 2009. "We lost six research-heavy moral philosophers, which was the bulk of the department, in a two-year span."

By 2016 that trend was reversing. Molly Gardner had been hired as an assistant professor the year before, and the new professor the department was searching for would help round out its offerings. By February, members of the hiring committee had narrowed their search to two people. Warmke had an offer somewhere else and had informed a committee member that he needed to give that institution an answer "very soon." Vallier, the professor whom Coons had emailed with reservations, advocated hiring Warmke. The committee moved quickly to vote, and Weber offered Warmke the job. In a memo to the dean recommending the hire, Weber praised Warmke's publication record and

said he was "capable of teaching required history courses, and also adds strengths in ethics and philosophy, politics, economics, and law."

Several faculty members, including Coons, were upset with how the process had unfolded, for various reasons. Gardner voted for Warmke, but told *The Chronicle* she had felt pressured to do so. Coons peppered Weber with questions about why the process had gone the way it did. Why had the vote been so rushed? What was Warmke's deadline with the other university where he had an offer?

Not satisfied with the responses he received, Coons got angry. In the spring of 2018, he wrote a narrative of how he felt the search had gone wrong, among other issues. He included copy-and-pasted emails that had been sent between him and Weber, and annotated those emails using track changes. He sent the narrative to his dean.

AT FIRST, nothing happened. Warmke garnered a considerable amount of responsibility within the department. He became the chair of the graduate admissions committee. He was put in charge of graduate job placement, meaning he reviewed students' CVs and recommendation letters. He helped lead a committee that selected speakers who would come to campus to give talks. Suddenly a relatively new professor had a hand in almost every part of graduate students' experience.

Meanwhile, the department's connection to the Charles Koch Foundation and institutions it supports seemed to Coons to be growing. He caught wind in the fall of 2018 that Vallier was trying to recruit undergraduate students for an on-campus "discussion colloquium" called "Tolerance in a Free Society." It was co-hosted by the Institute for Humane Studies, a nonprofit that has received millions from the Koch Foundation. Coons said he didn't have a problem with the foundation, but was unnerved that he hadn't been told about the colloquium directly.

Then came the Koch grant. It was announced in 2019 and would go to Bowling Green's philosophy, politics, economics, and law program. Vallier and Warmke were named in the grant agreement as director and assistant director, respectively. That meant that they would control the program's budget and supervise its staff.

The grant also provided money for two new tenure-track professorships. The department started a search for the first hire. By then, Coons wasn't the only philosophy professor who was worried that the department was, intentionally or not, becoming entwined in the Koch network. Gardner, who served on the hiring committee, said, "It felt to me like some candidates whose values were not in harmony with Charles Koch Foundation values were removed from consideration."

A spokesman for the Koch Foundation said in a written statement that it supports "universities where scholars are driving progress through their research and empowering students in their teaching. They come from a wide range of disciplines and backgrounds, and what unites them is a shared commitment to scientific discovery. All scholars' work deserves substantive, merit-based scrutiny rather than ad hominem speculation."

That summer Coons learned about a document that the nonprofit UnKoch My Campus had posted on its website. The document purported to be one of the Institute for Humane Studies' proposals to the Charles Koch Foundation. It described a need to invest more in faculty members in order to speed up its mission of promoting "classical liberal" ideas.

"Imagine, for example, what our graduate-student support capability might look like if hundreds of trusted faculty at Ph.D.-granting institutions acted as our agents," the IHS proposal said.

Agents? Coons found that word alarming.

The document talked about on-campus "liberty discussion colloquia" as a way to support and build relationships with faculty members. It proposed supporting "aspiring and current freedom-friendly professors across the full arc of their careers."

Freedom-friendly professors? Coons believed he had some of those in his department.

It wasn't the politics that bothered Coons. "There's no problem whatsoever with bringing someone with IHS associations to your campus," he said. "There is a problem with bringing someone to your campus because they're associated with IHS."

According to IHS, the document is "an incomplete draft of some initial thinking." Caroline Phelps, director of communications and outreach, said in an email that "'agents' refers to a suggested change where professors might be in a better position than IHS to know when and what kind of fellowship support grad students might need. The idea being proposed was that rather than IHS selecting which grad students receive support, professors would make those selections."

She added that "most of what IHS does is convene scholars and support their research. Occasionally professors ask us to help them in hosting on-campus and online discussion colloquia. These discussions center around authentic conversation and bring a small group of students or faculty members together in an open forum to discuss ideas."

[Editor's note: The Charles Koch Foundation underwrote a recent *Chronicle* virtual panel about how to support transfer students during the pandemic.]

All the pieces had come together for Coons. The "critical information" that Vallier had said wasn't in Warmke's application? It was his ability to help the department get the Koch grant, Coons speculated. He didn't have any evidence that the Charles Koch Foundation had directed anyone to hire Warmke, nor would it have a say in the two new hires. But he was concerned that professors in his department were a part of its network and "would make decisions for the department with the aims of this network in mind."

"It felt to me like some candidates whose values were not in harmony with Charles Koch Foundation values were removed from consideration."

THE CHARLES KOCH FOUNDATION has been accused before of asserting too much influence over which professors are hired at universities that receive its donations. In 2008, Florida State University established two programs with money from the foundation. Though faculty members would choose candidates for the faculty jobs, an advisory committee whose members were chosen by the foundation would review the pool "and make a recommendation as to which candidates are qualified to receive funding." The university and the foundation later amended their agreement.

Ten years later, some of the foundation's grant agreements with George Mason University became public. They showed that donors were able to potentially influence which scholars were hired and how they would be evaluated. George Mason launched a review of its gift-making policies.

The agreement between the Charles Koch Foundation and Bowling Green explicitly states that the selection of program directors, assistant professors, and graduate fellows will follow the university's normal procedures.

Michael Weber, the chair, tells a very different story than Coons

about the Koch grant. To him, it was a lifeline. The department had gotten so small that its Ph.D. program was at risk of dissolving under his watch. "We just weren't going to make it," he said. The whole department agreed to pursue the grant, he added.

He didn't write the agreement, but Weber said he had reviewed it to make sure it met the department's standards. He said he was wary of taking money from the Charles Koch Foundation because he doesn't agree with the organization's politics.

"I'd certainly much rather have gotten a grant from a less-controversial source, but there aren't many," Weber said. "Especially for philosophy."

But when he looked over the agreement, he didn't see any way that the foundation could exert influence over the department.

Weber agreed that the 2015-16 search had problems. One member of the search committee had dominated the process, he said, though he did not name names. But he didn't think it was unethical. He also said that search committees consider it "a positive" when applicants "seemed to be the kind of person that generates grants." It's not the case, Weber insisted, that the committee had made a decision to hire someone because the Koch Foundation might approve of that person and give the department a grant later.

"I'd certainly much rather have gotten a grant from a less-controversial source, but there aren't many. Especially for philosophy."

IN DESCRIBING THEIR APPREHENSIONS about the Bowling Green philosophy department, some of its members point to the speakers who were invited to give talks on campus, some of whom had connections to IHS or the Koch Foundation.

Twenty-two "concerned" graduate students signed a letter in January 2020 to department faculty members expressing disappointment with one of the speakers and suggesting that the department create clear guidelines on how speakers would be chosen. The graduate students weren't opposed to conservative speakers, nor did they say such speakers should not be welcome. But they wanted to question how the speakers had been chosen and draw attention to the problem of inviting speakers because they were in a particular network, said James Perrine, one of the graduate students who helped organize the letter.

"We were saying, broadly, Hey, if we're going to have this Koch money," Perrine said, "we need to be super, hyper watching who we're picking and why we're picking them."

Perrine started in the philosophy master's program because he was interested in applied philosophy. He noticed when he got there, in 2018, that the department's philosophy, politics, economics, and law program was growing. The discipline is not inherently conservative or libertarian, but Perrine felt that at Bowling Green it had that bent, "which, academically, I'm curious about."

But he felt that some professors were unfriendly toward other political views. Perrine, who describes himself as far left politically, said, "If I ever brought up any opposing theory, I was almost immediately shut down and made the butt of a joke because of what I was discussing."

After the department got the Koch grant, Perrine felt as if some of its members adopted a "join or die mentality." You were expected to be on board with it, he said. Still, he said, he had been accepted into the Ph.D. program with a plan to study critical race theory and politics. But he said he couldn't find enough professors to sit on his dissertation committee and ended up leaving the university after earning his master's degree, in 2020.

Molly Gardner worried that the graduate students would have to censor their political views or risk losing professional opportunities. "Students who endorse conservative values are offered scholarship opportunities, seminar opportunities, and other networking opportunities that students with more liberal values seem less likely to receive," she said.

But not everyone felt that way. "I'm not sure it's some evil plan," Weber said. He saw no evidence that any student was being favored over any other because of their political views. He agreed that a string of libertarian speakers had been invited to campus, but didn't see anything nefarious in that.

"It's difficult to get people to come," he said. "They want to go to more-glamorous places."

Professors tend to invite speakers they know, he said. Some faculty members are very active in inviting speakers. "Might they be more libertarian than you might expect?" Weber said. "Yeah, possibly."

Some members of the department believed that students were becoming conspiratorial when it came to Koch and IHS. In a faculty meeting in February 2020, a recording of which was shared with *The Chronicle*, Vallier said that a graduate student had developed suspicions about working with him because of his work with IHS. Warmke added that another student had raised concerns that a theater Ph.D. student who was taking his class was actually a member of IHS.

"That's got to stop," Warmke said at the meeting. "My encouragement is that if you hear or see grad students or faculty expressing these sorts of sentiments, if you can't stop it, walk away."

Some graduate students were feeling stressed out by the fighting between their professors. The department had changed from a small, collegial community to one in which people had to choose sides.

When Ryan Fischbeck started as a graduate student at Bowling Green, in 2013, the department was "the definition of an academic community," he said. Everyone was interested in everyone else's work; they all hung out, and talked about philosophy all the time. But after the 2015-16 search, "you started seeing people develop into cliques," Fischbeck said. "It got hard to know who to trust and who to believe."

"It's certainly affected my own performance and mental health," he said. "And that of others."

Tim Walsh, another graduate student, worried that the department was losing its "commitment to openness, freedom of inquiry, diversity of thought, and the sense of community" that he said were its hallmarks when he arrived there.

"Given the legal and university-governance problems that arose at some other institutions in connection with their Koch grants," Walsh said in an email, "I don't think it is unreasonable for graduate students to ask questions about the nature of our relationship with the Charles Koch Foundation and related organizations."

CHRISTIAN COONS tried to find out what had happened to an investigation that had been opened after he sent his narrative to the dean about the 2015-16 search, but he said an open-records request turned up very little. He said that he was never able to submit evidence for the investigation and didn't find out when it was completed. Later on, the outside lawyer's report on Coons's allegations referenced the earlier investigation and a report that had found "misunderstandings, inconsistencies,

and procedural errors in the search process" but "no provable conspiracy, manipulation, or intention to disrupt the search."

In February 2020, Weber sent an email to members of the department asking them to save a date. Two emeritus faculty members from Kent State University's School of Peace and Conflict Studies were coming to "help with the conflicts" in the philosophy department.

Then the pandemic hit. Members of the philosophy department retreated to their homes. The global crisis did not allay the tensions within the department, however. Nor have its ranks grown substantially. A professor was hired with the money from the Koch grant, but Gardner left Bowling Green for the University of Florida, in part because of her experience on the hiring committees.

There have been multiple complaints from faculty members alleging harassment and bullying by Coons, according to the outside lawyer's report. Coons has received an "oral reprimand." Coons also filed a discrimination complaint with the Ohio Civil Rights Commission, though it was dismissed.

It was last year that the Ohio attorney general's office appointed the outside lawyer to investigate Coons's complaints dating back to at least 2016. The investigator, Jennifer A. McHugh, a litigation lawyer who has represented employers in discrimination, retaliation, and harassment claims, analyzed allegations about the Koch grant, the IHS events on campus, and the selection of speakers, among many other topics, and found very few policy violations. The investigator wrote that she had found no evidence that the policy violations she did discover were made in bad faith, nor did she find intentional wrongdoing or fraudulent activity.

McHugh wrote that "Koch grant funds have been used to hire faculty members of varying ideologies, and that the department has hosted speakers with differing political viewpoints." The report cited as an example one department member whose position is funded by the grant and whose research is focused on climate science.

"The depth of the conflict in the department is troubling," the report said. Members who were interviewed said they did not know how to repair the rifts, but "nearly all interviewees expressed a desire to improve the climate and mend relationships."

In the end, she said, "multiple interviewees" had said Coons "interprets everything certain colleagues do as having evil intent or nefarious motives." She wrote that she "does not find sufficient evidence to support Coons' theories of this nature, and finds them to be speculative."

Coons acknowledged that he had been expressing frustration and outrage when others had not, but said that "it's also, in my opinion, 99 percent of the time, an appropriate response." He reiterated that he had not been able to submit all the evidence in the earlier investigation, which McHugh considered a closed matter, and vehemently disagreed with the conclusions, saying she was "writing to exonerate the university."

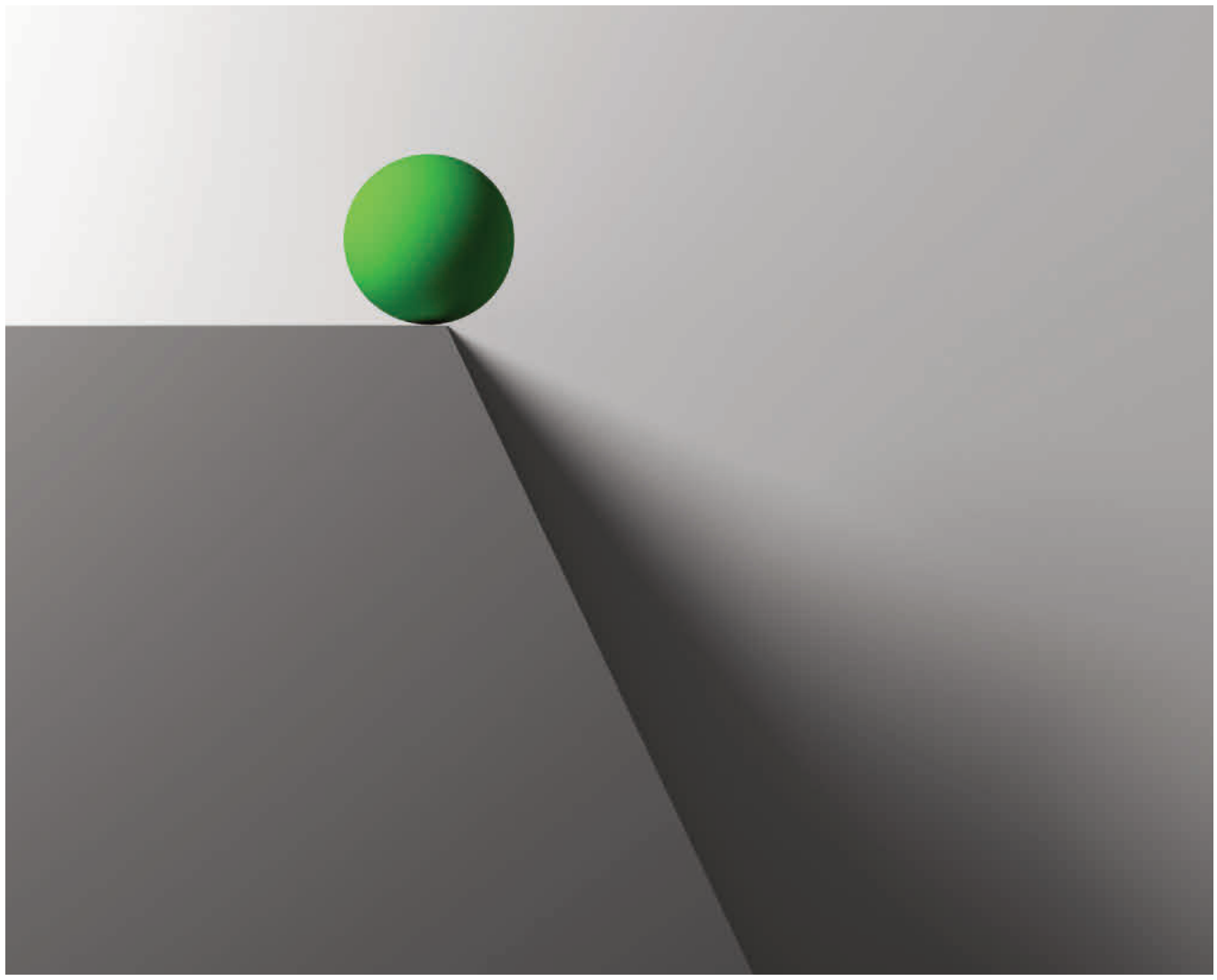
In an emailed statement, the university said it had "initiated a thorough and independent investigation into Dr. Coons' concerns and allegations which ultimately date back to 2016. The findings of the independent investigation are informing the university's work with both administrators and faculty in the philosophy department. The department is focused on resolving conflict and fully leveraging the talents of all its faculty."

The university declined to comment further, calling the issue an "ongoing personnel matter." ■

Nell Gluckman is a senior reporter who writes about research, ethics, funding issues, affirmative action, and other higher-education topics.

There's No 'Return to Normal' for Finances

The critical problems facing higher education won't end with the pandemic.



SHUTTERSTOCK

HIGHER ED is in trouble. It faces a demographic crunch in 2026, when smaller high-school graduating classes will mean greater competition for students. That will lead to tuition discounting and underenrolled classes for many colleges. And yet that demographic crisis is only one of many significant challenges the sector faces. As noted by *Forbes* in its annual review of college and university financials, approximately 20 percent of all institutions now warrant a "D" ranking (its lowest). Many are under serious financial strain and may not survive.

Which of these colleges are truly at risk? The past provides some clues. Since 2016, colleges have failed for many reasons: changing demographics, fewer students with a religious background (impacting the many small colleges with a religious affiliation), a drop in interest in single-sex institutions, and changing student preferences for urban over rural environments. Long-established, heavily endowed elite institutions will be fine, of course, but smaller colleges vulnerable to these changes will struggle. While they may not fail, they will need to brace themselves for uniquely difficult financial circumstances.

Among the dozens of casualties over the past five years were several institutions that had been in operation for over 100 years, including St. Gregory's University, in Oklahoma; Marylhurst University, in Oregon; Green Mountain College, in Vermont; and the College of New Rochelle, in New York. Covid-19 has only made things worse. Several colleges that were in a weakened state already have been pushed out of existence over the past year, and others have declared financial exigency, including public institutions such as Central Washington University and Missouri Western State University. As the pandemic's negative effects continue, it seems likely that additional institutions will be forced to take the same path.

THE REVIEW

The pandemic has also produced disruptions never seen before in higher education. The mass migration to online learning — which emptied out dorms and cafeterias and forced colleges to refund millions of dollars in fees — was financially painful. Most institutions could absorb a one-time blow of this magnitude, which we saw in the spring of 2020. But as online and hybrid instruction became the norm into the fall, room-and-board revenue continued to suffer. Money borrowed to build housing cannot be paid back with the revenue from half-empty dorms.

Most colleges are planning for a return to in-person, residential learning this fall, but the accepted mode of instruction may have been permanently swept away by the pandemic. Returning fully to "normal" is likely impossible as hybrid (both synchronous and asynchronous) instruction has become widely ingrained. Covid-19 also destroyed revenue streams that had taken years for institutions to develop, such as income from foreign students. Arrangements like these are likely to be suspended for multiple years, and it will take considerable time to rebuild them.

Although the sudden forced refund of student room-and-board charges was a damaging impact of Covid-19, the reality is that it exposed a problem that has been building for some time, and one that colleges have done little to prepare for: As online and hybrid education advances, the need for on-campus housing and dining services will decline. Colleges, in their role as landlords, will experience a decline in this stream of revenue, and there is little that can be done to reverse it. Some colleges may be able to rent housing to faculty and staff as an interim measure to offset a declining student presence on campus, but local zoning authorities are unlikely to permit institutions to rent student housing to the general public, and

such a move would likely threaten their nonprofit status.

A more fundamental challenge facing colleges is the changed perspective of what higher education is supposed to offer. Those who attended college in the 1970s and 1980s, even at top-tier institutions, lived and studied in facilities that would be regarded as wholly unacceptable today. Old and cramped dorm rooms, mediocre food, and aging labs and libraries were the norm. College was mostly a place to learn, and the amenities that are commonplace on campuses today were nowhere to be seen.

Colleges have, over the past 50 years, engaged in an unwinnable battle to outdo competitors with ever-increasing amenities. Visiting students and their parents expect a brand-new library, top-notch athletic facilities (even for nonathletes), superior dining, and frivolities unrelated to the core mission of the college (rock-climbing walls, floating rivers, and hot tubs). Institutions that do not match the amenities of their competitors fall behind and see applications dwindle.

Institutions have been forced into a game of one-upmanship — and there are no winners. Having more gleaming, new facilities does not mean more students when you consider the entire sector is engaged in providing such amenities. If the market for a college education were more concentrated — if there were fewer institutions — the futility of this exercise would become obvious, and the competition to offer ever more and better facilities would cease. And yet we play on.

This competition is also playing out on the programmatic side. As undergraduate enrollments fail to rise, even with ever-deeper discounting, colleges are turning to newly created graduate programs as incremental revenue streams. This is a reasonable response, but as more and more institutions start similar programs, the outcome is going to be the same: a marginal increase in enrollments, coupled with rising costs.

Those costs will be harder to pass on to students, who are becoming more aware of their ever-increasing amounts of debt, the total of which rose from $480 billion in 2006 to $1.6 trillion in 2020. Although this is a staggering sum, the earnings premium that a college degree provides is still large. The problem for colleges is the growing perception among students and their families that there is a debt-load crisis. This causes some students to decide against going to college and many others to choose a "practical" major that will help them in the job market. The latter represents an enormous challenge for colleges, as the tenure system prevents institutions from rapidly adjusting curricula to changing student interests.

Covid-19 destroyed revenue streams that had taken years for institutions to develop.

NONE OF THE IMPACTS arising from these challenges will be good for academe, nor for the faculty and administrators who have made higher education their livelihood. Retrenchment, whether under financial exigency or simply through sustained elimination and downsizing of programs, is inevitable. Also inevitable is the failure or merging of numerous smaller institutions that do not have the resources to weather the current financial pressures or the coming demographic cliff.

Despite the lofty goals put forth in mission statements, the most salient goal of an academic institution, one accepted by all of its stakeholders, is continued existence. Preparing colleges for 2026, while simultaneously repairing the financial damage from the pandemic lockdown, is a significant challenge — one beyond the grasp of many already struggling institutions. A few possible avenues of salvation exist, however, for the majority of higher education.

Although it is considered anathema to discuss retrenchment, a medium-term strategy of reducing size of operations may be one of the most promising ways to approach the next five years. Many colleges would be better off delaying the building of new dorms (or accelerating the retirement of older ones). Fewer debt and maintenance obligations would enable a college to withstand small, stepped drops in enrollment until the demographics reverse. Marginally lower enrollments would enable delays in the hiring of faculty, administrators, and staff.

Strategic plans are critical, especially with the inevitable rise in online and hybrid education. The wholesale switch to online learning during the pandemic has resulted in a change in attitudes on the part of faculty and students toward what learning should look like, and that change is not wholly reversible. While a majority of students indicate that low-cost distance learning is inferior to in-class instruction, a sizable minority prefer its convenience. Institutions must carefully address the issue of dual modes of delivery and differential pricing. As some colleges discovered, students who paid the market rate for in-person instruction were less than pleased with the transition to online learning in 2020.

Additionally, colleges should roll out new programs with the understanding that successful, innovative courses may be easily copied by rival institutions, and thus any benefits may be temporary. Colleges routinely conduct a market study before devoting resources to the development of a new program, but rarely does that entail an institutional-capacity analysis of competitors. If faculty participation is the only thing required for a new program, there is little stopping other colleges from getting in the game, while a new engineering or nursing program (requiring lab space and specialized faculty) is in far less danger of being duplicated in the near term. Incremental revenue streams should be viewed as a positive only if they are competitively sustainable.

Of all the problems facing institutions, resolving the dual-revenue-stream issue may be the most challenging. Dorms emptied out in March 2020 and, for the more fortunate institutions, partially refilled in September. Capacity limits remained in place in many states, so dorms were only partially filled in the spring of 2021. Many students have reported deep dissatisfaction with highly controlled dorm life, particularly rolling quarantines, and a sizable number may opt out of on-campus life in the near term, leading to a further deterioration in this revenue stream. Although institutions have enjoyed the profitability of being landlords and food-service providers, the near- and medium-term shrinking of capacity is essential if colleges want to avoid having auxiliary activities become a drain on net revenues.

The most dangerous strategy is no strategy. The *Forbes* financial analyses have been warning of a worsening situation for years. The added stresses from the Covid-19 pandemic will further aggravate the untenable circumstances facing hundreds of institutions. There is now a very short window within which we must carry out significant reforms. This will be a difficult five years for higher ed, but the painful transformations to come may have one benefit: Colleges will be forced to focus more on their central missions, and forgo some of the peripherals that have led our sector astray. ■

Mark S. LeClair
is a professor of economics at Fairfield University.

Inside One University's Hybrid-Work Decision

The U. of Utah's new telecommuting rules can guide other colleges making such transitions.

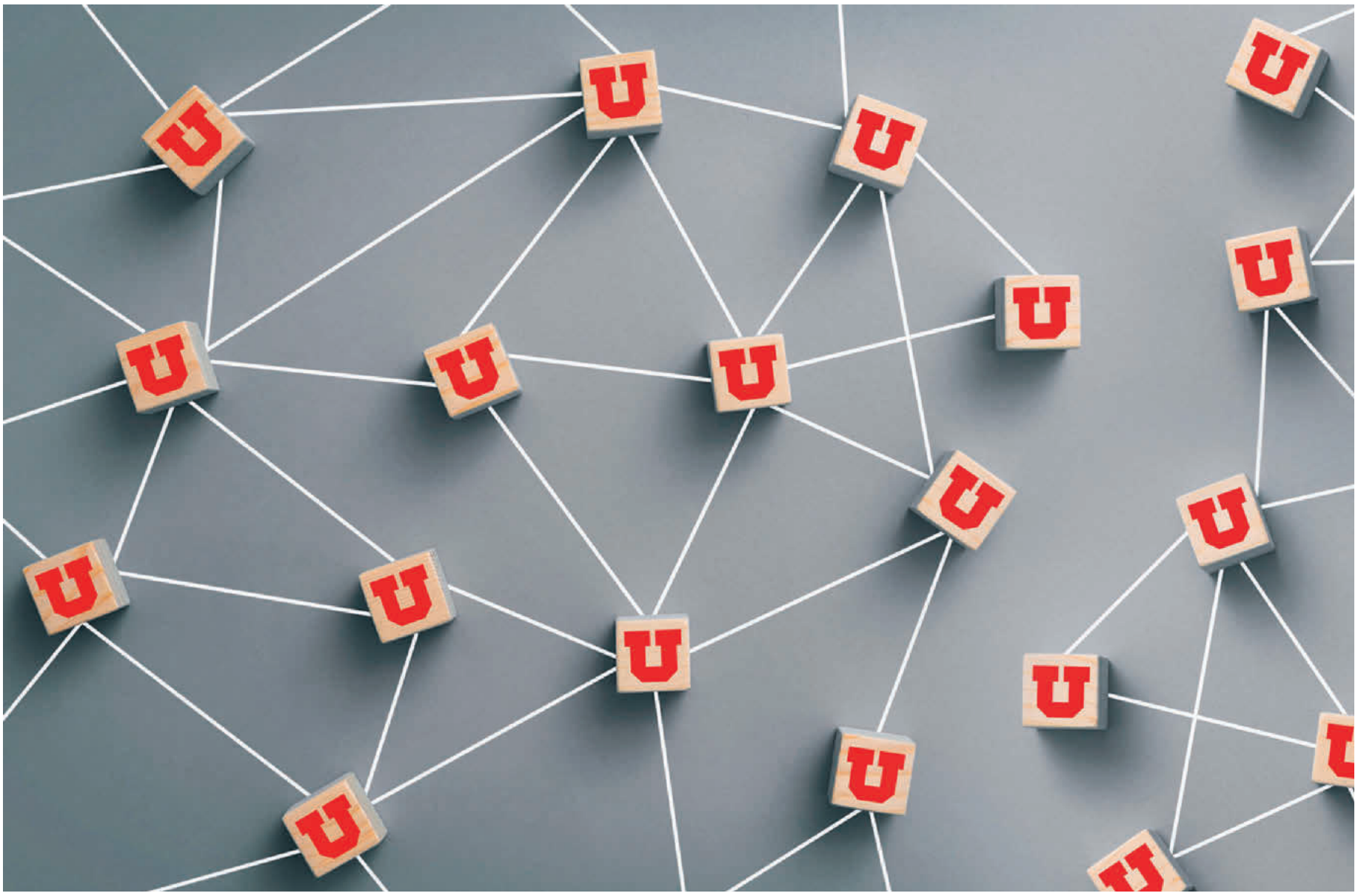


ILLUSTRATION BY THE CHRONICLE

WHAT ISSUES does a hybrid workplace raise at the University of Utah? Parking capacity. Home-office spending. Cybersecurity. Employee retention. College leaders there have seen that firsthand.

Campuses across the country are revising their remote-work policies for the fall of 2021 and beyond, but Utah has a tighter deadline to work through the big questions of where and how its employees work. An executive order by Gov. Spencer J. Cox requires state agencies, including public colleges, to try to create remote jobs, in an effort to bolster employment in rural areas of the state. They have until July 1 to evaluate each position and determine whether it can be held by a remote employee.

The university's decision-making process and priorities as it begins a two-year pilot for new telecommuting rules, then, can serve as a guide for other colleges making this transition.

The pilot program is designed to monitor what does and doesn't work in a hybrid office. Managers and employees will decide on what work modality — fully remote, in person, or hybrid — makes the most sense for each position. Then they will sign a written agreement before proceeding. From July 1 to the university's first day of classes, in late August, the campus will transition into its new policies, and they will be fully in place for the fall semester.

Four Utah administrators — who oversee finance, human resources, technology, and operations — spoke with *The Chronicle* about each of their division's key priorities and questions as the pilot begins.

The Chief Financial Officer: Cathy Anderson

What's the university's biggest spending item? People.

And people, en masse, are reconsidering how — and where — they work best. A survey by Morning Consult and *Bloomberg News* in May found that, of 1,000 adult Americans asked, 39 percent would consider quitting if their employers weren't flexible about remote work. (That figure rose to 49 percent among millennial and Gen Z respondents.)

Wisely managing resources — especially human resources — will be crucial to the "long-term vitality of the university," said Cathy Anderson, Utah's chief financial officer, at a recent town hall. "We're one of the last businesses to really be looking at telecommuting."

There are possible cost savings with remote work, but the specifics are not yet clear.

If enough people stay largely remote, the university won't need to spend as much money on parking or leased office space, Anderson said in an interview. That money could be redirected to teaching, research, and community outreach.

But in another situation, costs could balloon quickly. What if most employees wanted to work on campus several days a week but also wanted reimbursements for their home offices?

Campus leaders are modeling pos-

sible financial outcomes now and will continue to do so during the pilot, Anderson said.

The Chief Human-Resources Officer: Jeff Herring

Jeff Herring, the chief human-resources officer, raises two big issues for his division: management and measurement.

Managers, Herring said, will have different perspectives on remote work. And that will be their right. While some colleges will standardize whether certain employees can work remotely, Utah's managers will have some leeway in determining the job modalities of the employees who directly report to them. Just because an administrative assistant in the physics department gets approval for a hybrid schedule, for example, doesn't mean someone with the same title in the English department will have the same flexibility.

Herring said he expects some employees who can't work remotely — especially millennials — to seek other employment, either elsewhere on campus or outside the university. "There will be a natural progression of a shifting of talent," he said. "The market will dictate it."

This turnover is likely to frustrate managers who are slow to adopt remote work, he predicted, but they may change their perspective and "move some of those old-school philosophies."

Human resources will be the driving force behind measuring the pilot project's results. There are many questions to work through, Herring said. How many people decide to pursue a flexible workplace? And what does that mean for parking, the environmental impact, work-life balance, and productivity?

Then there are deeper analyses: What are the demographics of people who decide to take advantage of hybrid work? How much do legal and tax services cost to accommodate out-of-state employees? (The plan is for those costs to be absorbed by units that employ remote workers.)

The first step is to work through every existing position, in accordance with the governor's executive order, and determine which can be offered remotely.

The Chief Information Officer: Steve Hess

Steve Hess, Utah's chief information officer, knows that a more-restrictive in-person work policy could cost the university employees — especially on his team.

"People like working at home," he said. "If they have to come to work, they may find other jobs, because the IT market is hot."

Two key concerns about remote work, outside of personnel, are infrastructure and cybersecurity, but he said that both areas have seen investment during the pandemic.

Federal money from the Cares Act has already helped bolster the college's technological infrastructure, strengthening Wi-Fi and adding cameras to conference rooms and classrooms, he said. That's important because virtual meetings are expected to continue, putting more demand on the campus's network.

Cybersecurity remains an area of concern amid phishing attempts and as more of the campus operates virtually.

There's more to be done. People on campus need to "really step up our IT security game," Hess said at a town hall. "I can tell you, if the data that we have that is private and restricted of other people is lost, people get pretty mad — so does the government."

College leaders have urged remote staff members to stay on private, secure Wi-Fi networks or virtual private networks. Work with sensitive data should not be conducted on personal devices, and campus-issued devices should not be used by friends and family members.

Data collection on remote employees will be a future area to explore, despite concerns about surveillance, Hess said. Such practices started with students — on their needs, interests, and paths to graduation — and they will expand to the staff, he predicted.

"When you do work online, you're gathering data, and all of a sudden that data can be put into applications where you can track productivity, you can track trends," he said, adding it could help colleges avoid technological disruption in the future. "Everyone is about analytics — they want to know what is going on, and they want to respond with good analytical decision making."

If enough employees worked remotely, the university could save on parking and leased office space — money that could be redirected to teaching, research, and community outreach.

The Administrative-Services Lead: Gordon Wilson

Before the pandemic hit, Gordon Wilson, associate vice president for administrative services, knew what question to expect in every meeting with upper administrators: What are you doing about parking?

In those days, there were regularly just a few hundred vacant parking spots of the roughly 14,000 on campus. An expected increase in enrollment meant a likely higher number of faculty and staff members — all of which would translate into the availability of even fewer spots. Even then, team members urged their employees to work from home one day a week.

It wasn't just the hassle of finding a spot. Parking stalls — vertical or on flat pavement — are expensive, too.

Now? "We're breathing a little easier," Wilson said. "We're really hoping that telecommuting works." It could "take the edge off" if 500 to 1,000 cars per day didn't come to campus, he said.

But there's also a potential downside. One question is how these flexible arrangements will affect parking revenue. The university will sell a range of passes — including for partial workweeks or even partial workdays — to staff and faculty members, he said. In one option, a staffer could team up with colleagues to buy a weekly permit together. His division would need to draw on reserves if many people dropped out of the system, and that "does concern us," Wilson said.

Still, in the past year, the only major drop in parking-pass purchases was from students, he said. Staff members did not leave the system en masse.

"We just don't know," he said, "what a year from now brings." ■

Lindsay Ellis

is a senior reporter covering research universities. Follow her on Twitter @lindsayaellis.

Faculty Evaluation After the Pandemic

One-size-fits-all tenure and promotion policies are destined to fall short.

GETTY IMAGES

ON WHAT is hopefully the downhill side of the Covid-19 pandemic, there's a lot of discussion across higher education about "getting back to normal" or "navigating a new normal." But "back to normal" is an airy fantasy, not a strategic plan. As the playwright Tom Stoppard once observed, it's impossible to stir things apart. Likewise, "the new normal" is a slippery concept that usually means repackaging as much of our pre-pandemic operations as possible.

Academe stands at an inflection point. Decisions made now will echo not only in 2021-22 but for years to come, shaping much of what becomes "normal" in the higher-education landscape. Faculty members who find themselves somewhere in the contract-renewal and/or tenure-and-promotion pipeline understand this truth in a visceral way.

The "usual" stress of higher education's in-or-out employment system has been magnified by the pandemic in multiple ways:

- The uncertainty over how institutions will evaluate faculty work since March 2020 — especially the reduced productivity experienced by some academics — could act like a match tossed on a pool of gasoline.
- From the institutional perspective, how we treat faculty colleagues who are, for example, up for tenure in 2021-22, will have a profound impact not just on individuals and departments but also on a wide array of campus strategic initiatives as well.
- One of the most ominous scenarios for post-pandemic academe is the potential expansion of the already significant inequities that bedevil faculty hiring and retention across disciplines and institutions. Put simply, in many fields, the deck is already stacked against women and people of color in the contract-renewal and tenure-and-promotion processes. Colleges risk exacerbating that problem if they proceed with business as usual in the fall, without an intentional and self-critical examination of their job-performance criteria and evaluation processes.

Yet there isn't a clear consensus on how to proceed. What adjustments should be made in the evaluation process to account for the difficulties of the past year? And how, in the months ahead, might we avoid replicating and expanding the inequities of the past?

That lacuna is seen most clearly in the discussion over "stopping the tenure clock" as an equity measure to deal with the disparate impacts of the pandemic. Productivity took a hit with parents and children working and schooling from home. But we know that Covid-19 posed higher challenges for women than for men — in terms of research, publication, and general productivity — because women tend to have a significantly higher burden on the home front.

ADVICE

One of the most commonly proposed solutions: Add a year to the "tenure clock." That is, add a year to the contractually stipulated window of time within which a faculty member must be either awarded tenure or sent packing.

While that might seem like a straightforward solution, critics have argued that this proposal could actually harm female faculty members and faculty of color. As a letter from concerned professors in *Science* magazine put it: "Tenure clock extensions disadvantage some groups. For example, in economics, women on longer clocks due to parental leave get tenure at lower rates than men. Many men use leave to produce articles, whereas women are more likely to [use it to] care for children. Tenure committees often fail to account for differences in how leave time is spent."

So it's not the tenure-clock extensions that "disadvantage some groups." Rather, the disadvantage stems from the ways in which other faculty members and tenure committees *perceive* and *react* to such extensions. In and of itself, stopping the tenure clock is an obvious, humane, and equitable measure. But the structural biases in the gatekeeping — controlled by senior professors and academic administrators who tend to be white and male — have perversely rendered that career-support measure dangerous to those whom it is supposed to assist.

I want to emphasize this point because it is an essential and instructive one for institutional decision-makers shaping personnel evaluations and decisions in the coming academic year. Without (a) an understanding of the myriad ways in which Covid shaped faculty members' experiences and (b) a willingness to critically examine structural and institutional barriers to equity,

we will fail the very colleagues who are supposed to be the future of our disciplines and institutions.

Lack of consensus on how to evaluate faculty work during this unprecedented year, however, should not mean inaction. The challenge for institutions and their decision makers is to discern varied and flexible solutions that benefit *individual* candidates for contract renewal, tenure, and promotion as well as *institutional* well-being.

In our post-Covid personnel landscape, one-size-fits-all policies are destined to fall short. Instead, as we consider how to fairly evaluate faculty work during and after the pandemic, here are some essential components that every institution's response ought to embody:

Acknowledge that the past 14 months have been riddled with grief and loss for many academics. A rush to resume pre-pandemic operations erases those people and their experiences. Whether it was a general sense of loss after the shift from in-person teaching to remote instruction, or the sharper and more specific pain of losing a loved one, everyone has been dealing with grief, stress, and loss.

The only humane option is to acknowledge that reality, affirm that we support our colleagues in the healing process, and make that support tangible. As seductive as "back to normal" sounds, we cannot pretend that trauma isn't part of the institutional landscape that we all now occupy. That recognition should inform all of our post-pandemic practices.

Leverage that awareness to reexamine existing policies and practices. The impact of the pandemic on faculty work means we will be confronted with a panoply of modifications we need to make to performance-evaluation processes. Perhaps that involves a shift in the weight granted to an instructor's course evaluations from students, or in the types of evidence that faculty members are asked to include in their tenure dossiers or annual reviews.

Maybe we need to think even more expansively, and allow tenure candidates to allocate the amount of emphasis granted in their own evaluation to the categories of teaching, research, and service. The pandemic showed us that faculty performance can be shaped by myriad, context-specific factors. Why not take that observation to its logical conclusion?

Might all of this be a signal that we need to rethink faculty-evaluation processes entirely? And examine our personnel policies and expectations to ensure they are universal rather than, say, culturally or gender-specific? Do our expectations privilege independent scholarly practice over collaborative work? Do we devalue advising and mentoring, and might that be because those tasks are often seen as women's labor — the academic equivalent of the "domestic sphere?" Are our criteria and processes sufficiently attuned to the ways in which unplanned disruptions in academic lives can occur? If we have a faculty promotion system in which successful outcomes depend upon an uninterrupted and predictable march toward a singular objective, that system is not an equitable one for our post-Covid world.

Understand that "equality" and "equity" are related terms, but not completely synonymous. Often, we define "fair" as "everyone being treated the same." But is that really fair — or are we handcuffing ourselves to policies and criteria that are actually *unfair* to some people? Does a single mother going up for tenure this year have the same standards applied to her as a professor who lives alone?

The goal of our contract and tenure processes is a fair evaluation of a faculty member's performance and future contributions to the institution. To accomplish that goal, we cannot apply the same criteria to both of those hypothetical cases after a year of Covid.

We already understand that context matters. After all, we acknowledge the varying ways in which disciplines conduct scholarly work, for example. What we must be sensitive to is the need to keep that level of discernment at the center of our evaluation processes. Just as the scholarly output and expectations appropriate for a chemist will be different from those of a historian, so, too, might the dossiers differ for a white, male, married tenure candidate versus a single Black woman who is called upon to do an enormous amount of "informal" mentoring for students of color (labor that is usually unacknowledged and uncompensated, despite its importance to the institution).

Equitable policies ensure that rigorous criteria are applied in ways that reflect the actual academic labor of each candidate — as opposed to a single, unvarying standard that privileges certain life contexts and penalizes others.

Be as flexible with junior colleagues as you've been with students. Remember back in March 2020, when we told our students that we would extend them flexibility and understanding as we all shifted to emergency remote instruction? Remember when "compassion" and "empathy" were the watchwords? We asked students to extend us a bit of grace when we struggled with the technology and, in turn, we allowed for the fact that they were now doing their work in less-than-optimal conditions.

That sense of empathy was long overdue in college teaching, and we would do well to sustain the same spirit in the future, both in our classrooms and in our departments.

We need to recognize that what happened to our students this past year also happened to us, collectively. We know that students — especially those from disadvantaged and underserved communities — were paying a cognitive bandwidth "tax" that prevented them from always bringing their full academic selves to a particular learning task. Well, many of our colleagues were paying that tax, too. I've noted with dismay that administrators who communicate empathy and solidarity with students have not always done so with employees. That needs to change.

No, flexibility and compassion in faculty evaluation do not mean watered-down criteria. There will be those who leap to that conclusion — who see more-flexible policies as "weakening" standards and accommodating the "less deserving" — just as there were academics who insisted that flexibility and understanding during the pandemic somehow devalued the teaching and learning that occurred, as if some arbitrary definition of "rigor" were the sole determinant of effective learning.

But do our traditional promotion-and-tenure criteria truly reflect the qualifications of candidates? Do they reward actual accomplishments and potential, or merely cultural capital and proficiency at the academic game? Are we really assessing someone's contributions to the academic community? Or are we seeking to put people through the same hazing we experienced on the tenure track?

If you went through the P&T process and now claim that, even though it was a miserable experience, you turned out all right, so others should have that miserable experience, too — perhaps you did not, in fact, turn out "all right."

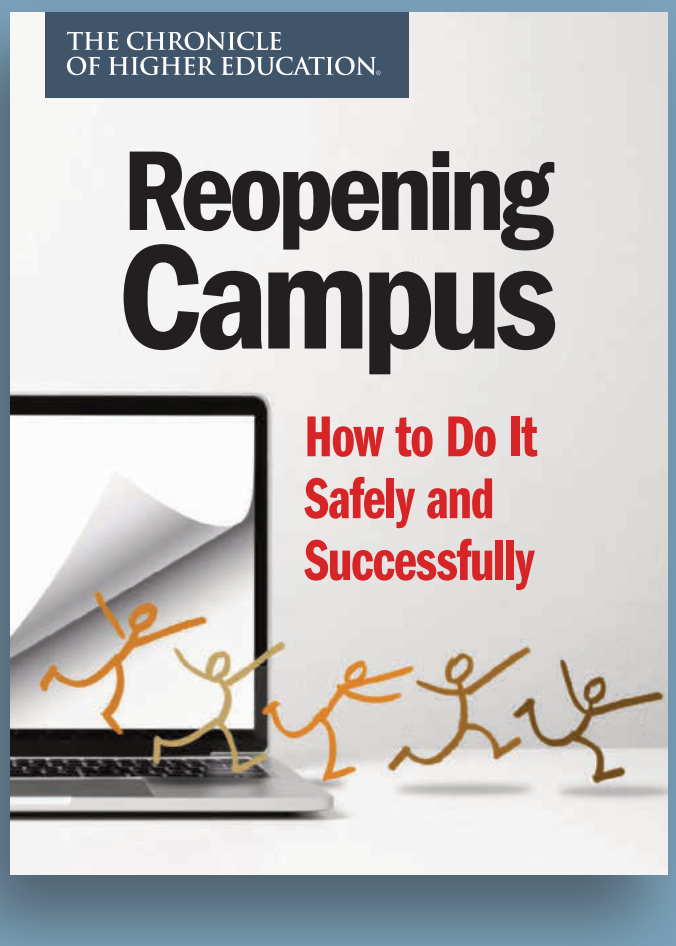
The simple and undeniable fact is that — for more than a year — labs were closed, classrooms shoved online, archives and libraries shuttered, and all parts of the scholarly enterprise profoundly disrupted. In addition, some faculty members faced severe productivity constraints as their children's schools and day care closed or they (or someone in their family) became ill. If we aren't acknowledging how those factors have significantly reshaped the current academic landscape, we have no business judging anyone else's scholarly aptitude.

In this hinge moment in higher education, we have the opportunity to powerfully shape the future of our vocation. Sure, we could choose to ignore all that we've learned in the past year and return to "business as usual." Or we could take all of those key traits that sustained us and our students through this crisis — flexibility, empathy, innovation, experimentation — and apply them to our badly outdated process of faculty evaluation. We can try to return to the pre-pandemic status quo, or we can decide to do better. Let's choose wisely. ■

Kevin Gannon

is a professor of history at Grand View University and director of its Center for Excellence in Teaching and Learning. He is @TheTattooedProf on Twitter.

Reopening Campus



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

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

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

Purchase your copy for insight into:

- How to navigate the legal and political complications around vaccination.
- What pandemic-spurred changes are worth keeping.
- What lessons other colleges can offer about reorganizing campus life.
- How to work in partnership with campus constituents and your local community.

Purchase Your Copy:
Chronicle.com/ReopeningCampus

THE CHRONICLE
OF HIGHER EDUCATION

For more information on group pricing, please contact us at 1-800-728-2803

Getting and Surviving an 'Administrator Review'

What happens in performance evaluations of colleges' senior officials?

ISTOCK

ADVICE

A LOT OF COLLEGES and universities conduct comprehensive reviews every five years of every dean, vice president, and other senior leader. Unlike performance appraisals that determine raises or promotions, an "administrator review" is supposed to be a coaching tool to help leaders improve on the job, not decide if they get to keep it. The reality, however, is that people on campus — the faculty and staff members who weigh in and the leader under the microscope — often see such reviews as performance evaluations. And a potentially helpful process turns into an uncomfortable spotlight.

One of the unintended side effects — unfortunate yet not terribly surprising — is the turnover of valuable administrators. It's not uncommon to hear stories of leaders who opted to leave a position, just shy of their scheduled review, perhaps because they feared it would fixate on missteps and potentially damage their careers.

In such situations, the many benefits of a fair, intensive review get lost. I know from firsthand experience that the process can be useful, personally and professionally, but only if you approach it with humility and open-mindedness. That requires laying down your own sword and shield. It means being vulnerable — accepting that you have made mistakes and have areas in which you need to improve. Finally, it means embracing leadership as a journey rather than a destination.

At my university, where I am an associate vice president, administrator reviews occur every five years. The findings are discussed and used as fuel for mentoring and self-reflection, not for raises and contract renewals. This type of review includes:

- A written self-assessment that is shared with the people you work with, oversee, and report to.
- An anonymous 360-degree survey on multiple dimensions of your leadership, given to the same recipients of your self-assessment.
- A committee — made up of five to 17 people — that digests the information and produces a report that is presented to you and your supervisor. The re-

port is otherwise kept private and is intended to be used for mentoring and reflection.

■ An "after-action review" in which you share your takeaways from the experience with those who took part in it. Usually this takes the form of an hour-long presentation within a month of the committee's giving you its report. In your talk, derived from the totality of the administrator review, you might cite specific information from the survey, the committee report, and the mentoring you've received. The idea is to summarize what you've learned about yourself and your leadership, as well as the changes you intend to make. You can also comment on the review process itself.

My most recent administrator review took place in 2018, and I still find its contents thought-provoking and inspiring. I've also led a colleague's review committee and been a close observer of a half-dozen others. Along the way, I've gathered insights that may help you, as a leader or a future leader, not just survive your own review but make the most of it.

A good committee chair is key. The people who make up your review committee have a responsibility to seek all valid viewpoints about your leadership and put them in context so that a holistic picture of your time in office emerges — actions taken, outcomes achieved, temperament, inclusive decision making, diversity efforts, communication, humility, and acceptance of mistakes.

The committee chair plays a pivotal role. A good chair is seasoned and able to create an inclusive environment that elicits participation from even the most taciturn of members. The chair has to be strong enough to manage the process fairly and prevent those with biases from putting their thumbs on the scale. All of which means the selection of the chair and members requires careful consideration. If you are invited to suggest names, do so. I was lucky enough to be asked for my input on the composition of my review committee, making the final product all the more insightful to me. I've seen weak chairs who were unable to expel bias, and disruption ensued. The result was not only meaningless but hurtful to the recipient.

Take your self-assessment seriously. What you get out of it will depend on what you put into it. Don't treat the self-assessment as a quick exercise or dismiss its potential for self-reflection and growth. Given that various stakeholders spend dozens (or even hundreds) of hours in every review, putting in a minimal effort is disrespectful to those involved and shortchanges you, too. Some administrators write barely four pages, listing surface actions and calendar events. Others write 80 pages of detailed rationale and defense. Find a happy medium between those two extremes.

An administrator is a leader of a team. But keep in mind: Many team members are unaware of the big-picture challenges you face in that role — the resource constraints, competing priorities, organizational resistance, internal and organizational politics, and multiple and sometimes conflicting missions. The people reading your self-assessment need to know that big picture. They want to see how you defined a problem and found its solution; how you led change and what was the outcome; what you honestly think worked and didn't work; and how you view your personal growth as a leader.

Your self-assessment must, ultimately, answer two questions: What is your vision for the next five years? And are you better prepared to lead through the next five-year period than you were when you started?

Recognize the positive feedback. Every administrator I know who underwent a review has received an assessment that was mostly positive yet, without fail, they were most affected by the negative feedback. Some ruminate on it for years.

Instead, plan to celebrate the praise and recognize the positive impact you've had and the strengths you possess. Avoid the tendency to put too much weight on the criticism. Keep it in proportion to the total feedback you receive. If 15 percent of the comments were negative, don't give them 90 percent of your attention.

I was at one post-review meeting when the administrator went to great lengths to defend himself against the feedback. At the conclusion, his supervisor stepped up to thank the administrator for his presentation and sagely reminded both the audience and the administrator that the overall review had been very positive — a message the administrator had missed in his desire to counter the criticism.

Mean comments can offer insights, too. Even the most popular administrators will receive negative remarks. Don't waste time trying to ascribe motivations or figure out who said what on the anonymous survey. Someone who wrote a nasty comment about your leadership may just have been having a bad day. Yes, anonymity encourages incivility, but it's necessary in this process.

Administrators who have made the most meaningful organizational changes have the greatest potential to upset people. In one case I know of, an administrator had to restructure the finances of a failing department. He did what he could in the short term to increase revenues and had no choice but to reduce spending. His cost cutting was unpopular among professors and provoked many negative comments in his review, but was absolutely required for the program's long-term survival.

Administrators doing the right things — often hard things — will be criticized. Brace for the feedback, and use the self-assessment to explain the circumstances and the leadership struggles that led to unpopular decisions.

Don't dismiss negative comments completely,

however hurtful. Sometimes they hold the greatest insights. A particularly mean comment in my review described my lack of connection with individual staff members. What I had viewed as professional distance and empowerment, the respondent had interpreted as aloofness and alienation. Looking for the words beneath the song gave me the insight to engage my staff as individuals even while giving them professional space.

Look to your supervisor and mentors for guidance. They can help you put your review in context, highlight the positives, share their own experiences, and be a professional ear to help you process difficult feedback. Your supervisor is the most important person to understand unpopular but necessary decisions and remind you that you did a great job (especially if it was in the face of criticism).

But what if the feedback uncovers serious allegations of discrimination or harassment? Your supervisor can't ignore such allegations and must manage them in accordance with institutional policies. Other than that, the findings from the survey and the full report are strictly private.

Now, a word of advice for the supervisors of administrators undergoing review: Resist the urge to protect an administrator's ego by suggesting that person disregard criticism. Instead, tactfully discuss those issues and provide wisdom and suggestions so that the administrator can improve. Part of a leader's development includes learning how to give and receive difficult feedback. Ignoring a problem because it is uncomfortable undermines the purpose of the review and does a disservice to the administrator and the respondents.

Academic leaders begin their careers headed toward scholarship, research, and teaching. Administration comes later. But leadership is a required ingredient of every successful institution. The question becomes: How do organizations support the transformation of Ph.D.s from academically gifted scholars and teachers to organizationally minded leaders? The administrator review can be part of the quickening, if done with growth as the outcome, rather than treated perfunctorily.

Mutual respect is at the heart of a fair and meaningful administrator review. After all, it takes courage to give honest and thoughtful feedback, and courage to accept it and learn from it. The challenges facing higher education require not only our best academics, but also our best leaders. Administrator reviews can be the tool that makes the difference to you and the people you lead. ■

Jeffrey Ratje

is an associate vice president for finance, administration, and operations in the University of Arizona's division of agriculture, life, and veterinary sciences, and cooperative extension.

JOBS INDEX

By Category

By Region

BOSTON UNIVERSITY

Dean, Goldman School of Dental Medicine

Boston University seeks a visionary, dynamic leader to become the next Dean of its Henry M. Goldman School of Dental Medicine (GSDM). The Dean provides academic, intellectual, and administrative leadership of the School of Dental Medicine and promotes excellence in all aspects of the School's teaching, research, and service missions. They will lead the ongoing and future development of the vision and goals of the School, integrate the plans of the School with those of the University, and effectively communicate the vision and goals to constituencies within and external to BU.

The ideal candidate will be nationally recognized with demonstrated leadership abilities, substantial administrative and development experience, strong scholarly visibility within the academic dental community, and the capacity to exercise policy leadership at the local, state, national, and international levels. The Dean will have a strong commitment to excellence in research, teaching, and patient care and a demonstrated commitment to issues of diversity, equity, and inclusion.

In collaboration with the faculty and staff, the Dean will imagine, articulate, and implement a vision that builds on the rich tradition of the School while setting and achieving new goals. The Dean is responsible for effectively managing numerous programs and activities within the School, including coordination of curriculum, evaluation of teaching, and promotion of pedagogical excellence, and will design and implement strategies to foster high quality clinical, basic, and translational research. The Dean will establish appropriate mechanisms to select, support, and retain highly qualified faculty, department chairs, administrators, and other staff. The Dean will effectively communicate with students, faculty, administrators, alumni, community members, and potential benefactors. The Dean will create a healthy, diverse, and inclusive work environment, will ensure that all faculty and staff are treated with dignity and respect, and will serve as a role model for personal wellness within the community.

Boston University (BU), a member of the Association of American Universities (AAU), is one of the leading private research and teaching institutions in the world, with three campuses in the heart of Boston and programs around the globe. Chartered in 1869, the University today enrolls over 33,000 students including over 16,000 undergraduates and employs nearly 4,000 faculty members across 17 schools and colleges.

The Henry M. Goldman School of Dental Medicine is located on Boston University's Medical Campus in the South End neighborhood of Boston. With more than 800 students from 55 countries, and with more than 300 faculty and over 8700 alumni, GSDM is a vibrant and diverse community.

A full version of the position description can be found at **https://www.bu.edu/provost/files/2021/06/GSDM-Dean-Position-Description.pdf**

Confidential review of applications will begin immediately and continue until the position is filled. For consideration, a curriculum vitae, letter of interest, statement of career goals, academic interest, and leadership goals, and a statement of diversity, equity, and inclusion should be submitted. At least five references with full contact information, including emails, should be provided. References will be contacted only with the express consent of the applicant. Those interested are encouraged to submit their materials to **sdmsearch@bu.edu**.

While nominations and applications will be accepted until a new Dean is selected, interested parties are encouraged to submit their materials before **Monday, July 12, 2021**, to ensure full consideration.

Boston University is committed to fostering a diverse University community within a supportive and respectful environment. We believe that the diversity of our faculty, students, and staff is essential to our success as a leading research university with a global reach, and that diversity is an integral component of institutional excellence.

Boston University is an equal opportunity employer and gives consideration for employment to qualified applicants without regard to race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, gender identity, genetic information, military service, or because of marital, parental, or veteran status or any other characteristic protected by law. If you require a reasonable accommodation to complete the employment application, please contact the Equal Opportunity Office at 617-358-1796 or ***eoo@bu.edu****.*

Chancellor

Under policy guidance of the Board of Trustees (Board) of the San Francisco Community College District (District), the Chancellor serves as the chief executive officer of the District and shall perform the duties and responsibilities of Chancellor as described herein. The Chancellor shall plan, organize, integrate, evaluate, and direct the operations and activities of City College of San Francisco (CCSF) and provide expert professional stewardship of all College resources; ensure financial planning and accountability; ensure the quality of educational content and student services; and perform related duties as assigned by the Board. The Chancellor assures that the District is administered in accordance with the regulations of the State of California and the relevant requirements of the federal government.

Job Duties
Representative Duties

1 Establish a strong partnership with the Board, and assist the Board in identifying, articulating, and implementing policies and programs.
2 Provide vision, direction, strategy, and management necessary for the success of students and employees.
3 Provide leadership in strategic planning, budgeting, and institution-wide initiatives to achieve District vision, mission, values and to meet accreditation standards.
4 Plan, organize, direct, integrate and evaluate the work of all district departments to ensure College operations, activities, and services comply with the policies and strategic direction set by the Board and with all applicable laws and regulations.
5 Promote diversity, equity, and inclusion within the District in all areas of the college.
6 Provide leadership to hire, develop, and retain highly competent, diverse, student service-oriented and equity-minded faculty, administrators, and staff through good selection, compensation, training, and day-to-day management practices.
7 Assess service area and community needs and ensure objectives and priorities are focused on meeting those needs effectively, efficiently, and with high-quality credit and noncredit educational opportunities and programs.
8 Partner effectively with business, government, industry, community organizations, and educational institutions about funding sources, programs, and cooperative relationships, and play a leadership role in the economic development of the community.
9 Represent the College by participating in state, regional, and local meetings, conferences, and organizations; serving on community boards to promote the CCSF mission; and supporting the CCSF Foundation's events, meetings, and fundraising efforts.
10 Ensure fiscal stability through prudent management, responsible allocation of resources, and identification of alternative funding sources.
11 Advance goals of participatory governance with an emphasis on consensus building; collegiality; open communication including formal solicitation of input from stakeholders; and mutual respect among all constituents.
12 Direct, monitor, and resolve issues in the collective bargaining and labor-management relations programs and initiatives.
13 Exercise political acumen, and establish and maintain trust in interactions with community stakeholders, and government, business, educational, and other District partners.
14 Maintain close working relations and collaboration with the Board of Trustees.
15 Provide timely and thorough information to help trustees make good decisions.

Expectations
1. The Chancellor is expected to perform their duties as follows:
(a) Use ethical principles that value integrity, honesty, open communication, transparency, humility, evidence-based decision-making, and flexibility in all District matters.
(b) Create an atmosphere of mutual respect and open communication with the Board and all constituent groups.
(c) Demonstrate understanding and respect for the culture of City College and the San Francisco community.
(d) Demonstrate commitment to the comprehensive community college mission.
(e) Exercise tact and diplomacy in dealing with sensitive, complex, and confidential issues and situations.
(f) Lead with an understanding of, sensitivity to, and respect for the diverse academic, socio-economic, race, ethnicity, gender identity, sexual orientation, age, politics, philosophy, disability, religious background, and veteran and immigration status of all students, faculty, and staff.

2. The Chancellor is expected to demonstrate knowledge of the following:
(a) financial planning and management, community college financing, and the complex fiscal issues facing California Community Colleges and the District.
(b) long- and short-term strategic planning, human resources, facilities planning, and information systems management;
(c) principles and practices of organization design and development, strategic change management, public administration, policy formulation, community and legislative relations, and communication with the media and other external entities; and
(d) applicable federal, state, and local laws and regulations, including Title 5, California Education Code, California regulatory agencies, accreditation, and collective bargaining.

Minimum Qualifications

1 An earned master's degree or other equivalent advanced degree from an accredited institution.
2 Five years of significant managerial experience in business, industry, education, or government, at least three years of which as a senior executive within a large and complex organization, preferably a college or university.
3 Demonstrated commitment to social justice and to diversity, equity, and inclusion for all faculty, staff, administrative, and student populations.

Desirable Qualifications

1 A doctorate degree from a regionally accredited college or university
2 Administrative experience in a community college

Working Conditions
Job responsibilities are performed primarily in a business office, subject to frequent interruption from internal college personnel and the public, in a highly political environment. The Chancellor is expected to work at any College location or authorized facility with occasional evenings and weekends on an as-needed basis. The Chancellor's responsibilities also require maintaining an appropriate balance between a presence at the District and representation in the community. Occasional travel may be required.

Benefits
Compensation: Total Compensation includes a health insurance plan. New employees hired on or after January 1, 2014, will contribute 2% of salary to the San Francisco Retiree Health Care Trust Fund (RHCTF).

Application Procedure
Candidates may apply at: **https://apptrkr.com/2291001**

1 Enter your contact information, and follow the directions.
2 Attach a letter of interest of no more than four (4) pages describing how you are prepared to meet the seven (7) institutional priorities and the three (3) minimum qualifications of the position, noted in previous pages.
3 Attach a current resume, including educational background, professional experience, achievements, and professional activities.
4 Attach a list of references with names and contact information for eight (8) professional references, including a trustee, a supervisor, a classified staff member, an administrator, a faculty member, a direct report, and a student.

ADA Statement
Applicants who require a reasonable accommodation to participate in this hiring process should contact the Title 5/EEO/ADA Compliance Officer at (415) 452-5053 to make the necessary arrangements. Please be aware that verification of a covered disability under the ADA may be required.

Selection Procedure/Conditions of Employment
Applicants who meet all minimum qualifications and have all required application documents in the CCSF Human Resources Department on or before the filing deadline will be included in the initial review processes to be conducted by the Search Committee. A reasonable number of applicants who are judged by the Committee as best matching the requirements of the position will be invited for a personal interview with the Search Committee. An additional interview will be offered to applicants who are advanced beyond the initial interviews.

Employees must satisfy all the pre-employment requirements for a CCSF Release to Work Authorization Certificate prior to appointment which include, but are not limited to, tuberculosis clearance (EC 87408.6), fingerprinting processing, and verification of their legal right to work in the United States.

City College of San Francisco reserves the right at its sole discretion to modify or to rescind this job posting at any time without prior notice.

EEO Statement
It is the policy of the City College of San Francisco to provide all persons with equal employment and educational opportunities regardless of race, color, ancestry, national origin, ethnic group identification, religion, age, gender, marital status, domestic partner status, sexual orientation, disability or AIDS/HIV status, medical conditions, gender identity, or status as a Vietnam-Era veteran. These categories specifically include status as a lesbian, gay, bisexual, transgender, or questioning person in any District program or activity. For further information, contact the Title 5/EEO/ADA Compliance Officer at (415) 452-5053.

WHITMAN COLLEGE

PRESIDENT

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

Whitman College seeks a visionary leader who is a champion for the transformative value of a liberal arts education in a rapidly changing world and who understands the challenges and opportunities on the horizon for higher education. The next President will strengthen the Whitman experience and advance the College in collaboration with passionate and dedicated faculty, staff, students, trustees, alumni, parents, and friends.

Whitman is distinctively Western in its location and its outlook. Situated in the heart of Walla Walla, Washington – recognized as one of the 10 best small towns in America and America's best wine region – Whitman takes pride in being off the beaten path and connected to the world. The highly selective college is home to approximately 1,500 undergraduates from 43 states, one U.S. territory, and 48 nations. Students choose from 52 majors or design their own in partnership with Whitman's 140+ teacher/scholar faculty members who cultivate a supportive and vibrant academic community. Whitman's rural location fosters a close-knit community and experiences like "Semester in the West," environmental studies classes, and outdoor education programs. Proximity to Seattle and Portland provides an abundance of internship and career opportunities, including in the region's growing tech sector.

Reporting directly to and supported by the Board of Trustees, the 15th President will have a record of inclusive and innovative leadership, believe deeply in excellence in teaching and scholarship, and will serve as an engaged advocate for learning both inside and outside the classroom, including through athletics, student clubs, and community engagement. With an endowment nearing $800 million and a history of prudent financial management, the next President will have the opportunity to invest and lead Whitman in creating and implementing initiatives to increase accessibility and affordability, provide additional faculty and staff support, and enhance the student experience.

The ideal candidate will bring collaborative community building skills, experience in shared governance, and a demonstrated track record of creating a sense of belonging through a commitment to diversity, equity, and inclusion. Adept at working with multiple constituencies, the President will be a gifted communicator, fundraiser, and empathetic listener ready to partner with the Whitman community, as well as with stakeholders in Walla Walla and the greater Pacific Northwest, to ensure Whitman's future success.

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

StorbeckSearch
DIVERSIFIEDSEARCHGROUP

Shelly Weiss Storbeck, Global Education Practice Lead and Managing Director
Jim Sirianni, Managing Director
Lisa Solinsky, Senior Associate
WhitmanPresident@storbecksearch.com

For more information, please visit Whitman College's homepage at **www.whitman.edu** and **www.whitman.edu/presidential-search**.

Whitman College is building a diverse academic community and welcomes nominations of and applications from women, members of historically underrepresented minority groups, persons with disabilities, and others who would bring additional dimensions to the college's learning environment.

R. WILLIAM FUNK & ASSOCIATES

FLORIDA POLYTECHNIC UNIVERSITY

VICE PRESIDENT OF ADMINISTRATION & FINANCE

Florida Polytechnic University (Florida Poly) invites inquiries, nominations, and applications for the position of Vice President of Administration & Finance. The University seeks an entrepreneurial, collaborative, and forward-thinking administrator with demonstrated experience to serve in the vice-presidential role which provides leadership for one of the University's divisions and provides critical advice to the President.

Located in Lakeland, Florida, between Orlando and Tampa, Florida Polytechnic University is the 12th and newest University in the State University System of Florida and is Florida's only public university dedicated to science, technology, engineering, and mathematics (STEM). The institution was opened in 2014 as a rigorous academic institution and powerful resource for high-tech industries.

Anchored by a spectacular marquis building designed by internationally renowned architect Santiago Calatrava, Florida Poly is on the cutting edge of high-tech STEM education. The University currently enrolls 1,500 students and employs approximately 300 faculty and staff.

The Vice President of Administration & Finance will report to the President and will serve as a key member of the executive leadership team. The successful candidate will be expected to drive operational excellence and to shape financial strategies in support of the academic mission of the University. The Vice President of Administration and Finance will have the unique opportunity to play a significant role in enhancing and creating high performing, efficient teams of the University Administration and Finance division, and in enhancing both the profile and capabilities of an innovative STEM university. (A more complete profile is available at **www.floridapoly.edu**).

While applications and nominations will be accepted until a new VPAF is selected, interested applicants are encouraged to submit their materials to our consulting firm at the address below by August 30, 2021, to assure optimal consideration. Candidate materials should include a letter of interest and current resume. Please address materials to:

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

Florida Polytechnic University is an affirmative action/equal opportunity/equal access institution. It is the policy of the Board of Trustees to provide equal opportunity for employment and educational opportunities to all (including applicants for employment, employees, applicants for admission, students, and others affiliated with the University) without regard to race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status, or genetic information.

Please note: This search is being conducted in compliance with the State of Florida Sunshine Laws

Danville Area Community College

Vice-President, Academic Affairs Search

Danville, Illinois

An educated community and workforce are the pillars of economic success and growth. Danville Area Community College, an Achieving the Dream Leader College, is a recognized state and regional leader in providing higher education, customized training, and workforce and economic development opportunities for youth and adults in East Central Illinois. Award-winning faculty and staff spearhead DACC's mission to foster excellence in education, culture, and economic growth. Initially established in 1946, District #507 encompasses high school districts in five counties with an estimated population of 89,000. The College's main campus is located on an attractive, historic 75-acre campus at the east edge of Danville, Illinois. The College community is located within an easy commute of Indianapolis, Chicago, and St. Louis.

Reporting directly to the President, this position serves as the chief academic officer of the College. DACC seeks a person who will continue to energetically pursue alignment with its Mission, Vision, and Core Values to foster fiscal responsibility, encourage diversity, and inspire student success and completion. This position manages and directs the areas of the College relating to curriculum and course development of the academic divisions and the delivery of instruction. This is an inspirational and visionary academic leader who fosters innovation and excellence in teaching and learning and who oversees faculty in continuously improving student-learning outcomes so that DACC students may achieve their lifelong educational goals. Danville Area Community College has served the community with distinction, fostering education, workforce development, and artistic initiatives, and maintaining a rich tradition of excellence in instruction for more than 70 years. It is expected that its Vice-President, Academic Affairs will work with the President and Deans to lead the College with vision while possessing the interpersonal and communication skills to relay that vision to the larger community it serves. DACC is an equal opportunity/affirmative action employer.

For more information and to apply, please visit DACC's website at: **www.dacc.edu/hr**

R. WILLIAM FUNK & ASSOCIATES

COLLEGE of CHARLESTON
1770

DEAN

The College of Charleston announces a nationwide search to recruit the new Beemok Dean for the School of Education.

The College of Charleston, a nationally recognized public liberal arts and sciences university, invites nominations and applications for the Beemok Dean of the School of Education. Founded in 1770 and located in the heart of historic Charleston, South Carolina, the College is one of the oldest universities in the nation and among the nation's top universities for quality education and student life. Its beautiful and historic campus, combined with contemporary facilities, cutting-edge programs, and excellent faculty, attracts students from across the U.S. and around the world.

Over 9,500 undergraduates and approximately 1,000 graduate students at the College enjoy a small college feel blended with the advantages and diversity of a mid-sized, urban university. Students work closely with a committed faculty made up of more than 500 distinguished teacher-scholars. The city of Charleston – world-renowned for its history, architecture, culture and coastal environment – serves as a living laboratory for research and creative inquiry in the sciences, mathematics, technology, and teaching.

Building off a strong foundation of developing teachers for over 90 years and an exemplary national CAEP accreditation in 2021, the SOE is poised to expand its influence on educator preparation and in-service teacher support to grow our profile at the regional and national levels. Inspired by a recent donor gift and leveraging its long history of preparing outstanding educators, the current Department of Teacher Education in the School of Education, Health, and Human Performance is being elevated to separate School status. The Beemok Dean will lead the School with an emphasis on innovative approaches to P-12 education and a commitment to diversity, equity and inclusion, in order to empower marginalized students, their families, and their communities.

The Dean is the chief academic and administrative officer of the School of Education and reports directly to the Provost. We are seeking a Dean who will be a visionary leader, dedicated to the success of students, faculty, and staff and to further development of strong partnerships with local, regional, state-wide, and national communities. The ideal candidate should have a comprehensive understanding of P-12 education, extensive experience in academic administration at the undergraduate and graduate levels, and demonstrated effectiveness in advancing diversity, equity and inclusion and will have a strong commitment to public education and have an outstanding record of scholarly research.

(A more complete 'Leadership Statement' is available at **https://ehhp.cofc.edu/documents/leadership-profile.pdf**).

While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit their materials to our consultant at the address below by August 30, 2021 to receive optimal consideration. Application materials should include a current resume/cv and a letter of interest.

College of Charleston Dean of Education Search
R. William Funk & Associates
2911 Turtle Creek Boulevard, Suite 300
Dallas, Texas 75219
Email: krisha.creal@rwilliamfunk.com

The College of Charleston is an Affirmative Action/Equal Opportunity employer and does not discriminate against any individual or group on the basis of gender, sexual orientation, gender identity or expression, age, race, color, religion, national origin, veteran status, genetic information, or disability.

TU TOWSON UNIVERSITY

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

ALBERT S. COOK LIBRARY
Librarian for Outreach & Marketing – Librarian I
Towson University's Albert S. Cook Library seeks a dynamic and innovative individual to serve as the Librarian for Outreach & Marketing. Towson University places a high priority on the importance of diversity, equity, and inclusion. Candidates will be expected to explain how they have been and could be involved in advancing this campus goal. This position is a 12-month faculty status position available in Fall 2021. Master's degree in library or information science from an ALA-accredited institution or equivalent; background in event planning or project management; familiarity with mentorship and student success; and a commitment to issues of diversity, equity, and inclusion are required. Experience with or course work related to information literacy instruction preferred. Rank is determined by qualifications at time of appointment. The Librarian for Outreach & Marketing will lead the design, implementation, and assessment of library's marketing and outreach initiatives including events and exhibits. Develops, communicates and collaborates with departments and units across campus focusing on marketing and outreach of library programs, resources and services. In addition to supervising and mentoring participants in the library's student leadership institute program, they will continually develop, assess, and manage the program to meet the needs of the library and fulfill the program's experiential learning mission. The Librarian for Outreach & Marketing will also serves as a research and instruction librarian and as liaison and subject specialist to assigned department and related disciplines. Review of applications begins immediately and continues until the position is filled. **LIB-3423**

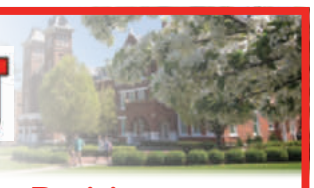
COLLEGE OF BUSINESS AND ECONOMICS
Department of Marketing
Assistant Professor in Marketing – Interactive
The Department of Marketing at Towson University invites applications for a tenure-track position as Assistant Professor in Marketing beginning in January 2022. Applicants will need to demonstrate potential for strong research, excellent teaching, and service aligned with the college's expected outcomes of impact, innovation, and engagement. A Ph.D. or DBA or equivalent in marketing or a closely related field from an AACSB accredited university is required (ABDs with significant progress will be considered if completion of the degree is achieved by July 1, 2022). Of particular interest are individuals with competency in interactive marketing and an ability and desire to support the department's growing MS in Marketing Intelligence program. The position requires a teaching load of nine credit hours of undergraduate and/or graduate courses in marketing per semester (6 courses per year). Faculty are required to conduct research leading to refereed journal publications and engage in university, community and professional association service. This position is contingent on availability of funds at time of hire. Review of applications will begin immediately and continue until the position has been filled. **CBE-3428**

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

Please be sure to visit **http://www.towson.edu/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.

CAL U



Open Faculty Positions

California University of Pennsylvania invites applications for the positions below. A comprehensive regional institution and a member of Pennsylvania's State System of Higher Education, California University is a diverse, caring and scholarly learning community dedicated to excellence in teacher preparation, liberal arts, science and technology, and professional studies. The University has students in graduate and undergraduate programs. Visit **www.calu.edu** for more information about California University of Pennsylvania. Note: If your university has any faculty facing retrenchment, please share this information with them.

- **Biology (Microbiologist) Tenure Track**
- **Director, Radiologic Technology**
- **Communication Disorders/ Health and Human Services (Temporary—Part-Time) 2 positions**

To Apply: Applications are accepted online only at **https://careers.calu.edu/**. Physical resumes are not accepted.

Veterans claiming preference should submit a copy of their DD214 to the Office of Human Resources, 250 University Ave., Box 21, California, PA 15419.

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an Equal Opportunity Employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

M STAMPS SCHOOL OF ART & DESIGN
UNIVERSITY OF MICHIGAN

The Stamps School of Art & Design at the University of Michigan invites applications for the following tenure-track faculty position, with a state date of September 1, 2022:

Tenure-Track Faculty Position in Anti-Racism By Design

Duties and Expectations
The successful candidate will teach and contribute to a range of undergraduate courses and graduate studios and seminars in a highly interdisciplinary curriculum. Candidates should have a proven track record of excellence in undergraduate teaching, and preference will be given to candidates with the ability to contribute significantly to graduate level research and teaching. The selected candidate will have an opportunity to design and lead a two-year graduate student cohort project that positions anti-racism as the design theme.

Minimum Requirements
An MDes or equivalent terminal degree is required, with a PhD preferred.

For additional information and to apply:
https://stamps.umich.edu/jobs/tenure-track-faculty-position

The University of Michigan is committed to fostering and maintaining a diverse work culture that respects the rights and dignity of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, gender expression, height, weight, marital status, disability, medical condition, age, or veteran status.

Baylor University

Non-Tenure Track and Tenure-Track Faculty Positions

Baylor University is a private Christian university and a nationally ranked research institution, consistently listed with highest honors among The Chronicle of Higher Education's "Great Colleges to Work For." The University is recruiting new faculty with a deep commitment to excellence in teaching, research and scholarship. Baylor seeks faculty who share in our aspiration to become a tier one research institution while strengthening our distinctive Christian mission as described in our academic strategic plan, Illuminate (**baylor.edu/illuminate**). As the world's largest Baptist University, Baylor offers over 40 doctoral programs and has more than 17,000 students from all 50 states and more than 85 countries.

Baylor University seeks to fill the following non-tenure-track and tenure-track faculty positions within the College of Arts and Sciences:

ART and ART HISTORY
Assistant Professor, Ceramics
Assistant Professor, Fibers

BIOLOGY
Associate to Professor
Assistant Professor
Lecturer, 2 positions

CHEMISTRY and BIOCHEMISTRY
Assistant Professor, 2 positions
Lecturer

COMMUNICATION
Assistant Professor, 2 positions
Lecturer

ENVIRONMENTAL SCIENCE
Associate to Professor, Global Health
Lecturer

HISTORY
Assistant Professor, Latin American History

MATHEMATICS
Assistant to Associate
Lecturer

MODERN LANGUAGES and CULTURES
Assistant Professor, Spanish
Lecturer, French
Lecturer, Italian

PHYSICS
Assistant Professor

POLITICAL SCIENCE
Assistant to Associate
Lecturer

PSYCHOLOGY and NEUROSCIENCE
Assistant Professor, 2 positions
Lecturer

RELIGION
Associate to Professor
Assistant Professor

SOCIOLOGY
Associate to Professor

STATISTICAL SCIENCE
Assistant Professor

Candidates should possess the appropriate degree in the field of study for the specific position. You will be asked to provide a letter of interest, curriculum vitae, copy of official transcripts, and a list of three references in the application process. Salary is commensurate with experience and qualifications.

To learn more about the above positions, please visit Baylor University, Human Resources
https://www.baylor.edu/hr/index.php?id=949183

Baylor University is a private not-for-profit university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity employer, Baylor is committed to compliance with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, pregnancy status, military service, genetic information, and disability. As a religious educational institution, Baylor is lawfully permitted to consider an applicant's religion as a selection criterion. Baylor encourages women, minorities, veterans, and individuals with disabilities to apply.
EEO/M/F/Vets/Disabled.

Open Faculty Position in the Howard University Department of Biochemistry & Molecular Biology

The Howard University College of Medicine and the Department of Biochemistry & Molecular Biology invite applications for a Tenure-Track faculty member with expertise in the general areas of Minority Health and Health Disparity Research using molecular and computational biology approaches. Highly qualified individuals will be considered at the assistant and/or associate professor level.

The Howard University College of Medicine dates from 1868 and serves a broad constituency, with about 70% of its student population being U.S. underrepresented minorities and a substantial number of students being from foreign countries. There are over 4,000 living alumni, making up a sizable percentage of the black physicians practicing in this country.

The Department of Biochemistry & Molecular Biology actively engages in didactic and research areas of cancer biology, DNA repair, neurobiology, protein modeling and computational biology. The new faculty member will expand the department's research base and be an integral participant in the Department and the College of Medicine's focus on minority health and health disparity research initiatives. The successful candidate is expected to establish and maintain an active/funded research program, and participate in departmental teaching (medical, graduate and dental students) and service opportunities. Additionally, the Department of Biochemistry & Molecular Biology is particularly interested in individuals who have a strong teaching and research background in intermediary metabolism and/ or metabolic regulation. The successful candidate will also receive a competitive salary commensurate with experience, as well as, laboratory space, startup support, and access to various core facilities.

Applicants should hold a Ph.D. in Biochemistry or related discipline or M.D., have substantial research experience, a proven track record of scholarly contributions to their area of research field, a high level of teaching competence, and a strong desire to participate in an interactive, multidisciplinary and diverse research environment. Candidates who currently have research funding (federal or otherwise) are preferred, but all candidates will be considered.

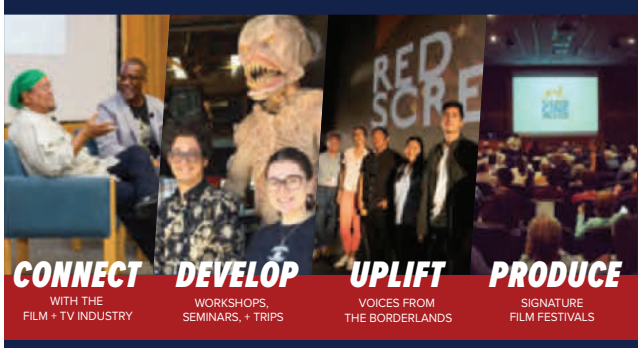
Interested applicants are invited to submit a letter of interest, research statement (current and future plans), teaching philosophy, curriculum vitae and full contact information from three individuals willing to provide letters of reference by email to: **Biochemistry.Search2019@Howard.edu** and/or **mgeorge@howard.edu**.

This position will remain open until an appropriate candidate is found. We encourage applications from individuals of diverse backgrounds. Howard University is an Equal Opportunity Employer with a strong commitment to the achievement of excellence and diversity among its faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law. Applicants must be a U.S. citizen, national or legal permanent resident.

THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS
School of Theatre Film & Television

Hanson FilmTV Institute seeks **NEW DIRECTOR**

The Hanson FilmTV Institute at the University of Arizona seeks a new leader with experience and vision to guide it in a direction that positively impacts student learning and experience, develops the Institute's cultural significance, and advances the Institute's regional, national, and international visibility.



The Institute serves Arizona students of all backgrounds, helping them to learn the range of opportunities within the film and television industries and nurturing their career goals. Founded with a $7M endowment gift, the Institute produces educational programs, public events and creative projects, and is a vibrant asset of the University's School of Theatre, Film & Television within the College of Fine Arts.

For the full description and how to apply
visit azart.fyi/HansonDirector

Arizona Arts

DePaul University

Term Faculty (Non-Tenure Track) Mathematical Sciences (21-22)

The Department of Mathematical Sciences at DePaul University invites applications for a full-time non-tenure track position starting September 1, 2021. This faculty appointment is for one academic year, but may be renewed for consecutive appointments. Applicants must have a Ph.D. in mathematics or a closely related field.

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

The department seeks applicants who are strongly committed to teaching and to their ongoing development as educators. The teaching load is three courses per quarter.

Apply: https://apply.interfolio.com/87758

DePaul University is an Equal Opportunity / Affirmative Action employer.

DePaul University

Term Faculty (Non-Tenure Track) Music/Performance/Jazz Studies (21-22)

The DePaul University School of Music seeks a full-time jazz educator and performer to begin September 1, 2021.

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

The school expects a teacher-scholar whose creative production, teaching, and community engagement focus on the culture, history, and artistic expression of the African Diaspora and who will serve as a mentor for our diverse student body.

Apply: https://apply.interfolio.com/87859

DePaul University is an Equal Opportunity / Affirmative Action employer.

DePaul University

Ida B. Wells-Barnett Post Doctoral Teaching Fellowship (non-tenure track) African and Black Diaspora Studies (21-22)

The Ida B. Wells-Barnett Post-Doctoral Teaching Fellowship reflects the University's Vincentian mission, which includes a scholarly commitment to the areas of race, equality, social justice and advocacy for historically oppressed and underserved populations.

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

Ida B. Wells-Barnett fellows will teach three total courses over 10-week quarters. Specific courses and scheduling will be determined in consultation with the Department of African and Black Diaspora Studies chair. Department website: **http://abd.depaul.edu**

Apply: https://apply.interfolio.com/87880

DePaul University is an Equal Opportunity / Affirmative Action employer.

RUTGERS
Rutgers Business School
Newark and New Brunswick

Rutgers Business School Department of Management and Global Business

Non-tenure Track Faculty Positions

The Department of Management and Global Business at Rutgers Business School – Newark and New Brunswick invites applications for non-tenure track faculty positions to teach courses in Management, Organizational Behavior, Business Ethics, Strategy, Entrepreneurship and/or International Business at the undergraduate and/or MBA level on both the Newark and New Brunswick campuses. These positions are full-time renewable Professional Practice appointments, at the rank of Assistant Professor of Professional Practice.

Responsibilities:
The individuals hired for these positions will be responsible primarily for teaching undergraduate and MBA-level courses offered by the Management and Global Business Department at the New Brunswick and Newark campuses as determined by the Department Chair. Candidates are expected to engage in service and/or outreach activities for the Department and/or the School as well as in sufficient professional and/or research activities to maintain currency with AACSB standards.

Requirements:
Applicants should hold a master's or doctorate degree in the area of teaching responsibility or master's or doctorate degree in another area combined with significant managerial experience. ABD (all-but-dissertation) is acceptable. Industry experience at the senior executive level at major corporations or equivalent is desirable. Experience with building and sustaining corporate relationships in an academic setting is a plus.

Applicants for all positions must have demonstrated excellence in teaching in one or more of the following areas or related areas: Management, Business Strategy, Organizational Behavior, Entrepreneurship, International Business, and/or Business Ethics. Experience in online or hybrid class design and delivery is desirable. Successful applicants must have qualifications to meet and maintain AACSB standards for faculty currency.
Rutgers Business School is located in the New York metropolitan area and spans campuses in Newark and New Brunswick. Faculty members are expected to teach on both campuses and are assigned an office on either campus depending on needs.

Please, do not e-mail or mail applications. Interested candidates should submit their application online via the following link: **https://jobs.rutgers.edu/postings/133859**

Application materials include: cover letter, CV, statement of teaching interests, statement of teaching philosophy, and a list of references for three letters of recommendation. If possible, also submit evidence of teaching effectiveness. If applicable, please also submit a statement of research interest and writing samples. Any inquiries should be directed to mgbnttposition@business.rutgers.edu . Review of applications will start immediately and continue until positions are filled.

All offers of employment are contingent upon successful completion of all pre-employment screenings.

Rutgers, The State University of New Jersey, is an Equal Opportunity/Affirmative Action Employer.

Applications from underrepresented minority candidates are particularly encouraged. It is university policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment. For additional information please see the Non-Discrimination Statement at the following web address: http://uhr.rutgers.edu/non-discrimination-statement

WVU Medicine

Assistant Professor, Associate Professor, or Professor of Neurology

Supported by WVU's 700-bed Academic Med Center and the Rockefeller Neuroscience Institute

West Virginia University Rockefeller Neuroscience Institute and the Department of Neurology in the WVU School of Medicine are a neurologist to provide inpatient and/or outpatient care for **Weirton Medical Center in Weirton, WV**, with an academic appointment of Assistant Professor, Associate Professor, or Professor.

Position Highlights:

- **Work / life balance with limited call and with teleneurology support**
- **APP daytime inpatient support**
- **Generous benefits package: 100% employer-contributed retirement; free college tuition for dependents; free life insurance**
- **Signing bonus and paid relocation**

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

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

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

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

AGROECOLOGY

Assistant Professor
The Ohio State University
Horticulture and Crop Science: Assistant Professor in The Ohio State University (OSU) Department of Horticulture and Crop Science, Columbus, Ohio, with a joint appointment in the Department of Animal Sciences. Duties: teach undergraduate and graduate courses in agricultural sciences with a focus on agroecosystems and food systems resilience; research with a focus on agroecosystems, food systems resilience, and related topics; advise students and co-curricular programs such as student clubs and organizations and provide mentoring for undergraduate research; establish a nationally and internationally recognized research program supported by extramural funding; work with faculty, extension educators, and industry partners towards improving food security and environmental sustainability related to agricultural production. Requirements: Ph.D. in Animal Science, Plant Science, Agroecology, or related field; evidence of excellence in research as demonstrated by Ph.D. dissertation work, publications in scholarly journals, or presentations and-or publications in academic conferences; requires successful completion of a background check. Send CV and cover letter to: Attn: V. Patlovich, Office Manager, Kottman Hall, Rm. 202, Department of Horticulture & Crop Science, The Ohio State University, 2021 Coffey Road, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

ASIAN STUDIES

Lecturer I
University of Michigan-Ann Arbor
The Department of Asian Languages and Cultures at the University of Michigan invites applications for the position of Lecturer I beginning August 30, 2021. In the fall semester, the successful candidate will teach ASIAN 260: Introduction to Chinese Civilization, Asian 262: 25 Ways that China Changed the World and Asian 352: Gender, Sexuality, and Power in Premodern China. In the winter semester, the successful candidate will teach Asian 261: Introduction to Modern Chinese Culture, Asian 355: How Communism Changed China and one topics course developed in coordination with the Department Chair and the Director of Undergraduate Studies. This is not a tenure-track appointment. Due to the replacement nature of this appointment, the funding for this position will only be available in Fall 2021 and Winter 2022. The appointment effort will be 100%. Applicants should have a PhD in a relevant field of Asian Studies. Native or near-native proficiency in English is required; at least two years of experience teaching at the college/university level is preferred. Preference will be given to candidates who have experience successfully teaching survey courses on China as well as seminars on topics that span East Asia. A complete dossier includes a letter of application explaining your qualifications, separate statement of teaching philosophy and experience, a current CV, samples of materials development, and three letters of recommendation. Application materials must be submitted electronically. Please go to http://apply.interfolio.com/88790 to apply. Inquiries should be directed to Patrice Whitney (alc-admin@umich.edu). The deadline for applications is June 30, 2021. Review of applications will begin immediately after the deadline and will continue until the position is filled. The University of Michigan is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

BUSINESS ADMINISTRATION

Chairperson of the Department of Supply Chain Management
Michigan State University
Michigan State University seeks a Chairperson of the Department of Supply Chain Management in East Lansing, MI, to lead and administer the Department of Supply Chain Management and that involves all the responsibilities of a unit head, including managing the curriculum, personnel, budget, and other operations of the department, among other duties. PhD in Business Administration with emphasis in Supply Chain Management or any related disciplines that a with Supply Chain Management required. Must have experience in Supply Chain Management or related disciplines; academic/professional record consistent with an appointment to full professor with tenure; research record to support appointment at full professor; and experience in collegial program leadership, faculty development, college and university fundraising, and financial management. Will be required to supervise 25 Faculty Members. To apply for this posting, please go to careers.msu.edu and search for posting number 706049. MSU is an affirmative action, equal opportunity employer.

COMPOSITION STUDIES

Lecturer
Indiana University- Bloomington
Indiana University in Bloomington, Indiana seeks candidates for a lecturer position to teach undergraduate courses in writing composition, as well as research and scholarly activities and service to the Department of English and the University. Position requires a Master's Degree in English, Composition Studies, Rhetoric, or Literature. Interested candidates should send a letter of interest and curriculum vitae to: adamsmp@indiana.edu. Questions regarding the position or application process can also be directed to adamsmp@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status.

DENTISTRY

Assistant, Associate or Full Professor in Restorative Dentistry
University of Kentucky
This tenure track position is with the University of Kentucky's College of Dentistry in Lexington, KY. This position provides strategic direction and resources for the Division of Restorative Dentistry including the digital technology mission of the University of Kentucky College Of Dentistry. The position requires the ability to implement and experience in teaching all tenets of digital workflows in treatment planning and patient treatment for students in the DMD clinic. This is a full-time Special Title Series position in the Division of Restorative Dentistry. Qualifications: DMD or DDS degree, eligible for academic dental license (through the Kentucky Board of Dentistry), experience in dental education, the applicant must have a minimum of 5-years of clinical practice in a comprehensive general dentistry setting, must be proficient in the complete dental CAD/CAM workflow for allceramic inlay, onlay, and full-contour crowns, FPDs, dental implant restorations, and clear aligner orthodontics. A proven record of training others in the application of digital dental technology is expected, and Experience implementing digital and cutting-edge dental technology in a large group practice setting is beneficial. Rank and salary: The position will be filled at the assistant or above professor level. Salary and rank will be commensurate with qualifications and experience. Inquiries can be sent via email to Dr. Robert Frazer, Oral Health Practice Department Chair and Restorative Division Chief at rfrazer@uky.edu.

ENGINEERING

Instructor, Engineering Technology
Southeastern Louisiana University
Teach engineering technology and related courses, advise students, and perform faculty service. Master's or higher degree, Mechanical or Electrical Engineering. Interested persons should send a cover letter and CV to: Mohammad Saadeh, Southeastern Louisiana University, 900B West University Av, Hammond, LA 70402.

INFORMATION SYSTEMS

Assistant Professor
Wayne State University
Wayne State University has an available position of Assistant Professor in Detroit, MI. Position requires a Doctor of Philosophy (Ph.D.) degree in Information Systems Management or Information, Risk, & Operations Management. Position also requires: 1) Ph.D. dissertation in data driven decision-making. Job duties: Teach undergraduate & graduate courses in information systems: Data Visualization for Business (ISM 5580); Introduction to Business Analytics (ISM 5570); Special Topics in Information Systems (Data Driven Decision-Making) (ISM 5670); Business Analytics (ISM 7570); Information Visualization for Business (ISM 7680); & Seminar in Information Systems & Management (Special Topic: Data Driven Decision-Making) (ISM 8000). Advise students. Conduct research in data driven decision-making. Publish results of research in peer-reviewed journals & present results at national & international conferences. Qualified candidates should apply through the WSU Online Hiring System for posting # 045578 at https://jobs.wayne.edu.

MEDICINE

Assistant Professor of Medicine
Emory University
Emory University seeks Assistant Professor of Medicine in Atlanta, GA to provide care of patients as an inpatient hospital medicine attending physician. Req. MD & 3 yrs of experience in Internal Medicine. Send cover ltr & resume to: sheila.harris@emoryhealthcare.org w/ job title in subj line.

Assistant Professor of Medicine
Emory University
Emory University seeks Asst. Professor of Medicine in Atlanta GA & add'l Emory worksites throughout state of GA. Specific duties are as an inpatient hospital medicine attending at Grady Memorial Hospital. Along with other faculty in service, the provider will begin in a direct care role. Req MD + 3 yrs exp in internal medicine (employer will accept 3-yr internal medicine residency). Travel req'd. Send cover ltr & resume: sheila.harris@emoryhealthcare.org w/ job title in subj line.

Assistant Professor of Clinical Family Medicine
Indiana University
The Indiana University School of Medicine is seeking candidates for an assistant professor position in family medicine. Duties include providing care to both hospitalized and ambulatory patients; teaching medical students, family medicine residents, and various health care professions students; and attending national and regional association meetings as well as participating in departmental conferences. Position requires an MD or DO with 36 months of family medicine residency training. Position also requires an Indiana medical license and must be Board Eligible or Board Certified in Family Medicine prior to start date. Interested candidates should send a letter of interest and curriculum vitae to: hallshr@iu.edu. Questions regarding the position or application process can also be directed to hallshr@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 information, marital status, national origin, disability status or protected veteran status.

NURSING

Nursing Faculty
Le Moyne College
Le Moyne Colle, Syracuse, NY, invites applications for a full-time tenure track Nursing faculty. Responsibilities for this position include; participation in program development, providing content expertise, designing and delivering courses on campus and online, teaching clinical applications and professional role development and student advisement. Candidates must have a doctoral degree in Nursing or related field, experience teaching in higher education, an unencumbered NYS RN license, and evidence of effective teaching and the capacity to develop scholarly activities commensurate with the rank of Assistant/Associate/Full time professor. To apply please visit our website at http://www.lemoyne.edu/Work-At-Le-Moyne and submit the requested application material. All materials must be submitted for consideration. Documentation may also be submitted by mail to: Annie Steve, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Attn: Syracuse, New York 13214. Review of applications will begin immediately and continue until the position is filled. Le Moyne is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply for employment.

NUTRITION

Clinical Assistant Professor
Washington State University, Spokane
Department of Nutrition and Exercise Physiology Faculty Search "Short" Advertisement Beginning AY2021-2022 The Department of Nutrition and Exercise Physiology (NEP), Elson S. Floyd College of Medicine, Washington State University Health Sciences Spokane, is seeking a 1.0 FTE, 9-month Clinical Assistant Professor. Two-months of summer salary is negotiable, contingent on funding. The position will be located on the Spokane Health Sciences campus. The start date is no later than August 16, 2021. However, an earlier start date is preferred. Duties: Teaching duties include traditional didactic and experiential instruction within the MS Coordinated Program in Dietetics, Nutrition and Exercise Physiology (MS CPD) to meet or exceed the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements, and providing continuing education units/trainings to preceptors for the MS CPD.. Research / scholarship duties include seeking collaborative research opportunities in the broad field of nutritional sciences with clinical and/or epidemiologic applications. Service / other duties include participation in department, college, and/or university committees, and providing service to the profession. The position is approximately 80% teaching, 10% research/scholarship, and 10% service/other. Requirements: Master's degree or equivalent in nutrition or closely related area; Registered Dietitian Nutritionist (RDN) credential; Minimum 3 years of experience in clinical dietetics. Submit: 1) Letter of application summarizing qualifications, 2) curriculum vitae, 3) teaching statement, and 4) contact information for 3 references. Materials must be submitted at: WSU Jobs. Review will begin June 10, 2021, and continue until filled. Contact: April Davis, Search Chair (509-358-7919; adavis@wsu.edu). WSU is an EEO/AA educator and employer.

ORGANIZATIONAL BEHAVIOR

Assistant Professor of Organizational Behavior
Western Michigan University
Western Michigan University is hiring an Assistant Professor of Organizational Behavior with a start date of August 2022. The position requires a PhD in Organizational Behavior or related field from an AACSB accredited institution. Job duties include teaching in Organizational Behavior, conducting and publishing research in qualified peer-reviewed journals, advising students, and service to the department, college, university, community, and profession. Candidates should apply at wmujobs.org. WMU is an EEO/AA employer. Minorities, women, veterans, individuals with disabilities, and all other qualified individuals are encouraged to apply. Deadline for application is July 15, 2021.

RESEARCH

Postdoctoral Research Fellowship in Diversity, Inclusion and Equity
Lawrence Technological University
The College of Arts and Sciences at Lawrence Technological University is inviting applications for a full-time postdoctoral research fellowship in Diversity, Equity, and Inclusion to support our Inclusive Excellence-Course-based Research Experience (IE-CRE) program. IE-CRE is a signature initiative of the College of Arts and Sciences at LTU that promotes the inclusion of all students through course-based research experiences in multiple disciplines; see https://www.inclusivity-cre.org/. IE-CRE implements an educational paradigm that facilitates learning through an exciting and engaging original research experience, providing students not merely with knowledge, but also with problem-solving tools and capabilities that go outside and beyond the textbook. IE-CRE community members teach CRE courses, conduct research on diversity in higher education curricula, and promote diversity, equity, and inclusion in academia, in the community, and in the society at large. Importantly, IE-CRE community members contribute to the advancement of evidence-based solutions to enhance equity, compassion, social action, and empowerment and to reduce prejudice, stereotyping, and exclusion. We seek a postdoctoral fellow whose work and interests reflect the goals of the IE-CRE initiative at LTU. The anticipated start date is in August 2021. While the position is currently available for one year, renewal for a second year is possible upon performance, the needs of the project and university, and the availability of resources. Qualifications: The successful candidates must have a PhD or equivalent in Psychology, Sociology, Education, Human Development/Family Sciences, or a related field and must exhibit a promising research agenda. Successful candidates must be able to articulate how their research reflects the mission of the IE- CRE program. Evidence of expertise in advanced quantitative methods and working with complex data sets is a plus. Initial review of applications will begin on June 30th, 2021 and will continue until the position is filled. To apply, please send the following materials electronically to IECREpostdoc@gmail.com: (1) a personal statement describing your research interests, background, and fit for this position; be sure to indicate how your research and future goals relate to IE-CRE, (2) a curriculum vitae including a list of references, and (3) a writing sample or publication. Lawrence Technological University (LTU) conducts pre-employment screening on initial candidates for all positions, which may include but is not limited to, a criminal background check, verification of academic credentials, license, certifications, and/or verification of work history. Lawrence Technological University is an equal opportunity employer.

VETERINARY MEDICINE

Assistant Professor Clinical
The Ohio State University
Veterinary Medicine: Assistant Professor Clinical in The Ohio State University (OSU), Department of Veterinary Clinical Sciences, Columbus, Ohio. Duties: classroom and clinical teaching of veterinary students, interns, and residents; clinical care of veterinary patients in emergency care, critical care, or radiation oncology; service on university and college committees. Practice locations include the OSU Veterinary Medical Center in Columbus, Ohio and the OSU Veterinary Medical Center in Dublin, Ohio. (Recruiting for multiple positions.) Requirements: Doctor of Veterinary Medicine (DVM) degree or Master of Science (MS) in Veterinary Medical Sciences (foreign equivalents acceptable); eligible for Ohio veterinary license or limited veterinary license; requires successful completion of a background check. Send CV and cover letter to Attn: Attn: A. Sens, Human Resources Consultant, College of Veterinary Medicine, The Ohio State University, 1900 Coffey Road, Room 08, Columbus, Ohio 43210. EOE/AA/M/F/Vet/Disability Employer.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

Jonathan G.S. Koppell, dean of the Watts College of Public Service and Community Solutions at Arizona State University, will become president of Montclair State University on August 2. He will succeed Susan A. Cole, who plans to retire.

Summer Johnson McGee, founding dean of the School of Health Sciences at the University of New Haven, has been named president of Salem Academy and College, in North Carolina. She will succeed Sandra Doran, who left to become president of Bay Path University, in Massachusetts.

Jason Wingard, a professor of professional studies in human capital management and former dean of the School of Professional Studies at Columbia University, will become the first Black president of Temple University on July 1. He will succeed Richard M. Englert, who will retire.

Chief executives (continued)

APPOINTMENTS

M. Brian Blake, executive vice president for academic affairs and provost of George Washington University, has been named finalist for the Georgia State University presidency.

Lesia L. Crumpton-Young, provost and senior vice president for academic affairs and chief academic officer at Morgan State University, has been named the sole finalist for president of Texas Southern University.

Scott Dalrymple, president of Columbia College, in Missouri, has been named president of Paul Smith's College. He will replace Jon Strauss, who has served as interim president since last year.

Michael Gavin, vice president for learning at Anne Arundel Community College, has been named president of Delta College.

CHRISTINE HOLT

Christine Holt, chief of staff for the University of Missouri system, has been named chancellor of the University of Arkansas Community College-Hope-Texarkana.

Herbert A. Medina, provost at the University of Portland, will become acting president after the Rev. Mark L. Poorman steps down.

Barbara Morris, associate vice provost and associate vice chancellor for academic affairs at the State University of New York, will become president of Prescott College on July 15.

Diana Z. Rodriguez, president of San Bernardino Valley College, will become chancellor of the San Bernardino Community College District on August 1. She will succeed Bruce Baron, who retired in December 2019.

Benjamin Rusiloski, vice president for academic affairs and dean of faculty at Delaware Valley University, has been named interim president. He will replace Maria Gallo, who will leave to become chancellor of the University of Wisconsin at River Falls.

Todd Saliman, senior vice president and chief financial officer at the University of Colorado, has been named interim president. He will replace Mark Kennedy, who will step down after a faculty vote to censure him.

Hugh Sherman, former dean of the College of Business at Ohio University, has been named president. He will succeed M. Duane Nellis, who plans to step down on July 1.

Submit items to
people@chronicle.com

RESIGNATIONS

Corey S. Bradford Sr., president of Harris-Stowe State University since May 2020, has stepped down.

RETIREMENTS

Bradley W. Bateman, president of Randolph College since 2013, plans to retire on June 30, 2022.

Grafton J. Nunes, president of the Cleveland Institute of Art, plans to retire on June 30, 2022.

Steve Schwab, chancellor of the University of Tennessee Health Science Center since 2010, plans to retire on June 30, 2022, or when a successor is named.

Chief academic officers

APPOINTMENTS

Melissa L. Gilliam, vice provost at the University of Chicago, will become executive vice president and provost at Ohio State University on August 1.

Leroy Hamilton Jr., special assistant to the president at Norfolk State University, has been named provost and vice president for academic affairs at Kentucky State University.

Antony Norman, dean of the Ernst and Sara Lane Volgenau College of Education at Morehead State University, has been named provost and vice president for academic affairs.

Richard Ogle, interim dean of the College of Arts and Sciences at the University of North Carolina at Wilmington, has been named provost and vice president for academic affairs at California State University-Stanislaus.

Other top administrators

APPOINTMENTS

Sharon Beverly, interim director of athletics at Guilford College and former head women's basketball coach at Fairleigh Dickinson University, has been named acting vice president for athletics and recreation at the University of Hartford.

David Braverman, interim executive director of the student experience at the California Institute of the Arts, will become vice president for student success at Western Illinois University on July 1.

Karen J.L. Burg, a former vice president for research at Kansas State University, has been named vice president for research at the University of Georgia.

The Rev. Austin Collins, a professor of sculpture at the University of Notre Dame, has been named vice president for mission engagement and church affairs.

ELLIOTT DAWES

Elliott Dawes, chief diversity officer for institutional equity and inclusion at State University of New York Empire State College, will become executive chief diversity officer

at City University of New York Bernard M. Baruch College on August 2.

Tim Downs, executive director for facilities finance and administrative services at Princeton University, will become vice president for finance and administration and chief financial officer at Ithaca College on August 2.

Melina R. Kibbe, a professor and chair of the department of surgery at the University of North Carolina at Chapel Hill, will become dean of the School of Medicine at the University of Virginia and chief health affairs officer for UVA Health on September 15.

Glen Nakata, assistant dean of finance and administration in the College of Education at the University of North Texas, has been named vice chancellor for financial and administrative affairs at Purdue University Fort Wayne.

Michael E. Zwick, associate vice president for research of the Robert W. Woodruff Health Sciences Center and associate dean of research and professor of human genetics and pediatrics in the School of Medicine at Emory University, will become senior vice president for research at Rutgers University on September 1.

Deans

APPOINTMENTS

Kimberly Jacob Arriola, executive associate dean of academic affairs in the Rollins School of Public Health at Emory University, will become dean of the Laney Graduate School on September 1.

Penny Bishop, a professor of education and former associate dean at the University of Vermont, will become dean of the College of Education and Human Development at the University of Maine on July 1.

Eric Brevik, a professor of geology and soil science at Dickinson State University, will become dean of the College of Agricultural, Life, and Physical Sciences at Southern Illinois University at Carbondale on July 1.

Dayna Cunningham, founder and executive director of the Community Innovators Lab at the Massachusetts Institute of Technology, has been named dean of the Jonathan M. Tisch College of Civic Life at Tufts University.

Samuel Graham Jr., chair of the George W. Woodruff School of Mechanical Engineering at the Georgia Institute of Technology, will become dean of the A. James Clark School of Engineering at the University of Maryland at College Park on October 1.

Eric Lau, a professor of saxophone and chair of the department of music in the College of Fine Arts at the University of New Mexico, has been named dean of the Honors College and the dean of University College.

Leo Lo, associate dean of learning, undergraduate services, and commonwealth campuses in the University Libraries at Pennsylvania State University, has been named dean of the College of University Libraries and Learning Sciences at the University of New Mexico.

Rodney Lyn, senior associate dean of academic and strategic initiatives and interim dean of the School of Public Health at Georgia State University since 2019, has been named dean of the school.


JULIANNE MALVEAUX

Julianne Malveaux, president of PUSH Excel and a president emerita of Bennett College, has been named dean of the new College of Ethnic Studies at California State University at Los Angeles.

Lillian Mills, interim dean of the McCombs School of Business at the University of Texas at Austin since April 2020, has been named to the post permanently.

Simon Neame, dean of libraries at the University of Massachusetts at Amherst, will become dean of university libraries at the University of Washington on September 1.

Kymberly Pinder, acting president of the Massachusetts College of Art and Design, will become dean of the School of Art at Yale University on July 1.

Mary Ellen Poole, director of the Sarah and Ernest Butler School of Music in the College of Fine Arts at the University of Texas at Austin, will become dean of the College of Fine Arts at Carnegie Mellon University on August 1.

R. Anthony Rolle, dean of the Alan Shawn Feinstein College of Education and Professional Studies at the University of Rhode Island, has been named dean of the College of Education at the University of South Florida.

Endalyn Taylor, a dancer and former director of Dance Theatre of Harlem School in New York, will become dean of the School of Dance at the University of North Carolina School of Arts on August 1.

Maya Tolstoy, a professor in Columbia University's department of earth and environmental sciences at Lamont-Doherty Earth Observatory, will become dean of the College of the Environment at the University of Washington on January 1.

Eboni Ford Turnbow, interim dean of students at Humboldt State University since August 2019, has been named to the post permanently.

Other administrators

APPOINTMENTS

Nicole Annaloro, senior associate director of athletics at Sonoma State University, has been named senior director of athletics.

Derrick Gragg, senior vice president for inclusion, education, and community engagement at the NCAA, has been named athletic director at Northwestern University.

Dozie Ibeh, associate vice president for the Project Delivery Group at Temple University, has been named associate vice president for capital projects at Princeton University.

Sara Clarke Kaplan, an associate professor in the department of ethnic studies and the critical gender-studies program at the University of California at San Diego, will become executive director of the Antiracist Research and Policy Center at American University on August 1.

Angela Mosley-Monts, assistant vice chancellor in the Division of Diversity, Equity, and Inclusion at the University of Arkansas, has been named associate vice chancellor for diversity, equity, and inclusion.

Sophia G. Saeed, a professor and associate dean of patient care at the University of Texas Health Sciences Center School of Dentistry, has been named associate dean of clinical affairs in the School of Dental Medicine at the University of Connecticut.

Yolanda Smith, special sheriff and superintendent of the Suffolk County Sheriff's Department, in Massachusetts, will become executive director of public safety at Tufts University on July 1.

RESIGNATIONS

Mike Hamrick, athletic director at Marshall University since 2009, plans to step down on June 30.

Deaths

DEATHS

Thomas C. Barker, the founding dean of what is now the College of Health Professions at Virginia Commonwealth University, died on May 28. He was 90.

Worth David, dean of undergraduate admissions from 1972 to 1992 at Yale University, died on June 1. He was 87.

Sister Maureen Fay, founding president of the University of Detroit Mercy, died on May 27. She was 87.

Mukund S. Kulkarni, a former chancellor of Pennsylvania State University at Harrisburg, died on June 2. He was 75. Kulkarni led the university from 2010 until his retirement in 2018. He first joined the university as a faculty member in 1985.

— COMPILED BY JULIA PIPER

THE CHRONICLE OF HIGHER EDUCATION

FOUNDER Corbin Gwaltney (1966-2019)
CHAIR Pamela Gwaltney
PRESIDENT & EDITOR IN CHIEF Michael G. Riley

EDITOR Brock Read
MANAGING EDITOR Evan R. Goldstein
EXECUTIVE EDITOR, CHRONICLE INTELLIGENCE Liz McMillen
EDITOR, THE CHRONICLE REVIEW Evan R. Goldstein
EDITOR, VISUALS Ron Coddington
DEPUTY MANAGING EDITORS Heidi Landecker (Copy and Production), Jennifer Ruark
ASSISTANT MANAGING EDITORS Sara Lipka (Editorial Products), Andy Thomason, Ian Wilhelm (Chronicle Intelligence)

PUBLISHER & CHIEF REVENUE OFFICER Michael D. Sisk
CHIEF FINANCIAL OFFICER William J. Peyser
CHIEF HUMAN RESOURCES OFFICER Angela DeLeon
CHIEF TECHNOLOGY OFFICER Don Sargent
ASSOCIATE PUBLISHER, CONTENT REVENUE Amy Long
MANAGING DIRECTORS Nick Findlay (Marketing), Jen Diorio (Corporate & Institutional Programs)

EDITORIAL AND BUSINESS OFFICES
1255 Twenty-Third Street, N.W.
Washington, D.C. 20037
(202) 466-1000

CUSTOMER SERVICE
P. O. Box 85
Congers, N.Y. 10920
(800) 728-2803
subscriptions@chronicleservice.com

HOW TO SUBSCRIBE
chronicle.com/subscribe
(800) 728-2803

RECRUITMENT ADVERTISING
(202) 466-1050

CORPORATE & INSTITUTIONAL PARTNERSHIPS & CLIENT SOLUTIONS
Washington, D.C.
(401) 699-4792

ENGINEERING SHAPES MEDICINE. AGRICULTURE GAINS OPTICS. DATA INFORMS POLITICAL SCIENCE. ENTREPRENEURSHIP IS SET TO MUSIC. ASTRONOMY IS GROUNDED IN DESIGN. IDEAS GAIN MOMENTUM. IMPOSSIBILITIES BECOME REALITY.

When the brightest minds come together in this one-of-a-kind environment, the extraordinary happens. Ideas launched from the **University of Florida** create momentum that moves the world.

UF
UNIVERSITY of FLORIDA

ufl.edu

CHE-I-JUN25-21-6-P