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OF HIGHER EDUCATION

December 11, 2020
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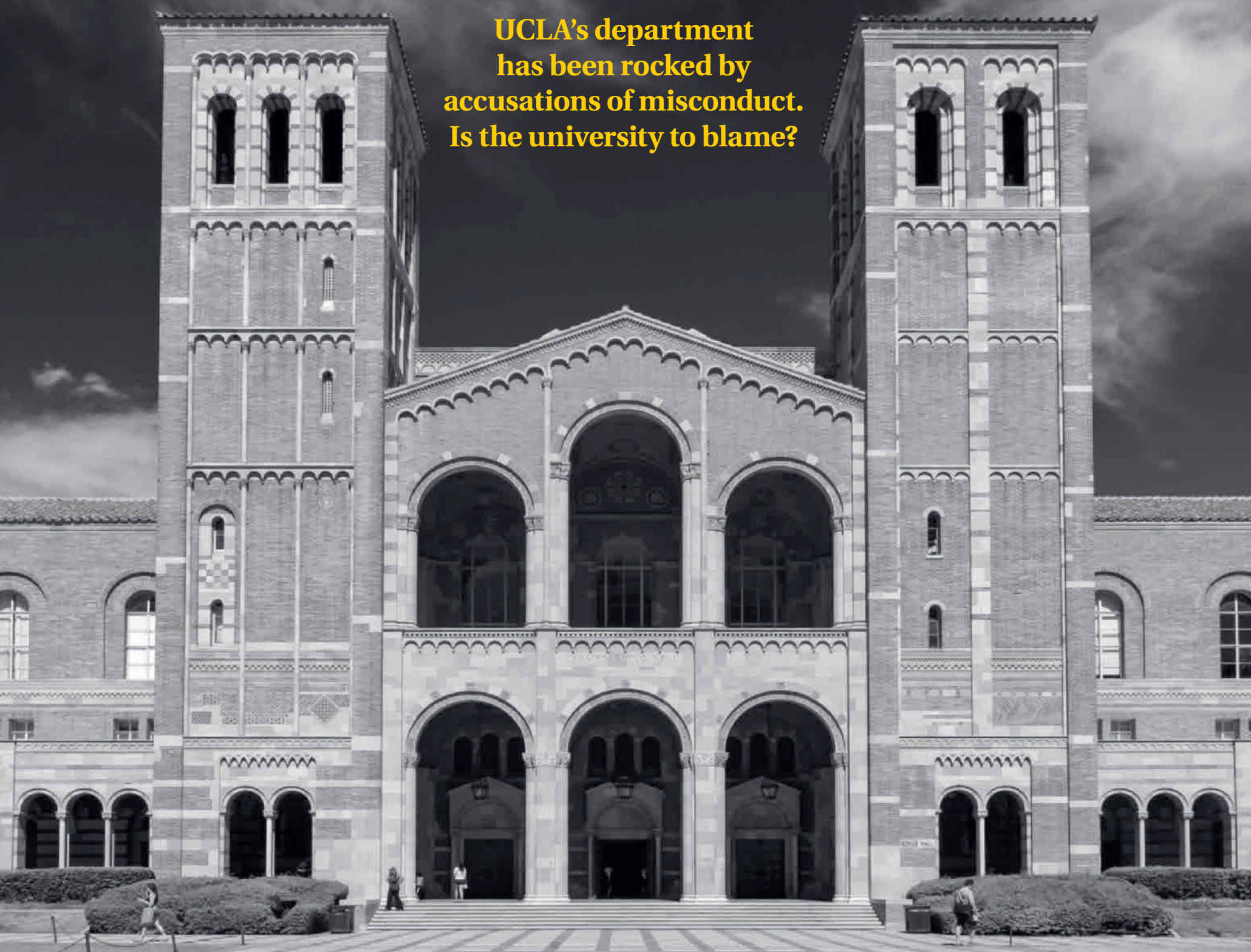
What Does African American Studies Need to Thrive?

UCLA's department has been rocked by accusations of misconduct. Is the university to blame?



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THE CHRONICLE OF HIGHER EDUCATION

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On the cover: Chronicle *Illustration, iStock*

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The Challenge of Racial Progress

WHAT DOES racial progress look like? The wave of protests set off by George Floyd's killing, in May, has raised uncomfortable questions about the extent to which discrimination is built into this country's very bones. Higher education is not exempt from those questions. Student activists have insisted that colleges confront their complicity in the nation's long tradition of white supremacy and take concrete steps to change course.

Wasn't a clear path forward supposed to have been set more than 50 years ago, when campus protesters demanded the creation of Black-studies programs? They won an institutional acknowledgment that African American history, traditions, and experiences deserved scholarly attention. Their colleges committed to enrolling more Black students and hiring more Black faculty members. Yet colleges can enroll but not support, hire and then ignore, create diversity, equity, and inclusion initiatives and then leave them to languish in committees. Now institutions are being called on, again, to back up promises with resources, and change not just the structure but the culture of higher education.

CHRONICLE PHOTO

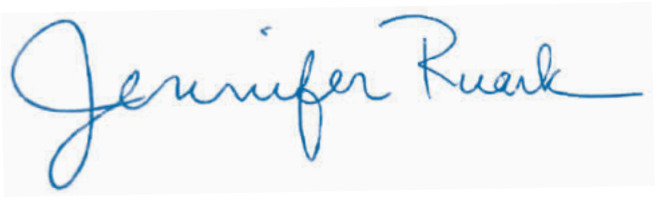
That's easier said than done. As Emma Pettit describes (Page 10), graduate students in Black studies at UCLA last spring publicly demanded changes from their own department, leading some professors to feel betrayed and angry. The situation deteriorated from there. But the department's problems may have stemmed from years of neglect by the university. What kind of climate is created when a department is starved of resources? What level of investment is sufficient?

The questions raised by campus activists are also complicated. Can free speech align with inclusion and equity? How can colleges with pandemic-ravaged budgets diversify their faculties and student bodies? Is renaming a building or removing a Confederate statue a step toward justice or mere posturing that impedes real change?

We've just expanded our coverage of such questions with a new weekly newsletter, Race on Campus. (You can subscribe free of charge at chronicle.com.) In the first issue, the president of Rutgers, Jonathan Holloway, describes his evolving position on renaming buildings and says he worries that some racial-justice activism has favored social-media splash over thoughtful debate. "Really good answers take time," he says.

In Race on Campus, on our website, and in these pages *The Chronicle* is committed to asking difficult questions and exploring complex answers. Thank you for reading.

— JENNIFER RUARK, DEPUTY MANAGING EDITOR



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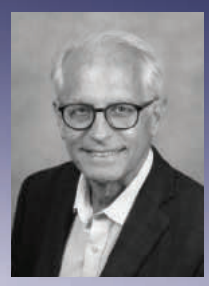

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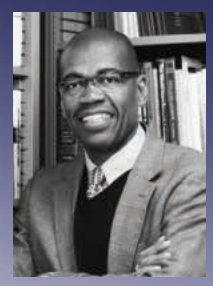

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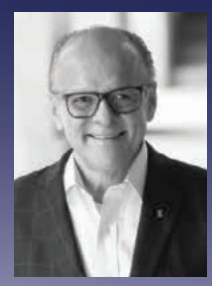

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FIRST READS

Executive exhaustion?

A C-Suite Exodus? Not Yet

THE CORONAVIRUS PANDEMIC has created a set of historic challenges for leaders in higher education. They've had to respond to threats to college finances and enrollment; cut faculty, staff, programs, and sports teams; orchestrate the logistical burdens of testing for the virus; and house infected students — all while navigating the uncertainty of when and how this strange, often remote, era will end.

That might seem like enough to persuade an unusual number of college presidents to consider retiring. A number of the nation's best-known leaders have announced their resignations this calendar year, including Mark P. Becker ,of Georgia State University; Michael A. McRobbie, of Indiana University at Bloomington; and John Thrasher, of Florida State University.

But overall, the number of campus and system presidents stepping down appears to be within the normal range. In fact, fewer presidents have announced their retirements in 2020 than in each of the previous two years, according to *Chronicle* data, and no retirements were announced between March 10 and May 1, according to the data. So anyone planning to step down may have put those plans on hold.

"If anything, it's caused some people not to step down, because of their deep concern for their campus community," said Barbara R. Snyder, president of the Association of American Universities since February.

As of early November, 69 presidents announced their retirements in 2020, including just 46 after mid-March, when fear of the coronavirus caused nearly every college to close or restrict attendance on its campus. In 2019 resignations were announced by 123 presidents; 80 did so in 2018. (The data include only the retirements and resignations that ran in *The Chronicle*'s Gazette. The figures exclude presidents who were forced to resign, left under a cloud of controversy, or cited health concerns in stepping down.)

While the pandemic might not have been the stated reason for many of those who did decide to step aside this year, it has had an impact on campus leadership. "If I'd seen it coming, I might have retired a year earlier," joked Michael K. Young, president of Texas A&M, who will leave his post at the end of December, despite an earlier plan to finish the academic year.

Young said he had spent a quarter of a century as either a dean or college president and was ready to rejoin the faculty of the law school and to oversee the university's Institute for Religious Liberties and International Affairs. But the pandemic has been a challenge far different from any other during his career, he said, because it affects so many parts of the institution, and he sees no definite end until the coronavirus can be controlled.

"It's been riveting," he said.

For others, however, the pandemic played a significant role in their decision. Jane K. Fernandes, a former president of Guilford College, said in an email that she had been thinking about retiring for at least a year before she announced it in June. The effects of the coronavirus made her decision clear, she said. She left her position in July to return to the faculty.

"As Covid-19 took its toll, and I saw an alternate reality for higher education unfolding before my eyes, I discerned that it was time for me to step away and allow a new leader to join the Guilford community," Fernandes wrote.

Scholars who study higher-education leadership say they aren't surprised that the number of announced resignations has not skyrocketed since March, as might have been expected given the pressures of a global crisis. Felecia Commodore, an assistant professor of educational foundations and leadership at Old Dominion University, said presidents are sensitive to looking weak during a crisis. "Many leaders don't want to look like the captain who decided to jump ship," she said.

Many governing boards that are not entirely happy with their leadership but reluctant to undertake a search are waiting for a more stable environment, Commodore said. How a president handles the current crisis will very likely be a factor in many of those decisions, she added.

The coronavirus has also created a new set of expectations for incoming leaders, she said. Now, they will be required to know much more about managing a public-health emergency.

"Scholars have been trying to tell us that most of our colleges are not prepared for a massive crisis," she said. "This now is going to be a benchmark."

— ERIC KELDERMAN

Audrey Williams June contributed to this article.

ILLUSTRATION BY THE CHRONICLE; PHOTOS FROM BOB DAEMMRICH, RAMIN RAHIMIAN, U. OF RICHMOND, WAKE FOREST U.

Departing presidents: Michael K. Young (left) of Texas A&M U.; Mary B. Marcy, of Dominican U. of California; Ronald A. Crutcher, of the U. of Richmond; and Nathan O. Hatch, of Wake Forest U.

Covid callousness

A Controversial Communication

THE NEWS ARRIVED on a Friday last month, nested deep in an email that landed during a Faculty Council Zoom meeting. Only after someone had reached the 22nd paragraph did professors learn what had happened, and when they did, a few began to cry.

"To date, we are aware of one Collin College student who has passed away from complications from Covid-19 and, as of last week, one faculty member," H. Neil Matkin, president of the community-college district in Texas, wrote. The student's death had been reported in late October, but the announcement that a colleague had died came as a fresh blow. The revelation appeared in an email beneath the subject line "College Update & Happy Thanksgiving!"

To those on the Zoom call, the message's framing seemed callous. The faculty member was unnamed. "We didn't know who it was," said Kim Parker Nyman, a professor of communication, "but it was one of us."

That weekend, they'd learn the faculty member's identity from an online fund raiser for medical and funeral expenses: Iris Meda, a recently retired nurse who, during the pandemic, felt called to train aspiring nurses.

In an email, Matkin told *The Chronicle* that he didn't name Meda because the college hadn't received permission from her family to release details. Later he emailed Collin employees with more information. Meda taught "Nurse Aide" courses at the college's technical campus and to a group of dual-credit high-school students. It was in the high-school classroom that she came into contact with an infected student, Matkin said.

To Nyman and to others, Matkin's "Happy Thanksgiving!" email was emblematic of how Collin College leadership has neglected faculty concerns throughout the pandemic. For months, instructors have told the president that they don't feel protected by the institution's plans and that he has been dismissive, said Audra Heaslip, a council member who teaches humanities and literature. When it comes to shared governance, "there is none," said Lorena Rodriguez, who teaches economics. (Faculty members who spoke with *The Chronicle* stressed that they speak for themselves and not their employer.)

But Matkin said his critics are the ones running roughshod over shared governance. He told *The Chronicle* that a "small group of faculty" continue to "utilize media sources to air their long-standing grievances, which is their First Amendment right."

Their "ongoing disregard for dignity and respect, due process, and shared governance within the college is unfortunate," he said, "but not surprising."

Months earlier, instructors had pressed senior administrators to involve the faculty in the college district's pandemic plans at its five campuses. But Matkin responded to a faculty resolution that, among other things, called for the college to hold most of its courses online with a point-by-point response that included a note of skepticism. A poll was taken of 20 faculty members at one of Collin's campuses, Matkin wrote in an email, and "ALL desired face-to-face courses" this fall.

Matkin said he found it "ironic" that some of the "chief proponents" of going fully online "failed to speak to the faculty they were charged to represent," he wrote. Heaslip and others read that as a rebuke of the Faculty Council.

In August, Matkin told the Board of Trustees that the effects of the pandemic "have been blown utterly out of proportion across our nation and reported with unfortunate sensationalism and few facts." To justify that characterization, Matkin attempted to calculate the mortality rate of the virus in Collin County. To date, there had been 10,169 reported cases, resulting in 100 deaths, he wrote. He divided the number of deaths by the total population in Collin County — just over a million residents — and reported that statistic as 9.6 deaths per 100,000 residents.

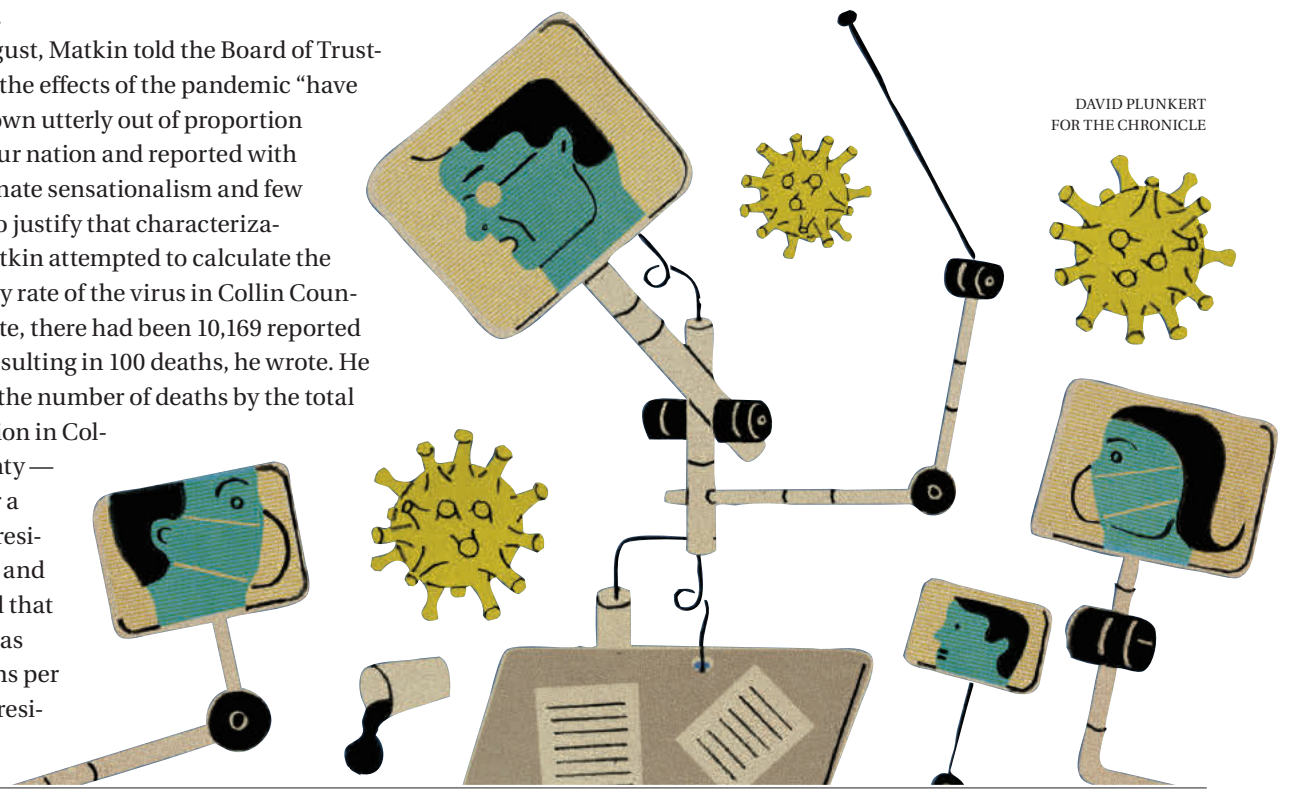
But that is not how the World Health Organization measures Covid-19's deadliness. Nevertheless, Matkin concluded: "To put it in perspective, the chance of dying in a motor vehicle accident in the State of Texas is 1 in 103 or slightly over 1%. That's over one hundred times more likely than dying from the coronavirus. If you find better numbers, please enlighten me."

He shared his message to trustees with the faculty. Michael Phillips, who teaches history, was appalled. The numbers were completely inaccurate, he said. "Plus, car wrecks are not contagious."

A week later, Matkin wrote that his last email "spurred a lot of great back and forth conversation albeit some unfortunately taking offense."

Some faculty members have lost whatever confidence they had in Matkin. The gulf between disillusioned instructors and their institution's leader is wide. Nyman, the communication professor, doesn't know if it can be spanned. A lot feels broken. "I moved across the county to teach here," she said. "Right now, I won't even wear a Collin T-shirt."

— EMMA PETTIT



DAVID PLUNKERT
FOR THE CHRONICLE

Moneyball

A Quarterback's Worth? $2.4 Million

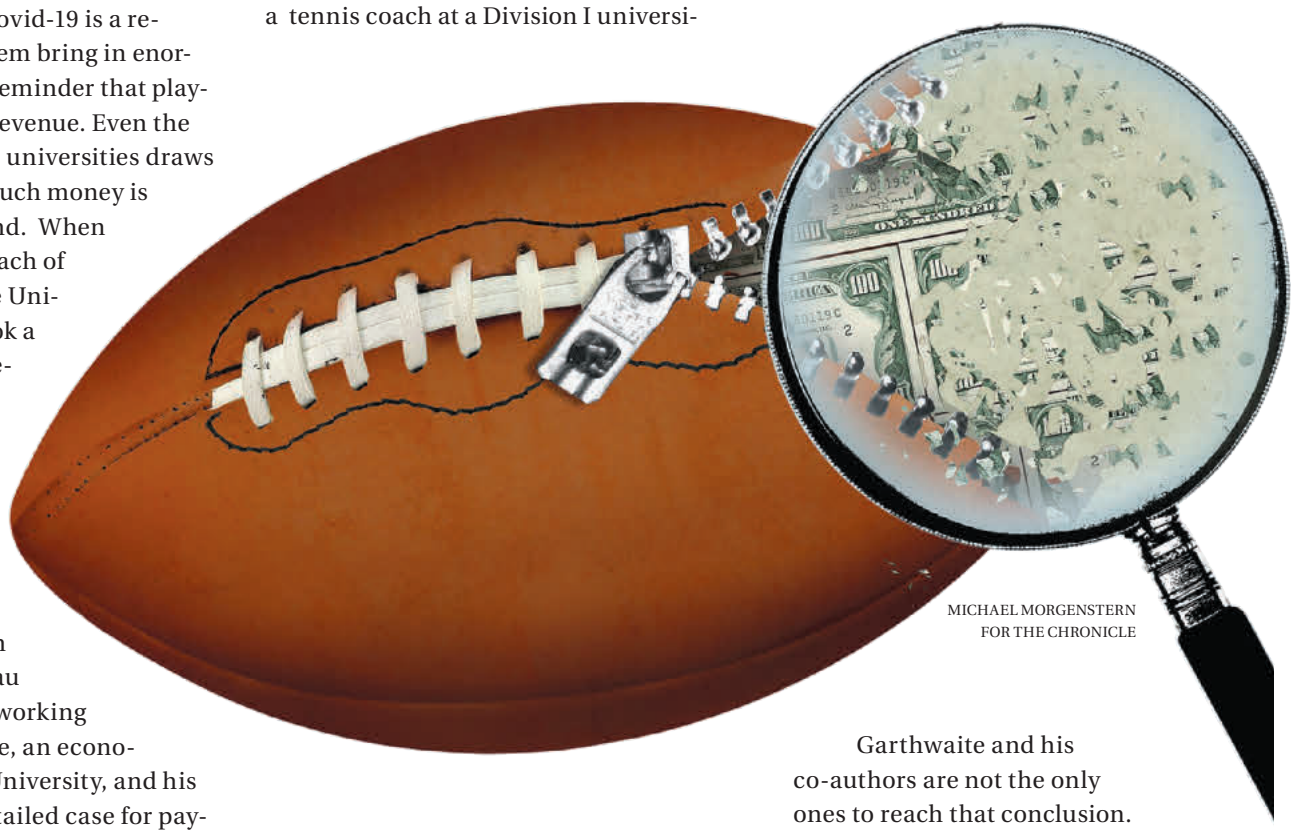
THE PANDEMIC has imperiled college sports. Canceling the Division I men's basketball tournament last spring alone cost the NCAA an estimated $375 million. Athletics departments are cutting staff and salaries. Even universities as rich as Stanford are dropping sports that don't generate significant ticket sales or television revenue, thereby crushing the dreams of swimmers, fencers, and rowers. Billions of dollars still hang in the balance.

So this might not seem like the best moment to float the idea of paying college athletes. At the same time, the focus on the money that college sports programs are losing because of Covid-19 is a reminder that some of them bring in enormous sums. It's also a reminder that players don't share in that revenue. Even the belt-tightening at some universities draws attention to just how much money is routinely thrown around. When Jim Harbaugh, head coach of the football team at the University of Michigan, took a 10-percent pay cut, it reduced his take-home pay this year to a mere $6.75 million. Hard times indeed.

Maybe now is an ideal time to reflect on the big business that is college sports. In a recent National Bureau of Economic Research working paper, Craig Garthwaite, an economist at Northwestern University, and his co-authors lay out a detailed case for paying players, arguing that because most of the revenue at colleges with major sports programs — they looked specifically at the so-called Power Five athletics conferences — comes from football and men's basketball, those players should get a piece of the pie. A large piece, in fact: By figuring out what colleges brought in from those sports, mostly from television contracts, and looking at how professional athletes are paid, the researchers estimate that a starting quarterback should earn $2.4 million a year, and a wide receiver $1.3 million. In men's basketball, a point guard should make $1.2 million, while a small forward should pull in just shy of $1.1 million. The guys on the bench, too, do pretty well under this proposed system: A reserve offensive linemen would make $138,000; a backup shooting guard, $250,000.

Paying players big salaries would undoubtedly create a host of new problems. Among them is that the revenue from football and men's basketball subsidizes other sports, and so paying players would almost certainly mean cutting spending elsewhere, and probably eliminating programs entirely unless colleges could come up with new sources of funding. Goodbye, lacrosse; so long, volleyball.

Indeed, Garthwaite says he has received unhappy emails from coaches, including a tennis coach at a Division I university, complaining that the working paper;s idea, if carried out, would destroy their sports at the collegiate level. But Garthwaite doesn't think that shouldn't change the calculation: "That's just status-quo bias," he says. "It's not that we want to punish you, but you've been living off of the largess of these other sports for a long time."



MICHAEL MORGENSTERN
FOR THE CHRONICLE

The sports that make the most money for colleges happen to be those with the highest proportion of Black athletes: About half of football and men's basketball players are Black, while most athletes in other college sports are white. In the paper, the researchers examined socioeconomic data related to the hometowns of every athlete at colleges in the top conferences in 2018, and found that football and men's basketball players came from school districts with a higher percentage of students living in poverty than did athletes in other sports. They concluded that the funding of college sports at those institutions "effectively involves a transfer from students who are more likely to be Black and more likely to be from poor neighborhoods to students who are more likely to be white and from higher-income neighborhoods." Should Black athletes really continue to subsidize sports played mostly by white athletes?

Garthwaite and his co-authors are not the only ones to reach that conclusion. Similar arguments have been made for decades. Yet there's at least some reason to believe that change might be on the way. In August, 10 U.S. senators proposed a "college athletes bill of rights" that includes revenue-sharing agreements between athletes and colleges. Among those supporting the bill is Bernie Sanders, who, in a statement, called it "ludicrous" that the NCAA still doesn't allow players to be paid.

"In the midst of this pandemic, these athletes must have a seat at the table when their health and safety is on the line," Sanders said. "These athletes are workers. It is long past time they be treated like it."

— TOM BARTLETT

Foreign spending

Fewer International Students, Weaker Economy

THE economic fortunes of college towns have long been tightly linked to the students who learn and live there. But with fewer students attending college amid the global pandemic — and with many of the enrolled students learning from home — economic activity in some college communities has plummeted.

International students play an especially prominent role in generating economic activity. A fresh reminder of the significance of their spending surfaced last month when data from Nafsa: Association of International Educators revealed that the amount contributed to the U.S. economy by international students in 2019-20 fell $1.8 billion from the year before, to $38.7 billion. The 4.4-percent decline was the first drop in the more than two decades that Nafsa has been calculating economic-impact data. The number of jobs created or supported by international students fell, too.

The economic disruptions coincide with a 43-percent decline in new international students this fall — a staggering loss, which has fundamentally affected the colleges and communities that would normally host them. But the slide in the number of new international students has been underway since fall 2016; their attendance over all decreased nearly 2 percent in the fall of 2019.

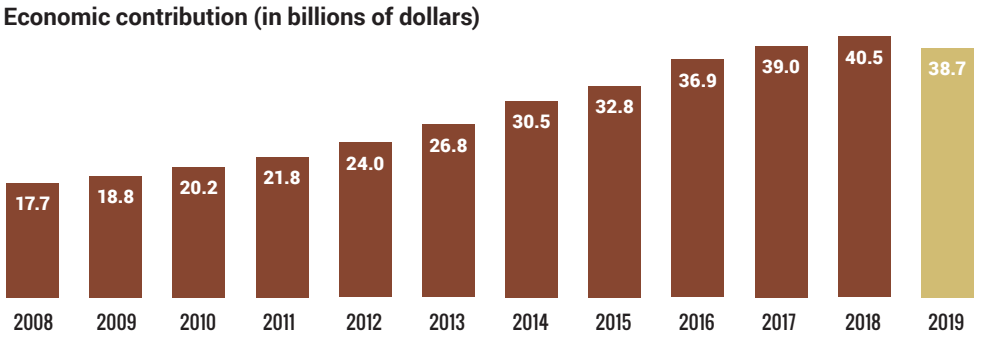
Local and state economies have long benefited in far-reaching ways from the presence of international students. Here's a closer look at the economic force they have exerted over the years.

— AUDREY WILLIAMS JUNE

Drop in Economic Contributions

The amount of money international students contributed to the U.S. economy fell 4.4 percent in the 2019-20 academic year, from $40.5 billion to $38.7 billion. The decline is the first since Nafsa began calculating economic impact data, more than two decades ago.

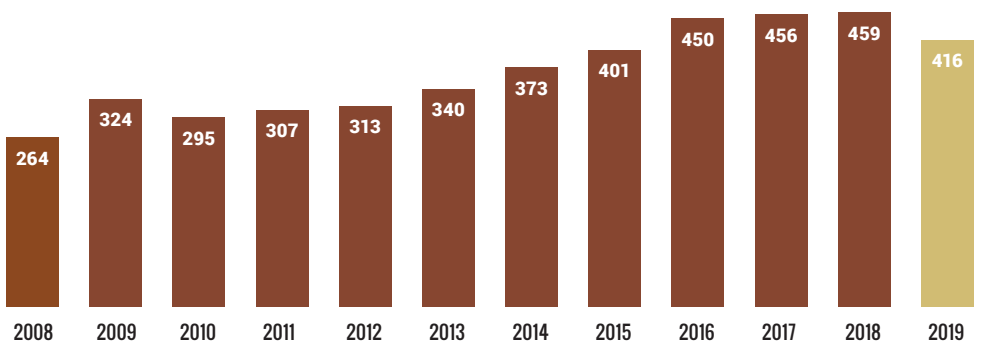
Economic contribution (in billions of dollars)



As Number of Students Falls, So Do Jobs

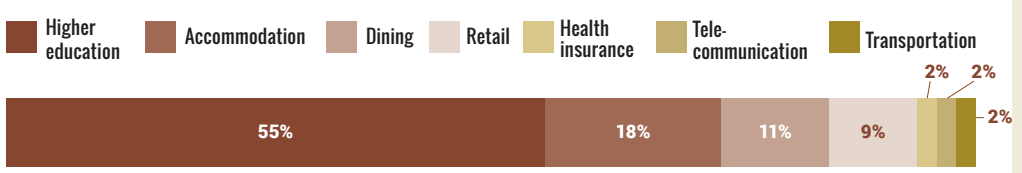
The number of jobs created or supported by international students in 2019 declined by more than 9 percent from the year before.

Jobs supported (rounded to nearest thousandth)



Higher Ed at the Forefront

Money spent in the past academic year by international students created or supported nearly 416,000 jobs in seven industries, mostly in higher education.



10 States That Benefited the Most

California saw the biggest economic benefit from international students in the 2019-20 academic year, buoyed by $727 million in spending from students at the University of Southern California.

State	Economic contribution (in billions)	Jobs supported	Students
California	$6.6	69,154	160,592
New York	$5.3	55,383	126,911
Massachusetts	$3.2	36,076	73,695
Pennsylvania	$2.0	25,115	50,070
Texas	$2.0	22,157	77,097
Illinois	$1.7	21,598	51,966
Florida	$1.5	15,165	46,221
Ohio	$1.2	12,646	35,508
Michigan	$1.1	12,281	31,408
Washington	$0.9	8,279	26,089

Contributions at Community Colleges

International students attending community colleges supported more than 12,000 jobs, with a $2.3-billion infusion into the U.S. economy, $1.9 billion of which was spent in 10 states during the 2019-20 academic year.

State	Economic contribution (in millions)	Jobs supported	Students
California	$767.0	4,064	22,825
Texas	$315.8	1,672	13,291
Washington	$220.7	1079	8,849
Florida	$184.1	985	6,082
New York	$120.9	614	3,632
Maryland	$89.3	480	2324
Virginia	$58.1	311	1,881
Massachusetts	$41.0	222	1356
Illinois	$37.4	211	1,238
New Jersey	$33.7	178	1,103

Source: Nafsa: Association of International Educators

What Does African American Studies Need to Thrive?

UCLA's department has been rocked by accusations of misconduct. Is the university to blame?

BY EMMA PETTIT

ISTOCK

OTO/ILLUSTR

A **COUPLE** of Robin D.G. Kelley's colleagues are not speaking to him right now — colleagues for whom he's written book blurbs and recommendation letters, colleagues he's known for years.

Those relationships have been collateral damage in a crisis that has rocked the African American-studies department at the University of California at Los Angeles — and spurred a small faculty exodus.

The crisis began in March, when a group of master's students anonymously posted criticisms of the department and its chair, Marcus Anthony Hunter, on social media. Students complained of, among other things, inadequate funding and alleged a Title IX violation in the department. They said Hunter had ignored their concerns and engaged in unethical, unprofessional behavior.

Publicly, Hunter said nothing. Months later, through a lawyer, he called the statements by the students — who were now going by the moniker "Concerned AfAm" — "libelous." And he claimed that Kelley, a professor of history and African American studies, along with a junior professor in the department had either helped the students prepare their allegations or endorsed them.

Delete and retract, the lawyer demanded, or "we will commence appropriate legal action against all those responsible."

Now, Kelley and at least three of his colleagues have taken steps to leave the department. A couple others are considering it.

Academic culture is notorious for big fights over stakes large and small. But the accusations and counteraccusations that have rocked this well-respected department point to more than just clashing personalities or egos run amok. They offer a cautionary tale of what can happen to a department when a university neglects it for years.

In any department, people will make mistakes. But when a department is starved of resources, those mistakes are much more difficult to mend.

MADELENE CRONJÉ, UCLA

Robin D.G. Kelley, a professor of history and African American studies at the U. of California at Los Angeles, said that students had a right to be heard. Giving them the benefit of the doubt "doesn't mean that they're right." He added, "It means that they're students."

MARY BRASWELL, UCLA

Marcus Anthony Hunter, former chair of the African American-studies department at the U. of California at Los Angeles, said that when he took over in 2017, just getting a sign with the department's name on it was a struggle. Later, some students would criticize Hunter for, among other things, engaging in unethical behavior.

AS MORE African American students gained entry into predominantly white colleges in the 1950s and 1960s, they clamored for those institutions to admit more Black students and to support the study of Black history and culture.

That energy percolated at UCLA. During "Negro History Week" in 1967, a year before the first Black-studies department would be founded at San Francisco State University, students demonstrated with signs that read "Why one week?" the *Daily Bruin*, the student newspaper, reported. They wanted a center that would launch the field at UCLA.

The university committed to it. The following year, students met with administrators to establish the center's protocols. But leadership at the brand new center became a revolving door. Even as Black-studies programs sprang up across the country — hundreds existed by the early 1970s — many white scholars at UCLA viewed the field with suspicion. "Almost all of the UCLA faculty thought that Negroes had no history," a former interim director told the *Daily Bruin*.

The center, later named the Ralph J. Bunche Center for African American Studies, eventually found steady leadership. Under Claudia Mitchell-Kernan, who directed it from 1976 to 1989, the center produced a wide range of research, publications, and special projects. Academics who went on to have distinguished careers taught courses for the program. The field grew in stature.

But as at many other institutions, African American studies remained an interdepartmental program, meaning it was unable to tenure faculty members and lacked access to many institutional resources.

Over the years, reviews of the program suggested or recommended that it be made a department. Meanwhile, other ethnic-studies programs were raised to that status at UCLA. So were African American-studies programs at other institutions.

By the 2010s, the wind had finally shifted. After meeting with frustrated faculty members, Alessandro Duranti, dean of social sciences at the time, got to work. At the time, finances were exceedingly tight. Space was scarce, and there were no extra faculty lines to give away, Duranti said, though he was able to make one available after someone retired.

Kelley, who was tapped to steer the process, encouraged senior faculty members across campus to move parts of their lines into the new department, and moved 50 percent of his own line.

He also made the case for a department to the UCLA community. In 2014, Black students made up just 3.8 percent of undergraduates, he wrote in an op-ed. A good number of those students were athletes, and UCLA paid millions in coaches' salaries. But "when it comes to teaching our students why college-age Black men are overrepresented in our nation's prisons," for example, "we are reluctant to spend the money."

It also became clear to Kelley that before he got involved, slim resources had been earmarked for the new department. It wouldn't have its own staff, he said.

So he used what power he had: "I went on the job market." It wasn't entirely altruistic, he admits, but he got an offer, which he leveraged to get three faculty lines, all of which would have a primary appointment in the department. (Duranti declined to go into specifics about the negotiation but said Kelley played a role in identifying at least two scholars for target-of-opportunity hires.)

In the spring of 2014 — 47 years after students demonstrated on campus in support of the field — the university announced that Black studies would be a full department.

But granting a program departmental status is one thing. Treating it like a department is another.

Granting a program departmental status is one thing. Treating it like a department is another.

THE DEPARTMENT'S EARLY YEARS brought both promise and frustration. The faculty is "unmatched" in its scholarship production, an external reviewer would later comment.

But even with its new status, the department had to rely on faculty with split appointments. It did not offer a doctoral degree. And money was a constant struggle.

Faculty members could feel overburdened as they performed "double work" for both of their units, according to a recent department self-review, which examined the past 10 years. And, according to the self-review, instead of hiring tenure-track faculty, UCLA's administration would allocate temporary resources to hire lecturers. That money was never set in stone, and it often wasn't enough. Or if it was, the commitment came too late to hire all the lecturers needed, the review says.

Students felt the pinch, especially master's students. They complained of a narrow range of courses, and a lack of teacher training, and of advising. The assistant to the chair took on advising duties, along with student-affairs and department management. That person, Eboni Shaw, is clearly overworked and underpaid, one student commented on a graduate-council survey. But students felt they had

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"no one else to go to." (Shaw did not respond to an interview request.)

Kelley, who began a stint as chair in 2016, remembers fighting for more staff members and for a raise and promotion for Shaw, which ultimately failed.

The budget was always tight. Kelley says he would sometimes pay the honorarium for department-sponsored events out of his own research funds. The department wanted to fund its master's students, Kelley said, but with no firm commitment from the graduate school, every year was a scramble. Second-year students often felt "underfunded and financially neglected," according to the department's self-review.

UCLA

After students accused African American-studies-department administrators of a "lack of financial integrity," Darnell Hunt, dean of social sciences at UCLA, organized a town hall where faculty and students could air their views.

And many thought the physical site of the department in the basement of Rolfe Hall was evidence of the university's lack of investment. It was too small to host events or department meetings. Just a few faculty members and the chair had their office there, which could feel isolating.

When Marcus Hunter became chair in 2017, the bathroom near the department wasn't being regularly cleaned, he said, and dust and debris from nearby construction filtered into the building. These space issues could make people feel "deeply shameful," he said. Something as simple as getting a sign that said the department's name was a struggle, he said.

> The environment "became one of foreclosure and toxicity."

Despite these challenges, the department did blossom in some areas. After Hunter took over, the faculty FTE nearly doubled, including through a few 100-percent hires. He also set up what he called a wellness lounge, a space where Black students could just be themselves and "not feel surveilled," he said.

And many students had a good experience. Master's students often gained entry to top-rated Ph.D. programs. But faculty members in the department thought that very success allowed the university to overlook the program's needs. The department was treated, said Hunter, like an "unfunded mandate."

Scot Brown, an associate professor of African American studies and history, admired Hunter for his initiative. He got students to actually show up and participate in department events, Brown said.

Others were put off by how he operated. He would work "quite independently" of other faculty members in the department, which alienated some people, said Shana L. Redmond, a professor of musicology and African American studies.

Dominic Taylor, a professor of theater and African American studies, remembers one disagreement. Hunter wanted to explore recruiting the famed writer Roxane Gay to UCLA and had discussed this possibility with the chair of another department on campus, Taylor recalled.

At a faculty meeting, some professors questioned why Hunter hadn't discussed it with them first. (In an email, Gay confirmed that she was recruited and got relatively far in the process but said that after negotiations started, "they ghosted me." It was "the strangest experience of my career," she added.)

Taylor, the acting chair of the theater department, said he understood that Hunter was trying to be enterprising. "UCLA is a gigantic ship," he said, and as department chair, "you're trying to navigate your little buoy."

For Redmond and for two other faculty members who spoke to *The Chronicle* anonymously, for fear of being retaliated against, the department's culture under Hunter's leadership quickly soured. Discussion and debate were not encouraged, Redmond said, and requests from certain faculty members for a curriculum review, particularly at the graduate level, went unheeded.

"The environment "became one of foreclosure and toxicity," she said.

In January, those festering problems came to the surface. An external review of the department cited low morale, which one reviewer observed was "not simply the byproduct of failed relationships, but of institutional neglect."

Reviewers also heard of "situations" that contravened Title IX guidelines, including verbal and sexual harassment, and incorrect responses to reports of harassment. Graduate students complained of late paychecks and delayed teaching-assistant assignments, saying Shaw told them their Social Security numbers had been lost. And some — primarily women, one reviewer observed — said they were discouraged from writing a thesis, as if, another reviewer commented, the department thought they were incapable of rigorous research.

The disappointed grad students, the first reviewer wrote, felt they had been sold "a fake bill of goods."

BY EARLY MARCH, some students had reached a boiling point. An unknown number of them wrote a letter under the signature "Graduate Students of African American Studies at UCLA" to express their concerns regarding the "condition, climate, and experiences" in the department.

It's unclear what, exactly, prompted them to go public. The anon-

Maternal Mortality

A preventable tragedy

Every six minutes, somewhere in the world, a mother dies from blood loss after childbirth. Many leave behind young families. The babies born in such situations, meanwhile, have just a 1 in 5 chance of surviving beyond a month.

Like fatalities from tuberculosis, a disease virtually eliminated in the rich world, such deaths fall into the category of 'avoidable'. In the best healthcare systems in the world, they are almost unknown. But in parts of Asia and Africa, it is common for births to end in this way. For a mother, giving birth in a poorly performing health system can be a gamble with her own life.

Professor Coomarasamy leads a research program at the University of Birmingham to reduce maternal mortality during childbirth in low- and middle-income countries. In 2018 he was the UK lead for a World Health Organization (WHO) study which found that a new formulation of a drug could save thousands of women's lives. In many healthcare systems mothers are given oxytocin at childbirth to prevent excessive blood loss. Oxytocin halves the incidence of excessive bleeding after birth. The drug is affordable, but it must be kept refrigerated to be effective, which is not always possible in poor countries. The WHO team proposed an alternative: substitution of oxytocin with carbetocin, a drug that does not require temperature controls.

This had a huge impact. But even with effective drugs like carbetocin for prevention of bleeding, there are still women who bleed excessively. The passage of the baby may have torn the mother's tissues, for example, or the uterus may not contract as expected after childbirth, meaning there is no natural barrier to blood loss.

The Birmingham team has developed a package of effective interventions specifically for lower income countries, to save mothers in such situations. Over the next two years, they are running a study that will involve over 300,000 births in 80 different hospitals across South Africa, Kenya, Nigeria, Tanzania and Sri Lanka.

WHAT GETS MEASURED GETS MANAGED

"If you've witnessed a woman bleeding to death, it is not something that you will ever forget," says Professor Coomarasamy. A woman who has just given birth may be happily holding her baby, he explains, unaware that she is losing vast quantities of blood. Then she might weaken suddenly, lose color, and begin to lose consciousness. "The whole thing can happen in a matter of minutes," he says.

Across the world, medical teams rely solely on observation to spot these cases - signs of blood on the sheets, for example. However, there are two key differences between effective healthcare systems and those which are lagging.

Firstly, in the former, teams are trained to respond immediately when blood is spotted, administering a set of effective interventions; in weaker systems, the response is less planned. Secondly, a midwife in an overburdened medical system may be watching over anywhere from 5 to 15 labouring women simultaneously. That means danger signs are often missed, until significant blood has been lost and the mother's life is already at risk.

The Birmingham team are introducing techniques to combat both of these problems. The first is to make spotting blood loss easier. The trial will use a blood collection bag, which is positioned under the woman immediately after birth, for blood to flow into. An orange line at 300ml indicates the woman is losing a lot of blood, a red line at 500ml signifies danger.

When that 500 ml level is hit, there will also be a clear plan of action, Dr Gallos explains. An extra dose of oxytocin will be administered, alongside tranexamic acid, and pressure applied to stop the bleeding. All of these techniques are already used, but they have tended to be administered sequentially, only if a prior treatment failed. A key WHO insight is that doing all of them immediately can be life-saving.

STARTING LOCAL

These interventions are neither expensive, nor dependent on complex technology. That is a hallmark of what the Birmingham team is trying to achieve: practical and cost-effective ways to save lives - supported by a $10.9M grant from the Bill and Melinda Gates Foundation (BMGF).

"We have to accept that these women are dying, not because we don't know how to stop them from dying, but because we haven't prioritized and invested in saving their lives."

Crucially, this means learning from local contexts, rather than imposing a one size fits all model. "We wish to learn from positive outliers," says Professor Coomarasamy, explaining that even in the countries where the study is taking place, certain hospitals have extremely good outcomes. The idea is to find out what they are doing right and learn from it.

The first part of the two-year trial will be spent on the ground in local hospitals, co-developing specific techniques that midwives and doctors will use to monitor bleeding with the new blood collection bags and respond in dangerous cases. The protocols and methods may be different in each country, or even hospital, depending on local resources and practices.

Only once specific techniques are determined, the active phase of the study will start. Some hospitals in each country will work with the new approach, while the control hospitals will continue their existing practice. The hope is that in those hospitals using the new techniques there will be a significant reduction in mortality and complications related to blood loss for mothers.

Professor Coomarasamy tells a story from one of his early field trips. On a maternity ward in Malawi, he was shown a series of birthing cubicles, but one door remained shut. Eventually he asked if he could be shown what was behind it and found what was essentially a mortuary for women dying while giving life. He hopes that with this trial, dying from excessive bleeding after childbirth will become as rare in Lagos or Nairobi, as it is in London or Geneva.

DAVID KELLY CROW, UCLA

Emily A. Carter, provost at UCLA, wrote to then-Department Chair Hunter, who had come under criticism from students, that she was "very concerned" about his reputation.

ymous group did not make anyone available for an interview and would not send a statement to *The Chronicle* without advance access to the article. Questions sent by *The Chronicle* went unanswered.

Some of their complaints echoed what external reviewers had heard, including inconsistent funding and a lack of training.

Amid the programwide critiques, the group also lobbed criticism at Hunter and Shaw. Students had brought their concerns to them "to no avail," the letter said. The funding problems revealed Hunter and Shaw's "lack of financial integrity," they said. They claimed "administrators" had "forced" grade changes. And they said "administrators" in the department had been informed of "a Title IX concern" and done "nothing."

> "The current silence by UCLA, in all its muteness, actually speaks very loudly."

They demanded a full faculty meeting and an "assessment" of Hunter and Shaw by the faculty and by "relevant campus administrators."

The March 3 letter was posted on social media the same day. It detonated. People scrambled to react to the fallout.

The dean of social sciences, Darnell Hunt, told the department that several university offices, including his, would be investigating the allegations and scheduled a "town hall" between faculty members and students. Some master's students reached out to Hunt, telling him they didn't agree with the letter and felt their voices had been co-opted.

Department faculty grappled with how to respond. Some saw the letter as an affront to be countered. They thought it unfairly blamed Hunter and Shaw for problems outside their control and that some of the claims were salacious.

Those faculty members were also worried about the department's reputation. Nobody wanted the outside world to think that a group of African American faculty members couldn't run their own unit, said Uri McMillan, an associate professor of African American studies and English. Black-studies departments have been historically stereotyped as sites of dysfunction, antagonism, and financial mismanagement.

Others, including Redmond, felt frustration on behalf of the students, and sympathy for them. She said she'd heard some of their concerns before, at a December workshop organized by junior faculty, which only three senior faculty members attended.

Kelley thought the faculty was obligated to listen to the students' allegations, even if they didn't agree with all of them, and even if some were framed as personal attacks. Giving them the benefit of the doubt "doesn't mean that they're right," he said. "It means that they're students."

One junior faculty member, SA Smythe, whose pronouns are they/them, decided to voice their general support of the students and share some of their own negative experiences. In a five-page letter, obtained by *The Chronicle*, Smythe told their colleagues that they had been telling staff and senior faculty members about those student concerns since the fall term began. "That is how I know that we did not need to get to this point," they wrote.

Smythe, who was hired in 2018 and began their appointment in 2019, also detailed their own problems with department management: a missing paycheck, an accommodations request that went

mostly ignored, an outsized expectation on junior faculty to advise graduate students with little to no guidance.

And, Smythe said, they had been routinely "antagonized, misgendered, and isolated" since joining the faculty, despite their attempts to talk to staff members and Hunter about their concerns. Smythe said that Hunter told them, "We cannot change what people think." (Hunter, in an email to *The Chronicle,* called Smythe's characterization "false and misleading," saying he promptly took several steps to address their concerns, including by inviting a UCLA discrimination-prevention officer to give a training at a faculty meeting.)

However, Smythe wrote, the issues the department now faced were bigger than two people. They implored senior faculty members to reflect on what went wrong in order to "restore faith in our ability to right this ship."

What was needed, Smythe wrote, was "a reckoning, a clearing of the air."

No such reckoning came.

Instead, faculty members aligned behind competing drafts of public statements. One associate professor circulated a letter that defended Hunter and Shaw. But a few were too concerned about Smythe's experiences to sign onto that draft. They and others also thought it was too harsh toward, and too dismissive of, the students — who had since surfaced a second letter focused more on calling for program changes, like appointing a full-time graduate-student adviser.

Kelley and some other faculty members signed onto a different letter that they thought was more evenhanded, that acknowledged the students' concerns and still defended Hunter and Shaw's right to be protected from reputational harm. But some thought that version didn't defend Hunter and Shaw enough.

Twenty-two faculty members signed a version of the initial draft, which was posted on Twitter and instructed UCLA to not treat the "damning and condemnatory allegations" as facts.

Eleven others did not.

The department held the "town hall," which Concerned AfAm declined to attend, saying its members feared retaliation. At some

point, the department's executive committee assembled. The three members examined the latter student letter and made some immediate recommendations for improving the graduate-student experience, including pairing each master's student with a faculty adviser.

By late March, the coronavirus pandemic was in full swing, upending all university operations. Weeks later, at least a few faculty members began to worry that the department was not coordinating its response to the student complaints.

In early May, Kelley wrote a letter to Hunter and the dean, which he also sent to the faculty and the Concerned AfAm email address. First citing his own failures as chair years ago, he implored the department to collectively respond to the students' demands. "Most of their requests are not complicated," he wrote. And he urged that students and faculty members be protected from retaliation for criticizing the department. A climate of fear was already brewing.

"If we cannot move forward on these demands," he wrote, then "I doubt we will survive very long as a department."

Concerned AfAm on Twitter thanked Kelley for his support.

Hunter never responded.

Six weeks later, Kelley received a letter from Hunter's lawyer.

UCLA

Shana L. Redmond, a professor of musicology and African American studies at UCLA, expressed sympathy for the students. She said it was "pathetic and unfortunate" that legal threats were the last thing they heard from their former department chair.

WHERE OTHERS SAW a group of students voicing their concerns, Marcus Hunter saw a conspiracy against him.

In an interview with *The Chronicle*, in emails he provided, and in letters his lawyer would send, Hunter claimed that the March letters were a coordinated campaign, led by what he called a rogue group of students, encouraged by what he saw as a rogue group of professors who've had problems with his leadership for years.

And, Hunter believes, rather than defend him against such a campaign, the university left him in a lurch.

Hunter felt he was being both blamed for problems that were not in his job description and being branded with a "scarlet letter," especially because he was accused of ignoring conduct that violated Title IX — a claim he denied to *The Chronicle*. An employee in the Title IX office later told Hunter that no complaints had been filed against him before the March letters, according to emails that Hunter provided to *The Chronicle*.

On March 6, Hunter wrote to the chancellor, provost, and vice chancellor, saying he was disappointed by the university's lack of response or defense of him as an employee. "The current silence by UCLA, in all its muteness, actually speaks very loudly," he said.

He demanded an investigation of the allegations against him. His reputation was at stake, he told them. If UCLA did not "promptly address this issue," he said, he'd seek a lawyer.

On March 12, the provost, Emily A. Carter, responded. She commiserated with Hunter, saying she, too, was "very concerned about your and Ms. Eboni Shaw's reputation." UCLA's practice, Carter continued, has been to not engage with the claims on social media. "So please do not take our standard approach as somehow singling you or the department out," she wrote.

Days went by. Then, on March 26, Hunter got an email from Hunt, the dean, asking if, given the added responsibilities the pandemic had thrust upon department chairs, he planned on continuing in his role. Hunter took that as a threat. He forwarded the email to the provost, saying he was "bewildered, anxious, stressed, and worried, with an increasing concern about the overall lack of support, action, and process due to me given the current climate."

In response, Carter said the dean had tried to get in touch with Hunter for the past two weeks and had not been successful. "As you must know, being department chair requires that you be responsive to your dean," she said. "No threat was intended by his letter, rather we just need to get on with business." Hunter replied that he'd been unable to speak with the dean because of previously scheduled dental surgery.

Hunter wanted a meeting. He wanted a public rebuke of the allegations. At that point, he got an attorney, Daniel J. Kolodziej. "I had no other recourse," Hunter said. Kolodziej went on the offensive, sending letters to administrators at Duke University, where a professor had served as an external reviewer in the department's recent review; to a host of UCLA administrators; to assumed members of Concerned AfAm; and even to Kelley and Smythe.

Of UCLA, the letter demanded, among other things, that anyone who had prepared or spread false and defamatory information about Hunter be disciplined, that the university refute the allegations in the student letters, and that it specifically investigate faculty members who were involved.

Kolodziej demanded that the faculty and students immediately delete the defamatory material from their social-media accounts and publish a retraction to avoid legal action.

In June, Concerned AfAm shared screenshots of Kolodziej's letter on Twitter alongside an interview that Hunter once gave to NPR. Hunter told the outlet in 2019 that social media was one of the best places for people without power to go to start a conversation. It "democratizes your access to power," he said at the time.

Now, Concerned AfAm was doing just that, the group wrote in a tweet, and was being threatened. "THIS is what retaliation and harassment looks like," it wrote in another.

Hunter's decision was an act of psychological violence, one of the anonymous faculty members told *The Chronicle*. Redmond, too, was

angry. That last quarter, Hunter "completely disappeared," she said. No emails, no faculty meetings. So it was "pathetic and unfortunate" that legal threats would be the last word of his administration, she said.

Smythe, the assistant professor, declined to comment for this story, but provided a letter to Kolodziej from their attorney, denying that the Concerned AfAm letters had been written by Smythe.

They also reached out to Hunt for support, according to emails obtained by *The Chronicle*, writing that Hunter's legal threats were a further escalation of the hostile work environment they had experienced. The dean responded that "the whole matter" was "very unfortunate" and said he "sincerely hope[d]" for a resolution.

But did he intend to help? Smythe asked. The dean suggested that they ask the university legal counsel for advice. As far as he knew, the university is not party to the legal dispute, he said, and "as dean, I have no official response to it."

When Kelley got the lawyer's letter, he was stunned. He'd written a letter of recommendation in Hunter's Guggenheim Fellowship application, blurbed one of Hunter's books, and made the written case for various promotions. In a long response to Kolodziej, Kelley rejected the claims one by one. He had nothing to do with the student letters or sharing them. He doesn't even have a Twitter account. Nor was he involved in "hatching some kind of plot" against Hunter.

What's more, Kelley said, it's a professor's obligation to respond to student concerns. Supporting students is not evidence of scheming against Hunter. In the scholarly world, anyone with authority will be criticized. But "criticism," he wrote, "is not defamation."

Kelley sent his response to not just Kolodziej but to everyone in the department.

On the thread, Gaye Theresa Johnson, an associate professor of Chicana and Chicano studies and African American studies, appealed to her fellow faculty members. Now was the time for unity.

"Some of you have really been needed for a long time. The students needed us, the junior faculty needed us, and [Hunter] needed us too," she wrote. But Kelley's letter was a chance to reconcile, Johnson wrote. Or at the "very, very least" not harm one another.

"Because all this among us — at any time but especially now — is a tragedy."

A faculty member responded to Johnson's plea with one request: "Please remove me from this email thread."

WHEN PUZZLING OVER what went wrong, Kelley says he doesn't think Hunter is to blame. Rather, a larger question is at play: What does a Black-studies department at a premier research institution need to truly thrive?

It's clear, at least to some professors, that they weren't getting it. The department was long starved of adequate space, staff, faculty positions, and funding. It was a "second-class citizen" on its own campus, one external reviewer remarked.

The dominoes fell from there.

Hunt doesn't see it that way. The "issues in question," he said in an email, stemmed from "the growing pains of a young department, animated by passionate faculty members" who were "endeavoring to get on the same page with respect to the unit's future direction."

Department defenders think that there's a risk of blowing the situation out of proportion. Cheryl L. Keyes, the new chair who took over this summer after Hunter's term was up, says it's had "challenges" but not the type of turmoil that would permanently destabilize it. Scot Brown, the associate professor who is now the department's vice chair, warned against the "pathologization of Black studies." If all departments were put under the same microscope, he said, "you wouldn't have enough pages in *The Chronicle*."

And some of the department's issues seem to have been sewn up. Back in March, when the student letters first emerged, various university offices began investigating the allegations. The registrar's office did not find any evidence of improper grade changes for the course in question, Hunt said. In regard to insufficient financial support for incoming graduate students, "three cases" required attention, including one that involved a "significant amount of funding due to a misunderstanding about a promised teaching-assistant position," Hunt said. All three have been resolved.

Hunt said he could not say if the Title IX investigation was still underway. But so far, he has not been notified by that office, or by the Discrimination Prevention Office, of any violations that required his attention, he said.

And he has "complete confidence" in Keyes to lead the department and thoroughly address "all of the issues raised."

He called attention to the university's June announcement of a slew of resources to support Black students and scholars, including a commitment over the next five years to recruit 10 faculty members whose scholarly work "addresses issues of Black experience." Those faculty lines will reside in the Bunche Center with appointments in other departments. And Carter, the provost, said in an emailed statement that UCLA also began to update a "space utilization study" to improve the department's physical home.

A June announcement of more resources may have come too late.

It's the sort of investment for which Black scholars have long been advocating. It will eventually make the department, according to Hunt, one of the most highly resourced among its peers.

But those promises may have come too late. Black faculty members at the university feel "borderline despair at the lack of support, compensation, resources, and recognition," said Safiya U. Noble, an associate professor of information studies and African American studies, in an email. Their work commands those things outside of UCLA, she said, but not within it.

Some faculty members are leaving the department. At least four — Johnson, Smythe, Kelley, and McMillan — have now either moved or taken steps to move out. Redmond said she's considering it, as is one of the faculty members who asked to remain anonymous.

Leaving wasn't an easy decision, said McMillan. But "the toxicity in the department had just become too much."

Even if Kelley doesn't blame Hunter, he says the former chair's decision to threaten legal action against students and Smythe is partly what prompted him to step away. All students have the right to complain, even if it's not the right tone or venue, Kelley said. You don't punish them for it.

Johnson, who was vice chair and had stepped in to steer the department, went so far as to resign from that position two weeks before it was up. (She did not respond to repeated requests for comment.)

In an email obtained by *The Chronicle*, Johnson told Hunt that given the path Hunter had taken, she could not "in good conscience be vice chair any longer."

"Things had gone far enough long ago," she continued. "But to hear that students and junior faculty are suffering in this way, people over whom a full professor and chair has so much power, is much more than a final straw."

"I am frankly embarrassed," she continued, "that I hung in this long." ■


STOCKS UP
STOCKS DOWN
NIKKEI 225 AVG
OPEN INTEREST 31000
CME
PRICE MOMENTUM
EURODOLLARS
OPEN INTEREST 910120
IMM
Dec12 PRICE MO %F=82 %S=81.7 CLOSE 1.2562
Dec12 PRICE MO %F=85 %S=75.2 CLOSI 99.64
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FUNDS
Weekly Data
OCT JAN2013 APR JUL OCT JAN2012 APR JUL DAILY FROM 06/27/2012
Fed Funds Rate: Rates on overnight loans among financial institutions
Discount Rate: Rate charged by Federal Reserve Bank on loans to commercial banks
3 Month Treasury Bills: Yield for treasury bills traded on discount basis in secondary market
COCOA
OPEN INTEREST 103475
Dec12 PRICE MO %F=80.4 %S=68.5 CLOSE 2610.0
MOMENTUM
ORANGE JUICE
OPEN INTEREST 17279
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Nov12 PRICE MO %F=70.4 %S=86.1 CLOSI 118.95
PRICE MOMENTUM
PRIME RATE
3 YR TREASURY BONDS
5. COMPUTER +0.2
SECTOR LEADERS
2. CHIPS +1.3% +9.93%
SECTOR LEADERS
3. MEDIA +0.
4. ALCOHOL/TOB -0.1% +12.36%
12 MONTH HISTORY
Date Low Date
CBOE Market Volatility Inc.
Ratio of price premiums in Puts versus Calls
Mutual Fund Share Purchases/Redemptions (X-Mo
New Issues in Last Year as % of All Stocks on NYSE
Price-to-Book Value of Dow Jones Industrial Average
Price to Earnings Ratio of Dow Jones Industrial Average
Current % Dividend Yield of Dow Jones Industrial Average
Market Indexes list sorted by % gain in last 3 months. (★ on left, top 4 indexes since Jan. 1 on right, top 4 indexes yesterday.)
Since Jan 1 | 3 Month % Chg | Index | Value | Yesterday's % Chg
Bulls vs. Bears
5 Year High 62.0 % Investment Advisors Bullish
Low 21.3
Current 48.9%
% Investment Advisors Bearish
Source: Investors Intelligence 5 Year High 64.4 Low 15.6 Current 24.5%
OCT JAN 12 APR JUL
IBD Composite Rating
Earnings Per Share Growth Rating
IBD Composite Rating
Earnings Per Share Growth Rating
HOURLY
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11 AM 415 362
12 PM 588 513
01 PM 711 626
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NASDAQ BLOCK TRADES (10,000 SHARES OR MORE)
31st 30th 29th 28th 27th
N/A 4243 5334 5895 6425
FRIDAY VOLUME TOTAL 1,346,096,000
1538 STOCKS ADVANCED ON 823,688,000
917 STOCKS DECLINED ON 507,253,000
134 STOCKS UNCHANGED ON 15,155,000
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A Grim Financial Reality

Net-tuition losses and steep discount rates augur a precarious spring.

BY SCOTT CARLSON

START EARLY and get to Thanksgiving. That was the goal for a range of colleges that held in-person classes in the fall despite the pandemic.

But how many got to the end of the semester in a healthy financial condition? Many colleges enrolled significantly fewer students than they would have in a typical year, cutting into tuition revenue at a time when higher education was already desperate to attract bodies. And although getting to the end of the semester prevented institutions from having to issue refunds on room-and-board fees, occupancy was down in residence halls across the country. And then there were the financial hits from canceling fall athletics, buying personal protective equipment for faculty and staff members, and retrofitting buildings for spread-out classes.

A survey conducted by *The Chronicle* and two other organizations sheds some light on the financial challenges that colleges face as they approach a spring semester that might be even tougher to pull off than the fall.

KEVIN VAN AELST FOR THE CHRONICLE

Many of the surveyed institutions — particularly small private colleges — offered high discount rates and saw significant declines in net-tuition revenue. Smaller institutions and those with lower graduation rates were also more likely to lose value on their endowments.

Larger institutions, meanwhile, were more likely to lose revenue on athletic events — particularly if they had an NCAA football program. (Colleges in Republican-controlled states were also more likely to lose money on athletics.) Among doctoral institutions that have NCAA football, 61 percent experienced a decline in athletics revenue, while only 36 percent of doctoral institutions that do not have football lost revenue. The athletics-revenue losses among doctoral institutions that have NCAA football were greater than those among master's institutions with football, at 52 percent, and baccalaureate institutions with football, at 41 percent.

Also true among larger institutions in the survey — and those with higher graduation rates — was a correlation with losses on dining and residence operations and on spending more to retrofit the campus and test for Covid-19.

The Chronicle conducted the online survey from October 20 to November 11 in collaboration with the course-scheduling firm Ad Astra and Davidson College's College Crisis Initiative. This analysis is based on responses from financial officers at 162 colleges across the United States, both public and private, from baccalaureate to doctoral. Two-year colleges were initially part of the survey but were dropped from the final results because the number participating did not constitute a representative sample.

On the whole, says John Barnshaw, vice president for research and data science at Ad Astra, the survey confirms some assumptions about the pressures colleges are facing and indicates that institutions with size, prestige, and higher graduation rates — qualities that provided "preservative effects" in the crisis — will pull away from smaller, poorer institutions.

"There was pre-existing inequality in society before you have a disaster, and in the intermediate to long-term aftermath, it tends to expand even further," he says. "Some institutions might be OK with weathering the storm for a year. But as this continues to go on, the more long-term to intermediate concerns are not likely to improve in the future."

"It forced us to have conversations, which I think was a sea change for campuses like ours and a lot of academic leadership."

THE POLL REVEALED some stark vulnerabilities among private institutions.

Discount rates among private baccalaureate and master's institutions stood well above those of public institutions. Half the respondents had set discount rates significantly higher than 50 percent; a quarter of respondents in each category had discount rates above 62 percent — with one institution offering a discount of 78 percent. (By way of comparison, tuition discounts for first-time, full-time freshmen at private nonprofit institutions had surpassed 50 percent only in the past three years.) Private colleges were also more likely to raise the price of tuition this year.

Offering high discounts cuts into the bottom line, where private institutions were also troubled. Nearly half of the private baccalaureate colleges and a quarter of private master's colleges responding to the survey noted decreases in net-tuition revenue of 5 percent or more. Colleges that saw losses of more than 5 percent also held only online classes in the fall, instituted furloughs, or announced layoffs.

"Unless they reduced their expenses concomitantly, they are going to have a real cash challenge," says James F. Galbally Jr., a consultant who advises colleges on their finances. He predicts that cash-flow problems will dog the weakest institutions and may well be the factor that separates survivors from the rest.

In the qualitative responses to the survey, one institution reported that its cash-balance reserves were "nearly depleted." Another noted that while the money from the $2-trillion coronavirus-stimulus package was a critical help, "liquidity is always a challenge."

Constrained cash means that colleges would have trouble meeting payroll and paying debts. Some colleges, Galbally says, are dipping into a line of credit early in the year, which will constrain their ability to borrow later. Colleges typically borrow in the summer to bridge the gap between the end of the spring semester and the beginning of the fall, when tuition payments bring a new infusion of cash. But Galbally has learned that some colleges borrowed money to get through the fall, and may need to borrow to get through spring.

AT THE UNIVERSITY OF SCRANTON, a private master's institution that responded to the survey, financial hardships are forcing hard yet necessary decisions, says Edward J. Steinmetz Jr., senior vice president for finance and administration. He projects that reductions in the university's tuition revenue, combined with new expenses to deal with Covid-19, will result in a loss of $12 million to $14 million this year.

"If it's a $12-million hit, that's huge," he says. "We've had negative variances in the past, but never to that extreme." In late March, the university got a sense that the pandemic could be long and damaging. "We started to alter our plans, because our fiscal year begins June 1. It allowed us to say, The world has changed. What can we impact right away?" The university eliminated salary increases, reduced pension contributions, and eliminated some positions.

Now the university is going through a longer and more difficult process of examining enrollment, revenues, and costs of various academic programs, and analyzing which could be cut.

"It forced us to have conversations," Steinmetz says, "which I think

was a sea change for campuses like ours and a lot of academic leadership. They're not used to those conversations."

Tuition losses will represent about two-thirds of the university's shortfall this year. Scranton set its tuition-discount rate at 54 percent. Steinmetz knows of peer institutions that set rates much higher.

The rest of the losses came through additional expenses to deal with the pandemic. Steinmetz says testing and nursing services will probably cost the university nearly $2 million, a figure that caught the attention of some board members. But, he says, if the university had to shut down the residence halls and issue refunds to students, it would lose nearly $1 million a week. Over all, he says, the pain may lead to lasting innovations, like investments in hybrid learning or more flexible and efficient approaches to work.

The survey revealed fewer vulnerabilities for public institutions in discounting or meeting revenue goals. But again, public colleges — perhaps because of their generally larger size — were more likely to see declining revenue for athletics, dining, and residence halls. They were also more prone to spend money on Covid-19 testing and surveillance.

Brian Fox, vice president for finance and administration at the Oregon Institute of Technology, says Covid-19 arrived just weeks before the start of the spring 2020 quarter; while administrators worried that students would drop out, enrollment held steady.

Fox's longer-term concern — like that of other respondents from public colleges — involves state budgets for years to come. Many states already have significant obligations to public retirement accounts and may have mounting bills associated with their responses to the coronavirus, even as the economic crisis surrounding Covid-19 undermines the tax base. In Oregon in particular, the state must also cope with the financial impact of the devastating summer wildfires.

"The state budget is going to be in real trouble," Fox says. "And for our institution, which is relatively dependent on state funding, that's a problem." ■

Scott Carlson is a senior writer who explores where higher education is headed.

The Unsettled Semester

For one student, the fall has become an exercise in just getting through it.

BY BECKIE SUPIANO

JESSICA OROZCO has a system. At the start of a new semester, she prints out the syllabi for her courses. Then she combs through them, one by one, adding each assignment's deadline to her Google Calendar. This semester, though, a few professors mentioned that their syllabi were still shifting, so she didn't bother with any of that. Those deadlines and details, thought Orozco, a sophomore studying journalism at Ohio State University, were only going to change.

If this past spring semester was defined by the sudden shift to remote instruction, the theme of the fall has been sustained uncertainty. Sure, some students are back on campus. But the usual patterns of living and learning there are gone, and students know any new routines they create are subject to the trajectory of the pandemic and colleges' changing policies.

For many students, "going to class" this fall might mean putting on a mask, applying some hand sanitizer, and walking into a lecture hall for one course; logging into Zoom for another; and working asynchronously with a professor and classmates they never see in a third. Things are weird for everyone, but not weird in the same way. There's little sense of a shared college experience.

A cloud of change hangs over everything. Classes that are running in person could move online at any point, and at colleges that are asking students not to return after Thanksgiving, all of the courses will, eventually. Deadlines spelled out in the syllabus might be extended; assignments might be altered or nixed.

ANDREW SPEAR FOR THE CHRONICLE

Orozco is a good student. In her family of six siblings, she's the studious one. In high school, she was her class's valedictorian. But being a good student isn't simply about being book smart. It's about developing and sticking with a set of habits: going to class and paying attention, taking good notes, studying instead of just reading, knowing when and how to ask for help. It's about being organized, keeping a schedule, staying on top of classes.

But this unpredictable semester has broken Orozco's good habits. Motivation is harder to summon. Attention is harder to sustain. Details are harder to keep track of. Orozco has had to lower her standards for herself. "Honestly, with this semester, I just say: Like, whatever," she says. "I just do what I can."

Like so many other students, she's just trying to get through it.

When Orozco's courses moved online last spring, she hated it. She missed the stimulation of being in the classroom, the connections with her classmates and professors. Those things, Orozco knew, enabled her to learn.

As the spring and especially summer went by, Orozco decided she wanted to head back to campus and take classes in person when the fall semester started, in late August, but she wondered how much time she'd actually get to spend in a classroom. She noticed other colleges' moving all of their classes online. Soon enough, her schedule started to turn increasingly virtual. The international-studies course Orozco planned to take was moved from a hybrid format to an online one. Her Spanish course would be online, too, though that was her choice: Her mom had worried about the number of students in the in-person section. By the time classes began, three of Orozco's five courses were online, and one was hybrid.

Only one course, "Crime and the News Media," was set to meet fully in person. That meant adjusting to a bunch of new safety precautions. There were only around 40 students in the crime course, but they met in a large auditorium in Sullivant Hall, a building used mainly for dance and the arts. That allowed everyone to spread out, leaving more than six feet between students.

A large screen behind the professor, Felecia Jones Ross, displayed both her slides and the Zoom session she'd set up for anyone who was in quarantine or uncomfortable attending in person. Ross used a microphone so that everyone could hear her. When students had a question, though, they had to yell.

At first, pretty much everyone was in the auditorium. But as time passed, Orozco noticed, fewer and fewer students showed up there, and more and more were on Zoom.

That meant Ross had to adjust her teaching. She had to be careful to speak right into the mic so students at home could still hear her. That meant she couldn't move around the stage — or make much eye contact with the dwindling number of students in the room. Some students, Ross knew, were in quarantine. Maybe, the professor thought, others simply felt more comfortable on Zoom. She noticed a big drop in in-person attendance after Labor Day. Perhaps, she thought, some students had gone home for the break and didn't come back to campus.

When Orozco went to class the following week, only one other student was in the room. That evening, Orozco saw a message from Ross on the course website. From here on out, it said, the class would shift to Zoom.

Her first reaction was shock. Then she thought about things from Ross's point of view. Hardly anyone was coming to class anyhow. Why take a health risk to teach two students?

Orozco understood. Still, she was disappointed.

ON WEDNESDAYS, Orozco had a routine. She got up at 7:30, ate some breakfast in her single, a cinder-block room in a 13-floor dorm, and turned on the news. She did her makeup and put on a nice outfit. Other than taking her temperature and typing it into an app that also asks whether she has any Covid-19 symptoms, getting ready felt pretty normal.

By 8:45, she was out the door for a 15-minute walk through a pretty part of campus, on her way to the in-person session of "Writing and Editing for Media," her hybrid course. Walking to class, she could tell there were fewer students around than usual.

Fridays, when the course met online, were another story. Orozco would roll out of bed shortly before the class began and log into Zoom. Since she hadn't taken the time to get put together, Orozco would often leave her camera off. She'd multitask, getting ready while listening to the class. She wouldn't leave her room until she ran out for lunch. She'd eat it back in her room, ahead of her remaining classes, which were also on Zoom.

Whenever Orozco logs into an online class, she tells herself that this time will be different. This time, she will focus. And she will, for a while. But she'll hear noises outside her room. She'll catch her mind wandering. The professor might be boring. Sometimes the internet signal is weak. Before long, Orozco will realize that the lecture was going in one ear and out the other.

Sometimes, Orozco will look at her phone during an online class — and then catch herself. But her phone isn't the only thing sapping her attention. Once, when Orozco was visiting her family for a long weekend, she accidentally left it in the dining room, where she had eaten lunch, before starting her class in another part of the house. Even though the phone was elsewhere, she found herself staring out the window, zoning out.

"I realized that it doesn't matter how many devices I have around me to distract me — I'm still going to be distracted," she says. "I think it's just being on Zoom."

Orozco feels disconnected. Her professors and classmates feel distant. She doesn't feel as if she's in class.

Before class began on Wednesdays, Orozco and her classmates would wipe down their desks and sanitize their hands. They wore masks. Stickers showed students where to sit, to maintain six feet of space between them, and some of the chairs had been removed.

Orozco would find herself thinking about her chair. It's upholstered, so it's hard to wipe down effectively. Maybe, she'd think, there are virus particles in the fabric. "What if the particles are seeping into my clothes?"

It was a distracting thought; Orozco couldn't decide if it was a rational one. She has an anxiety disorder but has been doing a lot better since she started taking medication last year. Not sure whether to trust her own perspective, she asked some friends for their take on the chair thing. Most thought it was nothing to worry about. Wiping down the chair should kill any virus particles. But one friend — who, Orozco notes, doesn't have an anxiety-disorder diagnosis — said that she thought about it sometimes, too.

Maybe, she'd think, there are virus particles in the fabric. "What if the particles are seeping into my clothes?"

In the weeks leading up to the semester, as she learned the details of the campus-safety plans, Orozco had imagined that precautions would be in place for in-person classes, even though she wasn't entirely sure what they would be. Plexiglass dividers separating stu-

SARA SZILAGY, THE LANTERN

A statue of William Oxley Thompson, an early-20th-century president of Ohio State, stands outside the campus library, with a mask.≠≠

dents from the professor, and from one another, maybe?

Orozco took it upon herself to be careful. Sometimes she'd meet a friend for a socially distanced meal in the dining hall, if it wasn't too crowded. Sometimes she'd go for a walk, or run an errand, or meet a friend in a photography course outside, to act as her subject. For the most part, though, she stayed in her dorm room.

It made her feel "paranoid," she says, but as soon as she got back from her in-person classes, Orozco would change out of her carefully chosen clothes.

ATTENDING CLASS on campus presented its share of challenges and distractions for Orozco. So did her family, which was never far from her mind. She went home, to West Carrollton, outside of Dayton, Ohio, as often as she could, even if home never gave her a real break from her coursework.

Every Tuesday, Orozco went to the Jesse Owens North Recreation Center for her required weekly Covid-19 test. Every Thursday, she would wake up early, panicked about the email that would reveal her result.

Despite the stress of waiting for that email, taking the Covid tests gave Orozco some peace of mind before she spent long weekends with her family. She waited to leave campus until she knew she'd tested negative.

Orozco's mother, Andrea, says she'd have wanted her to come home even if the tests were not available. The family is close-knit, and it was a stressful time to be living apart.

Still, Orozco's mother worried about Covid. She's an assistant manager at a Starbucks inside a grocery store, and many customers don't wear masks or keep their distance. The local schools gave families a choice of in-person or online courses, and Orozco's family opted to have her two younger brothers attend high school online. Her mother figured they'd end up doing so, one way or another, and starting online, at least, would be consistent.

In October, Orozco's uncle tested positive for Covid. Although they live close by, Orozco's parents weren't able to help out as they would have done in a different kind of family emergency. There was nothing Orozco could do, either, but she worried about her uncle, her aunt, and her six cousins. The oldest, 17, was taking care of everyone.

Before the pandemic, trips home gave Orozco a change of pace, a chance to relax and stop thinking about her classes. But now, she found, her college and personal lives had blurred together.

IN MID-OCTOBER, Orozco noticed that her grade in international studies had dropped. She couldn't figure out why until her professor, Ana Del Sarto, made a comment during the next class on Zoom. A bunch of students hadn't turned in their last discussion post. That explained it.

The assignment had asked students: "How can we tackle environmental devastation? Answer the question with a general statement, and then make a list of actions," both local and international. Orozco estimates it would have taken her five minutes to complete, 10 at the most. She just completely forgot about it.

Neglecting to do an assignment is out of character for Orozco. But none of her normal reminders were working. In another semester, she'd have written down the deadline in her calendar. She might have heard classmates talking about it. If the professor had reminded students about it in class, she would have been listening.

Instead, Orozco depended on the to-do list in the app for Ohio State's learning-management system. The problem: That to-do list is auto-filled from information professors put into their course pages. If they don't enter deadlines a certain way, then assignments don't show up.

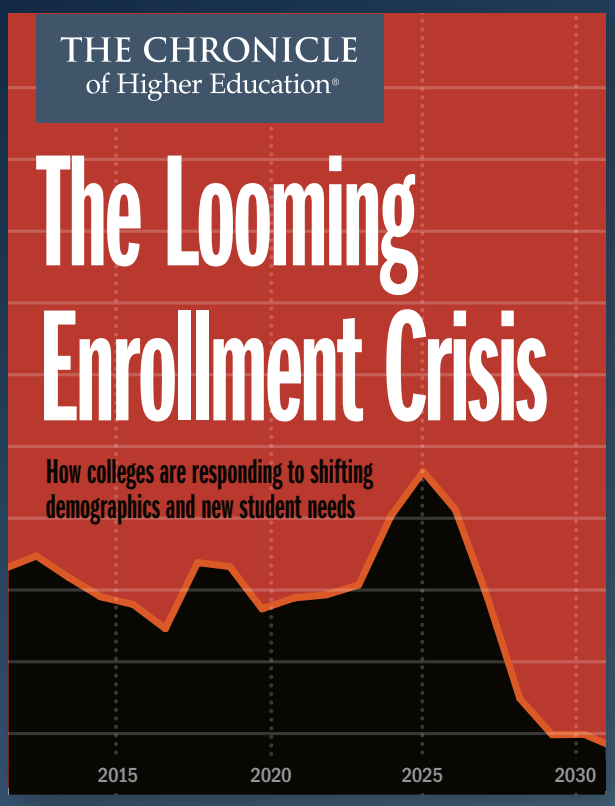
Del Sarto was understanding. She created a different assignment that students who'd forgotten about the discussion post could complete as a makeup. Orozco was able to restore her grade. Still, Orozco knew, she wasn't acting like the Type A student she identifies as.

It's not just deadlines that are slipping. Every week, Orozco has a quiz in her Spanish course. She'll memorize the grammar she needs to know for each one. But afterward, she won't remember any of it. That didn't happen to her last year.

But everything is so different now. It's hard to focus. It's hard to

The Looming Enrollment Crisis

How Colleges Are Responding to Shifting Demographics and New Student Needs



Higher education has experienced continued growth since the mid-20th century, but the pool of students likely to attend college is projected to rapidly decrease. Threatened by years of financial strain, a steep downturn in the nation's birthrate, and growing skepticism about the price and value of a college degree, higher education must address declining enrollment numbers quickly and effectively, before this complex challenge becomes an existential crisis.

The Chronicle's report, "**The Looming Enrollment Crisis**," traces the turbulent future of enrollment numbers and tuition revenue. This new report examines how colleges can best prepare for continued declines and offers strategies for how to make the difficult decisions that will ensure the long-term survival and prosperity of academic institutions.

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Jessica Orozco, a second-year student at Ohio State U., faced a mix of hybrid, online, and in-person classes this semester, until the university shifted to all-online instruction.

interact with other students, to have even a simple class discussion. Wasn't Zoom designed for conferences or something? Orozco wonders. It certainly wasn't built for taking classes. "I just don't think," she says, "universities are meant to be online."

THE NIGHT before the first exam in her crime-and-the-media course, in early October, Orozco tried to set up Proctorio, the proctoring service she was supposed to use while taking it.

She couldn't get it to work. After consulting Reddit and Quora, she figured out the problem: It wouldn't run on an iPad.

Orozco doesn't have a laptop. She got a free iPad and keyboard through Digital Flagship, an Ohio State program that gives all new undergraduates access to digital tools they can use throughout their education. For the most part, she's been able to do everything on it that she needs for her courses. In rare cases when the iPad didn't cut it, Orozco used to find a computer at the library.

Orozco emailed Ross to explain the problem, and the professor replied with a workaround: She would watch her take the exam over Zoom.

To make that work, Orozco took the exam during Ross's Zoom office hours. She pulled up the test on her iPad, and logged into Zoom on her phone, positioning it so Ross could see her iPad screen as well as her hands.

Orozco wasn't going to cheat. Still, there was something uncomfortable about being watched.

Ross had tried to put her at ease, saying that she would be drinking her coffee and doing some grading, proctoring just as casually as she would in a physical classroom. But Orozco still felt nervous. It reminded her of how taking a test used to feel before she went on her anxiety medication.

It was the start of a stressful period for Orozco. The middle of October was crunch time in many of her classes. She is mentoring six first-year students through the scholarship program that covers her tuition, attempting to alleviate their struggles while navigating her own.

And school never let up. The academic calendar normally offers something like interval training. Students face periods of intense coursework — like midterms — and then they get a break. But in their efforts to reduce students' travel to and from campus and to get them through the semester, colleges have changed the calendar. A good number, Ohio State among them, got rid of fall break this year.

Orozco felt its absence. With midterms behind her, she tried to take her mind off school, but largely found she couldn't. The weather was nice, so she did spend some time hanging out with her friends outside while social distancing. They ended up complaining about their classes. At least, Orozco says, there's some comfort to be had in venting.

BUT EVEN that limited socializing is over now for Orozco. All along, Ohio State planned to send students home for the rest of the semester at Thanksgiving break. Then, a week before Thanksgiving, Franklin County, where the main campus is located, was moved to Alert Level 4, or purple, for Covid, meaning it had hit six out of seven indicators "that identify severe exposure and virus spread for at least two weeks." The university moved in-person classes to remote instruction starting the next evening, and Orozco moved out of her dorm and headed home days earlier than planned.

Going remote shouldn't be as chaotic this time as it was back in March, Orozco expects. Most of her courses are online anyhow. She's already attended some of them from home.

As distracted as Orozco has been all semester, she knows it'll be even harder to focus from here on out. Now she'll be dialing into class from the sewing table in her sister's bedroom, since her own lacks a desk. She's learned the hard way that it's even more difficult to pay attention in class when she's sitting on her bed.

Even after she gets through finals week, Orozco knows she won't be done with remote classes. Ohio State will hold the first two weeks of the spring semester fully online. "I'm really hoping eventually, hopefully sooner rather than later, it will be in person — safely," she says. "Just because I'm not learning as well as I could be." ■

Beckie Supiano writes about teaching, learning, and the human interactions that shape them.

A Disturbing Indifference

College presidents are more concerned with reputation management than true racial progress.

ON A SATURDAY NIGHT earlier this fall, approximately 300 Northwestern University students gathered to march for the abolition of the university police force. A Whole Foods window was smashed, campus and community buildings were spray-painted, and a Northwestern banner was removed, burned, and left at the home of Morton O. Schapiro, the president.

The following Monday, Schapiro emailed the campus: "I condemn, in the strongest possible terms, the overstepping of the protesters. They have no right to menace members of our academic and surrounding communities." Schapiro condemned the destroying of property, and also chants that he said went into the early hours of Sunday morning: "F— you, Morty," and "piggy Morty," the latter of which he suggested bordered on anti-Semitism. "It is an abomination, and you should be ashamed of yourselves," he wrote. "If you haven't yet gotten my point," he continued, "I am disgusted by those who chose to disgrace this university in such a fashion."

"Abomination," "disgrace," shame, disgust — it is rare to hear a sitting college president sound off with such vehemence. Indeed, it was exactly such passion and moral abhorrence that was lacking from college presidents' anodyne statements on police violence last summer ("a true master class in the passive voice," wrote Jason England and Richard Purcell in *The Chronicle Review*, of one such statement).

Nowhere in Schapiro's nearly 700-word email did he disclose that students had first presented their concerns about the campus police on June 3, following the killings of George Floyd and Breonna Taylor. Nor did he mention that months had passed since Northwestern administrators promised to release their police budget to the public, or reference reports that show Black students representing only 6 percent of his university's enrollment while Black people account for up to 40 percent of police stops initiated by campus officers.

Faculty members in the department of African American studies were quick to respond:

> It is only when your own pleasant suburban life was disrupted by student protestors that your expression of outrage and dismay to our university community rose to a level beyond the banal, the tepid, and the timid.

Pushback also came from Jewish students, faculty members, and alumni, who dismissed his anti-Semitism claim, calling it "a cudgel to denigrate Black radical protest."

What are we to make of this incident?

Some will fixate, as Schapiro would have them, on the details of Northwestern students' behavior. But that would miss a larger point. What the incident reveals is that presidents still too often shy away from the moral authority their institutions grant them — except when opportunities to police student dissent arise. Is it surprising that the destruction of property and uncivil behavior animated Schapiro more than police violence and racial injustice had? In a word, no. His actions — and inactions — fit a pattern of modern academic leadership more concerned with safety, civility, and reputation management than with enacting meaningful social and racial justice.

LOOK BACK to another moment when racial equality and civil rights were roiling campuses: the 1960s. In July 1963, President John F. Kennedy called on college presidents for assistance: "The leadership that you and your colleagues show in extending equal educational opportunity today will influence American life for decades to come." Some academic leaders rose to the historic challenge, but many shrank from the task of directly addressing racism.

Consider George W. Beadle's situation at the University of Chicago in January 1962. After decades of complaints from the Black community about racially restrictive housing covenants, students and alumni were raising similar concerns. (At this time, only 2 percent of University of Chicago students were Black.) Through the expansion of its footprint, the university now owned several apartment buildings where demonstrated incidents of housing discrimination had occurred. Beadle, new to the job, praised his predecessor's expansionist policy:

> Lawrence A. Kimpton made a … major contribution to the health of the university … partly by helping to reverse the trend toward physical and cultural deterioration in the neighborhood. He recognized that faculty and students will not stay, nor come, to an environment that is not decent and safe.

Urban renewal was "a noble goal for a noble university," he added. When students launched a multiweek sit-in in Beadle's office to end racist practices in university-owned housing, he was aggrieved. He preferred a gradual approach to integration over an "abrupt" one that might endanger the university in some way. Besides, the sit-in was "emotional," and the university "cannot 'negotiate' with any group of students." Beadle attempted to make the students' methods the story, though such tactics were made more difficult when the university's public-relations staff accidentally mailed its internal talking points to members of the news media.

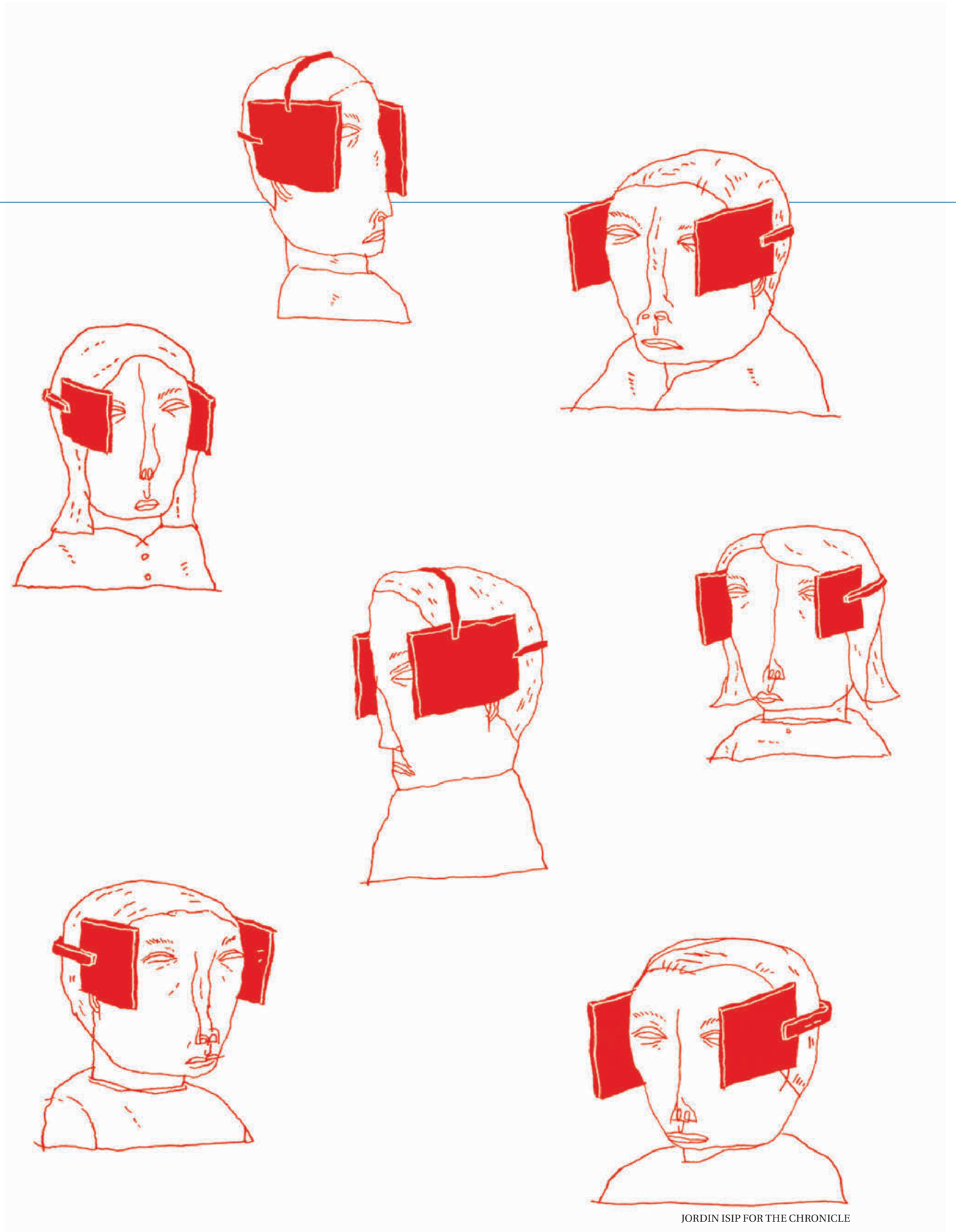
For Beadle, a reckoning with university-supported racism was a time for misdirection and a slowing down of antiracist fervor. An aversion to controversy and banal, conservative managerialism were the focal point — not racial justice. In this case, as in the recent incident involving Morton Schapiro at Northwestern, a common approach of the self-proclaimed liberal university became clear: Convince the public that the issue at hand is about anything other than racism.

The '60s also offer a notable counterexample. In 1963, shortly after the bombing of the 16th Street Baptist Church in Birmingham, Ala., killed four Black girls, Gov. Ross Barnett of Mississippi, a segregationist, came to speak at Princeton, invited by the Whig-Cliosophic Society. Princeton's president, Robert F. Goheen, denounced Barnett's views while defending his right to free speech. The

A common approach of the self-proclaimed liberal university: Convince the public that the issue at hand is about anything other than racism.

Eddie R. Cole

is an associate professor of higher education and organizational change at UCLA. He is the author of *The Campus Color Line: College Presidents and the Struggle for Black Freedom* (Princeton University Press).



JORDIN ISIP FOR THE CHRONICLE

appearance itself went off without violence, and *The Philadelphia Inquirer* reported that Barnett had been booed 15 times and applauded 32 times.

Goheen was in Washington, D.C., for an American Council on Education meeting during the talk, and returned to Princeton to a mailbox full of indignation from conservative alumni. Alarmed by Barnett's chilly reception, they announced the end of donations, the desire to send their sons elsewhere, and disgust for Princeton. Confronted by all that, Goheen went into action.

He wrote zingers back to disgruntled alumni, sending them Princeton's admissions guidance for Black students. He gave a passionate 30-minute address to an audience of 1,200 on "the no-longer-excusable, no-longer-postponable, no-longer-to-be-met-with-lip-service need" for racial equality. He also ended any business deals with housing organizations known to employ discriminatory practices and doubled down on recruiting Black students.

He met with the Board of Trustees, read them the introduction to his address on racial equality to "make his personal conviction on this matter very clear," and suggested a summer institute for underserved youth. Goheen expanded the university's fair-employment standards and committed university personnel to ensuring equal racial opportunities across housing, admissions, and employment.

Shortly after that, a committee of Ivy League registrars formed to better recruit Black students. "Everyone realized … they had to do more than just talk about attracting capable young Negroes," explained the dean of the college at Princeton. "They had to actually do something about it."

The same diagnosis is applicable today.

It is not enough to simply talk about racial equity and social justice. Today — as in the past — college presidents must ensure that campus policies and practices match their public proclamations if they want to effectively address racial justice. ■

The Moral Contortions of the New University

Intellectual curiosity has been replaced by pro forma attention to representation.

YOU MIGHT RECALL the strange case of Matthew J. Mayhew, a professor of educational administration at Ohio State University. In late September he co-wrote an opinion piece in *Inside Higher Ed* enumerating the many supposed virtues of college football. A week later he issued, in the same venue, an abject apology for the piece, which, he now confessed, had not recognized the various ways his support of collegiate athletics perpetuated white supremacy, and had failed to center the voices of people of color. "I am just beginning to understand," he wrote, "how I have harmed communities of color with my words. I am learning that my words — my uninformed, careless words — often express an ideology wrought in whiteness and privilege."

One could not help but try to imagine the struggle session to which Mayhew was subjected that week, from which he emerged as if reborn. It seems hard to deny that he is sincere in his follow-up piece (the common view that he was writing as if a gun were held to his head misses the mark), but also totally and radically converted from one way of seeing the world to another, a conversion that typically occurs only when there is significant social and institutional pressure.

For what it's worth, I have long believed that college athletics programs are racist, and for that among many other reasons I have long argued for their abolition. But I came to this conclusion precisely by *not* renouncing the inner voice of my reason and conscience. In the end Mayhew's conversion has more to do with such a renunciation than with any mundane self-correction resulting from the consideration of new evidence. He is renouncing his former standing as a rational individual in order to blend into a mass movement that very emphatically makes no room for his individual rationality. This is an anthropological pattern that repeats itself, over and over again, in the history of new religions and of mass movements that have the character of religions even if they have no explicit theology: the effervescence of self-abnegation.

ST. ISIDORE OF SEVILLE (1655), DEPICTED BY BARTOLOMÉ ESTEBAN MURILLO WIKIMEDIA

Read both pieces for yourself, and try to reconstruct what might be going on. What makes this particular road-to-Damascus moment so intriguing to me is what I was able to learn about Mayhew's career prior to the conversion for which he was destined to become widely known. Although he and I are both technically academics, Mayhew is someone with whom I would have absolutely nothing to talk about if, by some unlikely twist of fate, I were seated next to him at some rubber-chicken-and-ice-water teaching-awards dinner. I consider myself a pretty wide-ranging conversation partner. You tell me you work on cosmic background radiation or Antarctic ice-core paleoclimatology or Jane Austen, and I will be into it. I will recognize in you a share in a common project that unites us under the umbrella of the university as it was understood from the 18th century until around 2008.

Mayhew's career, which began well before that critical year but was also a harbinger of it, has been built entirely on tracking and echoing the transformations of the university itself. He obtains research funding for projects with names like "Assessment of Collegiate Residential Environments and Outcomes," and publishes in volumes with titles like *The Faculty Factor: A Vision for Developing Faculty Engagement With Living Learning Communities*. He has an h-index, according to Google, of 34, which indicates that he is doing whatever it is he is supposed to do according to the rules — which increasingly is to say, the algorithms — that shape the profession. And this is where I think his spectacular public recantation is significant: Hewing so close in his career to the vicissitudes of the institution that both pays him and constitutes the object of his study, Mayhew sooner or later could not fail to embody and express, through his own personal conversion, the conversion of higher education to whatever you want to call this peculiar new sensibility that has transformed large sectors of American society in the Trump era.

The United States has never been good at producing public intellectuals, but new trends in the present century bring our country's public discourse even further from anything one might dare to call the life of ideas. As in every other domain of public life, a peculiar political polarization has occurred: On the right (and among the defenders of classical liberalism, "reason," and the "Enlightenment"), the guiding lights are coming from psychology departments, or from that strange hybrid zone between psychology and business. Steven Pinker, Jonathan Haidt, and others are thus put on a public stage and expected to hold forth on all that is human, but their model of the human is one that for the most part extends back no further than the late 19th century, and for the most part takes us as bundles of instincts nudged this way and that by stimuli. They are not humanists, in the significant sense of this term that extends back to the Renaissance, and yet they are adjuncting as humanists for a culture that does not know to expect any better.

Meanwhile, on the progressive left, the academic fields that are churning out public figures are even more tenuously rooted in humanistic tradition. Roxane Gay, Robin DiAngelo, Freddie deBoer (who is great when he's talking about anything other than his academic specialty), and many others first entered public life on the basis of their advanced credentials in the field of education, or of scholarly work focused on what happens in the classroom. I suppose if we were reading Rousseau or Dewey on the subject (just as if we were reading William James on psychology), we would maintain our connection to humanism. But this is not typically what goes on in graduate schools of education. There you are more like-

ly to find books with titles like *How College Affects Students: 21st-Century Evidence That Higher Education Works*, to cite the title of one of Mayhew's co-authored works.

AS FAR AS I'M CONCERNED, universities are where you go to learn how to read Akkadian cuneiform tablets, the scansion of Ovid, and stuff like that. Of course, someone has to think about how to actually run the universities, and the laudable principle of self-government would seem to require that at least some academics devote a portion of their energies to compiling data on how well higher education works, though ironically this pritnciple is being eroded at the same time as we are witnessing the proliferation of new epicycles of academic self-reflexivity.

Mine is to some extent an echo of a line Stanley Fish was pushing for a while (Fish's postmodernism now appears positively humanistic in comparison with what followed it): A university is a place for discovering universes in grains of sand, drawing these universes out for others to see, enriching society by connecting to and preserving bonds with things that lie beyond our society (Mexica temple architecture, quasars, Great Zimbabwe, whales). The large-scale turn to identity-focused topics and the self-referential preoccupation with the university as an object of study — not the history of the university, but the university in its current administrative functions and social dimensions — are a betrayal of the legacy of humanism. I have resolved to spend the rest of my career, come what may, trying to preserve what I can of its surviving threads, like some sombre Isidore of Seville in the very last moments of late antiquity.

It is not that the sort of research I previously took for granted as "what one does" at a university has entirely disappeared. There are still people who "work on Milton" and so on. But most who do so, if they are still relatively young and have the energy left, are figuring out ways to restyle their initial specialization to fit within a university ecosystem that does not value such specialization nearly as much as they were led to believe it would be valued when they were in graduate school. Most people my age, who finished their Ph.D.s in the early years of the present century, have been fairly successful at remodeling themselves. Until around 2015 most were content to say, "I work on Descartes," "I work on medieval nominalism," and so on. But over the past few years they have begun contorting themselves to assure others right away that this is not *all* they do, and that they are also engaged in various forms of surmounting their own discipline, revising the philosophical canon, and exploding the conceits and biases of the generations that preceded us.

The self-referential preoccupation with the university as an object of study is a betrayal of the legacy of humanism.

Now in fact there is nothing I would like more to see happen than for philosophers to surmount the narrow bounds of their disciplines, to strive harder to listen to submerged and forgotten voices, and so on. I have been arguing for the importance of this since long before the broad cultural transformation of the past years that I am attempting to describe here. I've written books about it. A decade ago I was still getting in trouble for it, and now I'm getting in trouble for not being strident enough about it. My considered view is that there is nothing more important or worthy than drawing out submerged and forgotten voices. What makes me sad is the pro forma character of the new emphasis on this among my contemporaries. I do not, to say the least, get the sense that it is motivated by intellectual curiosity. I detect something much more like a survival instinct — a desperate effort to adapt to a transformed university landscape, where different rules apply than the ones we signed up for.

The prevailing air of desperation today makes a temperamentally curious person into a rarity and an oddball in the university setting. You are supposed to affirm the value of including more non-Western traditions in the philosophy curriculum, for example, but only in a way that anchors this change to current social and political goals, even if in the end these goals only ever require fairly small-stakes adjustments that do not so much improve society as display conformity to a new moral sensibility. If you get into deciphering Nahuatl cosmological texts, but *really* into it, not because it is part of a concern to see greater Latinx representation in the philosophy curriculum, but simply in the same way you are into Paleolithic cave art or Aristotle on marine biology or Safavid pharmaceutical texts — because you are a voracious nerd and you thought when you were a student that that was precisely what made you prime professor material — then you are really not doing what is expected of you to adapt to the new academic ethos.

I say — for your own good, for everyone's good — forget about representation. I believe that students, for the sake of their own thriving as human beings, should be required to study at university only things that have nothing to do with their own life up until that point. Curricula should not be made to be "relatable." Students should be encouraged rather to discover and cultivate relations to ideas, values, and traditions they had not previously known to exist. This is the ideal of the university that was still more or less intact when I was an undergraduate, in California in the early 1990s. It is certainly the ideal that reigned at the University of Leningrad when I went there as an exchange student, in the waning hours of the Soviet Union. The U.S.S.R. developed world-class traditions in archaeology, linguistics, and philology in much the same way it produced astronauts and Olympic athletes even amid constant economic hardship. Give me a choice between the late-communist university and the late-neoliberal university, and there's no question which one I prefer: I prefer the one that hasn't forgotten what the humanities are. ■

Parts of this essay previously appeared in the author's Substack newsletter.

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Where Academic Freedom Ends

Modeling professors' speech rights on the First Amendment is destructive — and wrong.

GIANPAOLO PAGNI FOR THE CHRONICLE

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IN 1915, when the American Association of University Professors issued its seminal "Declaration of Principles on Academic Freedom and Academic Tenure," it identified three areas in which faculty members should enjoy the protection of academic freedom: their scholarship, their teaching, and their actions as citizens. In the century since, almost all analyses of academic freedom have focused on the last category — what the report called "extramural utterances." We have heard a lot about our rights and responsibilities as citizens, and almost nothing about our rights and responsibilities as experts.

That balance should be reversed. We have fought hard for our speech rights as citizens, but we have assumed, thoughtlessly, that those rights apply when we speak as professionals. We are left without an articulated ethical guide for our actions — and that leaves us vulnerable to academics exploiting their credentials under the guise of academic freedom.

The authors of the 1915 report acknowledged limitations on professors' freedom in all three areas, which they implicitly viewed as a hierarchy, with research deserving the greatest protection and speech on public matters requiring the greatest care. Since intellectual progress requires open inquiry, they thought faculty members' research should be unfettered by social convention and received opinion, so long as it conforms to the best methods of scholarship. Teaching should be largely free, although professors had to teach all sides of disputed issues fairly, and sometimes censor themselves in deference to students' immaturity. Faculty members should have the freedom to engage in public affairs as citizens, but they needed to clearly disassociate their personal views from those of the university where they taught, and to speak in a manner consistent with the character of their profession.

THE REVIEW

That last condition proved sufficiently vague to provide cover for any college president disturbed by the unpopular political views of a faculty member. In the early 20th century, a number of professors were dismissed after expressing what at the time were viewed as radical political positions.

In most of those cases, the college presidents maintained that the professors had been fired because of character defects, not because of their controversial views. Nicholas Murray Butler, president of Columbia University, captured this logic when he wrote, in 1915, that "professors of established reputation, good judgment, and good sense rarely if ever find themselves under serious criticism from any source. Such men and women may hold whatever opinions they please, since they are in the habit of expressing themselves with discretion, moderation, good taste, and good sense." In that calculation, being controversial meant being unprofessional.

The proviso that professors, when they act as citizens, must do so in a way consistent with the character of the profession proved particularly dangerous during the Cold War. Being a Communist was deemed "unprofessional," because supposedly Communists gave up their freedom of thought to follow party directives. And faculty members who did not cooperate with political investigations were deemed to be rejecting the core academic value of "openness." Hundreds of professors lost their jobs. Given that history, it is understandable that much of the discussion of academic freedom has focused on "extramural utterances," and that faculty members have fought against restrictions in that area.

The excesses of the Cold War galvanized academics to argue that they deserved the full protection of the First Amendment. They won a key victory in the 1967 Supreme Court case *Keyishian v. Board of Regents*, in which Justice William Brennan Jr. declared that academic freedom "is a special concern of the First Amendment." In 1970 the AAUP adopted a provision clarifying that standards of professional behavior should not be used to limit faculty members' free speech.

Legally, *Keyishian* applies only to public colleges, but leaders of many private colleges pledged to apply its standard on their campuses. More significantly, administrators and faculty members accepted the First Amendment as the standard for all three areas covered by academic freedom.

Why this was so is not clear. Perhaps it seemed logical that professors' professional activities should have as expansive protection as their extramural utterances. Or perhaps the late 1960s was not a propitious time to explore complex questions of professional conduct. Indeed, as faculties were deeply divided over issues such as the morality of military-sponsored research, administrations may have preferred to default to a clear external mandate. In any event, college leaders began to speak of their campuses as neutral ground, free markets in which all ideas were necessarily protected. This made campuses more tolerant of radical political views, but it also evaded important ethical questions.

IT IS APPROPRIATE that faculty members' "extramural utterances" be protected by the First Amendment. When we speak as citizens, we deserve all of the rights of citizens. But what about when we speak as professionals? The First Amendment is not an appropriate model for speech norms with respect to research and teaching, because it is intentionally neutral in regard to the content of speech.

Our lack of a professional ethics has fueled the notion that all opinions are equal in the marketplace of ideas.

Academic freedom should ensure that faculty members can conduct their research free from restrictions and influences that might limit the questions they ask and distort their findings. But this does not mean that

academics are free to say anything they please in professional contexts. Speech in academic spaces is highly regulated. Research cannot be published without rigorous review. Professors insist that students remain roughly on topic when they speak in class. The content of academic speech matters.

Because most analyses of academic freedom have focused on political rights, we have not been as attentive as we should be to the norms that ought to govern our speech as experts. We have interpreted academic freedom to mean that faculty speech should not be constrained in any way. The consequences of this failure are significant. Naomi Oreskes and Eric Conway's *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues From Tobacco Smoke to Global Warming* (Bloomsbury, 2010), demonstrates how professors can use their academic credentials to purposely spread misinformation. Surely that should be considered an abuse of academic freedom.

Now we are experiencing a crisis of misinformation — and our profession has contributed to it. Instead of modeling how standards of evidence and logic can create more trustworthy knowledge, our lack of a coherent professional ethics has fueled the notion that all opinions are equal in the marketplace of ideas. At Stanford's Hoover Institution, for instance, at least one professor has used his academic authority to spread misinformation about the coronavirus.

Some faculty critics, having accurately identified a potential misuse of academic freedom, are calling for Stanford's disaffiliation from the Hoover Institution. But their proposed solution is not sufficient. Divorcing Hoover from Stanford would solve an immediate problem but not the deeper issue: the misuse of academic credentials to mislead rather than enlighten.

We need to develop professional norms that govern our behavior as experts — and the consequences for people who violate those norms. This means rejecting the equation of academic freedom with free speech and instead articulating legitimate restrictions on our behavior as professionals. I know that this is scary, given the ways in which professors' rights as citizens have been abused. But the norms that govern us as citizens are not appropriate when we speak as experts.

I do not pretend that it will be easy to establish the line between professional and unprofessional speech. We need to proceed carefully and tread lightly. But we can no longer avoid this task. Before we talk about penalties, we need to engage in serious discussions of ethics in our professional societies and faculty meetings. I suggest we begin by discussing cases, both real and imagined, of professors presenting themselves as experts in public forums. I suspect there will be some easy cases of unprofessional conduct: faculty members posing as authorities far outside their areas of expertise; or voicing views that are, in fact, clearly rejected by most experts in the field; or presenting misinformation for financial gain.

There will also be examples of inarguably professional conduct: faculty members discussing topics that they know well in ways that make sense of complicated issues, clarify disputes, or expand the public discourse. And there will be gray areas: faculty members expressing views with certainty when they know there are significant questions about their validity, or downplaying information that might be damaging to their own patrons. Analyzing those ambiguous cases will help us clarify the principles that should underlie professional norms.

Establishing professional norms will, one hopes, rein in most misbehavior. But as we know from cases of research malfeasance, even when norms are clear, people will sometimes violate them. Faculty committees in our professional societies and at the university level must lead continuing discussions of professional ethics, investigate violations, and recommend penalties. The sanctions could involve a public rebuke, prohibition on publishing in the association's journals for a number of years, a temporary salary freeze or reduction, or, in severe cases, revocation of a Ph.D. or dismissal from a position. Penalties, particularly harsher ones, would require review from multiple professional bodies before action is taken. The goal is self-regulation, not punishment.

The AAUP's original vision of academic freedom was not as an absolute right but rather as a professional privilege and responsibility. The association maintained that faculty peers, not college presidents or boards of trustees or legislatures, should determine when colleagues have overstepped the bounds. We should finally enact that vision. ■

Good Leaders Make Enemies

Incurring opposition is an unpleasant but unavoidable part of administrative life.

IT'S CERTAINLY TRUE that bad administrators make a lot of enemies on their campuses. But it's also true that good leaders, too, sometimes make enemies. Incurring a certain amount of opposition is simply an unpleasant but unavoidable part of the job. It usually means you're doing something right.

In fact, if you're in an administrative position, and you've never made any enemies, then you probably haven't proposed much real change, and that's a different kind of bad leadership.

As a former college administrator — with stints as a department chair, a program director, and even, briefly, a dean — I am now a faculty member and a leadership coach. After more than three decades in academe, I can confirm that there are many reasons that, as a good leader, you might occasionally inspire enmity:

You can't please everyone. Many who seek leadership positions are natural people-pleasers. In some cases, they go into administration specifically because they want to "unify" the department or act as a "steadying influence," in comparison with what came before.

Some new department chairs even have a bit of a savior complex. They perceive that, under past leaders, certain faculty members (perhaps including themselves) were unhappy. They felt ignored, excluded, ill used. Now the new leader is going to fix everything, which is to say, make everyone happy.

Unfortunately, that is never going to happen. If everyone in your department is content, then either you've all achieved sainthood or you've become the most boring, least innovative, and lowest achieving department in history. As a leader, assuming that you have at least one original idea along with a backbone and a pulse, you're going to make someone unhappy, and that person might just become your enemy.

You do what's right. We all grow up believing that, if we just do the right things, everyone will like us. The harsh reality is that some people will dislike you specifically because you do the right things.

ADVICE

That's especially true for leaders, who must constantly make tough decisions about personnel, resources, and myriad issues that directly affect people's lives. Even if you consistently make good decisions — in the best interests of students, the department, and the institution as a whole — someone will be adversely affected by those decisions and might therefore blame you.

Salary raises, for instance. Let's say that, after a fair process in which everyone was judged by the same standards and all had a chance to be heard, you decide that Professor Workhorse deserves a bigger raise than Professor Bigshot this year because Prof. W actually did more. Prof. B's reputation, you note, is based primarily on accomplishments in past years. Most would agree that giving a larger raise to Workhorse than to Bigshot is not only a reasonable conclusion but the right one.

Most — but not Professor Bigshot, who may very well feel slighted and will become your worst enemy. Bigshot's close friends and allies might also begin avoiding you in the halls, talking about you behind your back, and plotting your eventual demise.

The worst part: There's little you can do about it. You might try setting up a meeting to clear the air, but unless Professor Bigshot leaves his ego at home, that's unlikely to have much effect. You just have to do what you believe is right, even when you know it's going to make enemies.

You are who (and what) you are. The enmity might be personal — they never liked you, even before you became chair — or it might be just a result of your new position. Some faculty members reflexively dislike administrators no matter who they happen to be.

Years ago, not long after arriving on the campus

GWENDA KACZOR FOR THE CHRONICLE

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as a new department chair, I became aware that a certain faculty member just did not like me. I tried everything I could think of to improve our relationship, to no avail. Finally, I asked for advice from the previous chair, who had returned to the faculty on good terms.

"Oh, don't worry about her," she said. "She's like that with every department chair."

You represent change. Generally speaking, college faculty members do not handle change well. Academe, for all its pretense of being "progressive" and "forward thinking," is actually one of the most hidebound enterprises in the world. And a significant percentage of the professoriate likes it that way.

As a new leader, you represent change — at least from the previous administration. Even if the change you pursue is generally acknowledged to be good, it's still different, and many faculty members believe that "better the devil you know than the devil you don't." (The assumption, you may note, is that all administrators are devils.)

Moreover, you may be bringing actual change to your department or unit: replacing old ways of doing things with newer, more modern methods; seeking to update textbooks or revise curricula; perhaps even trying to start some effort to benefit students, such as promoting better faculty advising.

It's naïve to think that such upheaval will be universally popular. The changes themselves may well be good; perhaps they've long been needed. If so, then over time a majority of the faculty members will (probably) get on board. But not everyone will. Not ever. And one or two might even become your enemies.

You tell the truth. People can forgive many things, but sometimes telling the truth is not one of them. Politicians who tell the unvarnished truth — about a past indiscretion or a necessary policy change that people don't want to hear — are somewhat less likely to get elected. Truth-telling journalists may find themselves attacked or even shunned. Even medical professionals often find patients second-guessing an unpleasant diagnosis.

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Honest academic administrators are no less susceptible to this problem. People will clamor for you to be "open" and "transparent," and you may promise to do so. Yet when you follow through on that pledge, you might find that not everyone appreciates your candor. The truth might be that a service course taught by a beloved old warhorse has been bleeding students for years, but if you decide to point that out, don't expect it to be a popular truth.

Of course, there are effective ways to tell the truth, and disastrous ways. As a leader, you will find that it pays to cultivate a modicum of diplomacy. Nor should you use truth as a weapon with which to

bludgeon those who might have different ideas or honest disagreements. And remember that you aren't necessarily under an obligation to reveal every bit of truth you know all at once.

But within those parameters, yes, leaders need to tell the truth, and you will be far more effective if you do so consistently. Just don't expect everyone to like it.

You're successful. Sadly, there are people in this world who simply cannot abide others' success, especially if they feel insecure about their own accomplishments. That dynamic seems particularly prevalent in academe, perhaps because we operate in such a naturally competitive environment. So there is a tendency to see a colleague's success as a reflection of your own perceived shortcomings.

Such petty jealousies may well be longstanding. Perhaps, long before you became department chair or dean, some of your colleagues already resented your publication record or your service on influential committees. They may have pegged you, early on, as an up-and-comer being groomed for leadership and thus labeled you (unfairly) as a suck-up or a yes person. If you expect your actual ascent to a leadership post to put an end to the sniping, you will be disappointed. It will only exacerbate matters (though it may, for a time, drive your detractors underground).

Or maybe they're just unhappy that you were named chair and they weren't. The sad truth is that some of your worst enemies might end up being people who, before your promotion, were among your best friends (or so you thought). There are also those who, even though they didn't personally want to be chair — ladder-climbing is so unseemly, you know — still resent you for aspiring to the position.

Or perhaps they had their own favorite in the department-chair sweepstakes, and you weren't it. That makes you, in their minds, illegitimate. Most of those colleagues may, in time, come around to your side, especially if you work hard to win them over. Just don't count on winning all of them over.

You messed up. Finally, let us acknowledge that, sometimes, when we make enemies, it is actually our fault. Even if the mistake was inadvertent, a screw-up is a screw-up — and an enemy you made as a result may always be an enemy.

Years ago, as a brand-new chair, I misspoke at a most inopportune moment. The resident gossip in our department had "just stopped by" my office to warn me about a certain faculty member whom I had never met and who was soon to return from sabbatical. Had I heard that so-and-so was extremely hard to get along with?

"I'm sure I'll be able to deal with her just fine," I replied. Whoops. Poor choice of words. What I meant by "deal with" was "get along with" and "work with." But that was not the meaning conveyed to the professor on sabbatical, who was told that I was going to "deal with her" when she got back.

I didn't even learn about this until sometime later, after the faculty member returned and her animosity toward me became apparent. In a private meeting, I asked her why she disliked me so much, when I hadn't done anything to her. She told me what her friend had said, whereupon I apologized profusely and explained what I had meant. No dice.

So yes, sometimes as a leader you will make enemies as a result of your own words, deeds, or mistakes. Part of the challenge of leadership is learning to work around those obstacles and become the kind of good leader who may not be valued by every faculty member but will at least be appreciated by most. ■

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The Council of Independent Colleges

Presidential Search

The Board of Directors of the Council of Independent Colleges (CIC) invites applications and nominations for a dynamic and visionary leader to serve as its next President. After twenty years of exceptional leadership by Richard Ekman, CIC is a strong organization with loyal membership, enviable finances, highly regarded programs, and excellent relationships with member institutions and key funders. The new president will build on this impressive legacy while building new strength during a time of transformation and opportunity.

Based in Washington, D.C., CIC is an association of nearly 700 nonprofit independent colleges and universities, 27 state-based councils of independent colleges, and more than 50 other higher education affiliates. Through an evolving agenda of programs and services responsive to member needs, CIC has worked since 1956 to support college and university leadership, advance institutional excellence, and enhance public understanding of the important contributions made by independent higher education to society. CIC has a robust record of success in serving its members and strong potential for ongoing growth and evolution.

The next president of CIC will be an entrepreneurial leader and a national spokesperson for the cause of independent higher education while providing support to member institutions. More information about CIC and the priorities and qualifications for the next president is provided in the search profile, available for download at: **https://academicsearch.org/open-searches-public/entry/6135/?search=6135**

Nominations, applications, and inquiries may be sent in complete confidence. Applications must include a letter of interest, curriculum vitae, and the names and full contact information of five references (who will not be contacted without permission). All materials must be submitted to: **CICPresident@academicsearch.org**.

The position is open until filled but only applications received by **January 11, 2021** can be assured full consideration. CIC is being assisted by Academic Search. Confidential discussions about this opportunity may be arranged by contacting consultants **Ann Die Hasselmo** at **Ann.Hasselmo@academicsearch.org**, **Jay Lemons** at **Jay.Lemons@academicsearch.org**, or **Jennifer Kooken** at **Jennifer.Kooken@academicsearch.org**.

Academic Search

CIC is an equal opportunity employer

MCLA

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VICE PRESIDENT OF ACADEMIC AFFAIRS
VICE PRESIDENT OF ADMINSTRATION & FINANCE
VICE PRESDIENT OF STUDENT AFFAIRS

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

FOR MORE INFORMATION OR TO APPLY:
MCLA.EDU/EXECLEADERSHIP

WINONA STATE UNIVERSITY
College of Business
CREATE YOUR MORE.

Dean of the College of Business

Winona State University invites you to join our Community of Learners as the Dean of the College of Business.

About Winona State University: Founded in 1858, Winona State University (WSU) is the oldest member of the Minnesota State System of colleges and universities. Today WSU serves approximately 7,500 undergraduate and graduate students across two campuses in Winona and Rochester, Minnesota (MN). Winona State was named the second-best public institution in Minnesota by U.S. News & World Report's "Best Colleges," was listed among the "Best in the Midwest" by The Princeton Review, and named as one of "America's 100 Best College Buys."

About the Position: The College of Business seeks an entrepreneurial and collaborative leader to provide innovative leadership to Winona State University's AACSB-accredited College of Business. As a dynamic advocate for the College, the Dean is expected to build on previous achievements, lead the College to higher levels of external engagement and academic excellence, and manage a diverse team of faculty, staff and students. The position actively represents all stakeholders within the College to internal and external constituencies. The Dean of the College of Business joins an active and collaborative Deans Council, working as a group with the Provost in providing academic leadership to the University.

About Winona: The City of Winona, MN has a population of just over 27,500 and is nestled between the bluffs and banks of the Mississippi River - one of the most scenic areas in Minnesota. Winona enjoys a rich legacy in Minnesota history, with convenient access to outdoor recreation, social activities, and community resources. Winona is also home to a wide range of art, music, and theater opportunities, along with museums, collaborative creator spaces, and numerous festivals.

Qualifications: An earned doctorate in one of the major disciplines reflected in the College of Business from a regionally accredited institution and at least five years of demonstrated successful and progressive administrative experience in higher education (e.g. program director, department chair, associate dean) in addition to a record of full-time teaching.

How to Apply: For a complete job description and information on applying for this position, please go to **https://winona.peopleadmin.com**. Applications received by January 11, 2021 will be given priority consideration.

WSU is a member of the Minnesota State Colleges and Universities and is an equal opportunity educator and employer.

UNIVERSITY OF WYOMING

DEAN OF THE COLLEGE OF ENGINEERING AND APPLIED SCIENCE

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

Laurie C. Wilder, President
Porsha L. Williams, Vice President
770-804-1996 ext. 109 or 117
pwilliams@parkersearch.com || eraines@parkersearch.com

*UW is an Affirmative Action/Equal Opportunity Educator and Employer. We are committed to a multicultural environment and strongly encourage applications from women, minorities, veterans and persons with disabilities. In compliance with the ADA Amendments Act (ADAAA), if you have a disability and would like to request an accommodation to apply for a position, please call 307-766-2377 or email **jobapps@uwyo.edu***

PARKER Executive Search

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

FULBRIGHT

EXECUTIVE DIRECTOR

The U.S.-Ecuador Fulbright Commission (Fulbright Ecuador) invites U.S. and Ecuadorian citizens to apply by February 8, for the position of Executive Director. Fulbright Ecuador is a non-profit, binational organization with more than sixty years of activities in Ecuador in support of educational, academic, and cultural cooperation between the United States and Ecuador through bilateral exchanges and related services. The position portfolio includes the Fulbright Academic Exchange Program, associated educational exchanges, the English Teaching Program, and educational advising services. The Executive Director oversees an annual budget of over $1.5 million and reports to a binational board, which includes Ecuadorian and U.S. members and representatives of the U.S. Embassy, as well as to central headquarters in Washington D.C. Demonstrated leadership competencies, program management and development experience, financial know-how, marketing and public relations expertise, and an entrepreneurial flair are key attributes for this role. The Executive Director is the public face of a high-profile, prestigious binational program, requiring outstanding interpersonal, public speaking, and diplomatic skills. The position requires domestic and some international travel to promote U.S.-Ecuador academic cooperation and the Fulbright Program. The candidate should have a minimum of eight years of professional experience; solid knowledge of the higher education and culture sectors, both public and private, in Ecuador and the United States; and be able to lead and oversee a multicultural team that collaborates with a complex network of stakeholders. The candidate must possess an advanced degree from a U.S. university (doctoral degree preferred); fluency in both English and Spanish; and experience in academic, research, and higher education administration and fundraising.

Salary will be paid in U.S. dollars. Competitive compensation package is commensurate with education and experience. Interested candidates should send their CV in English and Spanish plus the names and contact information of three references to ecfulbrightpositions@state.gov, attention Fulbright Application Review Committee, by February 8, 2021. Information about the Fulbright Program in Ecuador can be found at: http://www.fulbright.org.ec.

Northwestern PRITZKER SCHOOL OF LAW

DEAN

Northwestern University's Pritzker School of Law invites nominations and applications for the position of Dean.

Recognized as one of the top ten law schools in the United States, the Pritzker School of Law blends a rigorous intellectual environment with a dynamic and interactive community. The Law School is known for the national prominence of its faculty as leaders in legal scholarship and clinical practice. The research faculty is highly regarded for its contributions to domestic and international legal issues and renowned for the depth and breadth of its interdisciplinary expertise. The Bluhm Legal Clinic provides one of the most comprehensive and effective clinical programs in the country; Bluhm faculty lead students in programs ranging from fighting wrongful convictions to supporting business entrepreneurs to litigating in the Supreme Court. The Law School's varied degrees and programs of study mark its contribution to innovation in legal education, attracting a student body that is strong, diverse, and dynamic. Its dedicated alumni are leaders in their fields and enthusiastic supporters of the Law School's mission.

Northwestern University seeks a distinguished scholar, educator, and leader to serve as the next Dean. The ideal candidate will demonstrate a strong commitment to legal education; an uncompromising belief in academic excellence; a record of commitment to diversity, inclusion, and equity; and an unwavering ethical compass. Competitive candidates will exhibit excellent communication and collaborative leadership skills; the capacity to develop and manage the structural, financial, and human resources of the Law School; a willingness to build the Law School's endowment through philanthropy; and the ability to engage with a broad community of practitioners in law, business, and policy.

StorbeckSearch DIVERSIFIEDSEARCHGROUP

For consideration, please send all nominations and applications to:

Shelly Weiss Storbeck, Managing Partner, Storbeck Search
Denielle Pemberton Heard, General Counsel & Managing Director, Diversified Search
Anne Koellhoffer, Senior Associate, Storbeck Search
NorthwesternPritzkerDean@StorbeckSearch.com

For more information, please visit the Pritzker School of Law's home page at **law.northwestern.edu**.

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes, including veterans and individuals with disabilities. Women, racial and ethnic minorities, individuals with disabilities, and veterans are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

SOUTH DAKOTA STATE UNIVERSITY

DEAN OF THE COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

South Dakota State University is conducting a national search for its next Dean of the College of Pharmacy and Allied Health Professions. The Search Committee invites nominations, applications (letter of interest, resume/CV, and the names and contact information of five or more references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to January 22, 2021. For a complete position description, please visit the Current Opportunities page at **https://www.parkersearch.com/sdsudeanpharmacy**

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

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

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Missouri State University

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With a campus community filled with diverse perspectives, voices and opinions, Missouri State is fulfilling its commitment to address the needs of a changing society.

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MISSOURI STATE UNIVERSITY AT A GLANCE

Missouri State University is a public university system with an enrollment of more than 22,000 students who come from around the state and the world.

- Four-campus system with three in Missouri: Springfield, West Plains and Mountain Grove; one in Dalian, China
- Students' average ACT score above national average
- Strong commitment to both teaching and research
- More than 170 undergraduate options; 90 graduate options
- Located in Springfield, third-largest city in state; known for beautiful outdoors, friendly people, superior health care, excellent public schools and a variety of entertainment and cultural opportunities

CURRENT FACULTY OPENINGS

Missouri State University in Springfield, Missouri, will be accepting applications for the following positions, pending funding:

COLLEGE OF BUSINESS

FINANCE AND GENERAL BUSINESS

Clinical Assistant Professor/ Instructor
Risk Management

INFORMATION TECHNOLOGY AND CYBERSECURITY

Assistant Professor/ Clinical Assistant Professor

MANAGEMENT

Department Head

Assistant Professor
Organizational Behavior/ Human Resources

COLLEGE OF EDUCATION

CHILDHOOD EDUCATION AND FAMILY STUDIES

Assistant Professor
Child and Family Development

Clinical Instructor
Elementary Education

COUNSELING, LEADERSHIP AND SPECIAL EDUCATION

Department Head

Assistant Professor
Counseling

Associate Professor
Counseling

MCQUEARY COLLEGE HEALTH AND HUMAN SERVICES

MCQUEARY COLLEGE OF HEALTH AND HUMAN SERVICES

Assistant Professor
Statistics (or a Discipline within the College)

KINESIOLOGY

Assistant Professor
Exercise and Movement Science

Assistant Professor
Exercise and Movement Science, Human Physiology and Anatomy

Assistant Professor
Recreation

Instructor
Kinesiology

PSYCHOLOGY

Assistant Professor
Gerontology

PUBLIC HEALTH AND SPORTS MEDICINE

Assistant Professor
Public Health

Instructor
Health Services

SCHOOL OF NURSING

Assistant Professor
(2 positions)

Clinical Assistant Professor/ SIM Coordinator

SCHOOL OF SOCIAL WORK

Clinical Instructor
(3 positions)

COLLEGE OF HUMANITIES AND PUBLIC AFFAIRS

CRIMINOLOGY AND CRIMINAL JUSTICE

Assistant Professor

ECONOMICS

Assistant Professor
Behavioral Economics

SOCIOLOGY AND ANTHROPOLOGY

Assistant Professor
Sociology

COLLEGE OF NATURAL AND APPLIED SCIENCE

CHEMISTRY

Assistant Professor
Biochemistry

COMPUTER SCIENCE

Assistant Professor

COOPERATIVE ENGINEERING PROGRAM

Assistant Professor
Mechanical Engineer

GEOGRAPHY, GEOLOGY AND PLANNING

Assistant Professor
Geography

Duties include teaching, research and departmental service.

APPLY ONLINE: Jobs.MissouriState.edu

FOR MORE INFORMATION 417-836-5119 Provost@MissouriState.edu 901 S. National Ave., Springfield, MO 65897

EO/AA/M/F/Veterans/Disability/Sexual Orientation/Gender Identity | PVS 11-04-2020

Harvard John A. Paulson School of Engineering and Applied Sciences

Open Rank Faculty Position in Applied Mathematics

The John A. Paulson School of Engineering and Applied Sciences (SEAS) at Harvard University seeks applicants for a position at either the tenure-track or tenured rank in the area of Applied Mathematics, with an expected start date of July 1, 2021. We welcome candidates in any area of applied mathematics broadly defined, including interfaces with all areas of engineering, physics, biology, earth and planetary sciences, economics and the social sciences, medicine, as well as mathematics and statistics.

We are seeking candidates with a record of theoretical or computational innovation, a vision for an original research program, and an interest in working collaboratively with experimentalists and theoreticians across multiple disciplines at the University. Candidates should have enthusiasm for teaching both graduate and undergraduate courses in applied mathematics and allied fields. We particularly encourage applications from historically underrepresented groups, including women and minorities.

The Applied Mathematics program at SEAS benefits from outstanding undergraduate and graduate students, and being situated in a highly interdisciplinary environment. The program is highly synergistic with complementary efforts at Harvard in Physics, Earth and Planetary Sciences, and a number of cross-disciplinary initiatives such as the Center for Mathematical Sciences and Applications, the Quantitative Biology Initiative, the NSF-Simons Center for Quantitative Biology, the Institute for Applied Computational Science, the Materials Research Science and Engineering Research Center, and the Center for Brain Science. We seek to build a mathematical sciences community in which the whole is greater than the sum of the parts, complementing our undergraduate concentration that is the among the top 5 majors at Harvard College. Information about current faculty, research, and educational programs in SEAS is available at **https://www.seas.harvard.edu/**.

Required application documents include a cover letter, CV, a statement of research interests, a teaching/advising statement (describing teaching philosophy and practices), and up to three representative papers. In addition, we ask for a statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in these areas. Candidates are also required to submit the names and contact information for at least three and up to five references, and the application is complete only when three letters have been submitted. At least one letter must come from someone who has not served as the candidate's undergraduate, graduate, or postdoctoral advisor. We encourage candidates to apply by December 31, 2020, but will continue to review applications until the position is filled. A doctorate or terminal degree in Applied Mathematics or an allied field such as Physics or Engineering is required by the expected start date. Applicants can apply online at: **http://academicpositions.harvard.edu/postings/9893**.

We are an equal opportunity employer, and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions or any other characteristic protected by law.

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- Professor, Fire Technology
- Professor, Printmaking-Drawing
- Professor, Manufacturing Technology
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Mt San Antonio College • 1100 N. Grand Ave., Walnut, CA 91789 • 909.274.7500 • www.mtsacu.edu

Multiple Tenure-Track Positions for 2021

Ohio Wesleyan seeks to further diversify its curriculum and faculty by filling 11 tenure-track positions for the 2021-2022 school year. This faculty cohort will join an educational community that values equity and interdisciplinarity and fosters close working relationships with students through our signature program in experiential learning, The OWU Connection. Incoming faculty will be provided with mentoring, professional development funds, and opportunities to connect with faculty across the Ohio 5 and GLCA consortia. For more information about the cluster, please visit **owu.edu/joinOWUfaculty**. For more information about Ohio Wesleyan's Academic Affairs division and its commitment to antiracism, please visit **owu.edu/academicaffairsDEI**.

Positions to be hired in:

Africana, Gender, and Identity Studies
Art History
Economics
Education
English Literature
Computer Science
Mathematics
Physics
Psychology
Theatre

Ohio Wesleyan University

Located in the Columbus, Ohio, metropolitan area, Ohio Wesleyan is a selective residential liberal arts college enrolling approximately 1,500 students from across the nation and world. The college's signature program, The OWU Connection, is designed to integrate student knowledge across disciplines, consider diverse and global perspectives, and teach students to apply their knowledge in real-world settings. Ohio Wesleyan is featured in the book Colleges That Change Lives and was recently listed as the No. 1 liberal arts college in Ohio for social mobility by U.S. News and World Report. OWU is located in Delaware, OH, a lively college town just 30 minutes from Columbus, the 14th most populous city in the United States and is among the fastest growing, most economically vibrant areas of the Midwest. "Money Magazine" named the city of Delaware No. 32 overall in its 2020 list of the Best Places to Live in America. "Forbes" ranked Columbus No. 2 in the nation for job growth in 2020 and No. 8 in the nation for Young Professionals. LinkedIn ranks Columbus as one of the top 10 U.S. cities in which to launch a career.

To achieve our mission, we continually strive to foster a diverse, inclusive, and antiracist campus community, which celebrates the value of all persons regardless of race, ethnicity, gender, color, gender identity and or expression, sexual orientation, family configuration, disability, socioeconomic status, religion, national origin, age or military status. OWU is an equal opportunity institution and seeks applications from individuals who will help us honor and strengthen our commitments to diversity, inclusion and antiracism.

Ohio Wesleyan University is an equal opportunity employer committed to increasing the diversity of its community. We do not discriminate on the basis of race, color, national origin, gender, age, religion, gender identity or expression, disability, or sexual orientation in our educational programs and activities or our employment practices.

For more information: owu.edu/joinOWUfaculty

Pomona College

Chair of the Department of English

Pomona College invites applications and nominations for an advanced Associate or Full Professor level faculty position to serve as Chair of the Department of English. While the area of specialization is open, scholars with a background in one of the following fields is desired: African American, Arab American, Asian American, Latinx, Chicanx, Native American literatures, Multi-ethnic Literatures, and/or Critical Race Theory. **https://academicjobsonline.org/ajo/jobs/17589**

CHRISTOPHER NEWPORT UNIVERSITY

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

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

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

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

Review of applications will begin on January 3, 2021.
Applications received after January 3, 2021, will be accepted but considered only if needed.
View full job posting & how to apply at **http://jobs.cnu.edu/9828**

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

EMBRY-RIDDLE Aeronautical University
FLORIDA | ARIZONA | WORLDWIDE

Department Chair, Humanities and Communication
College of Arts & Sciences

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University-Worldwide (ERAU-W) seeks a dynamic, nationally recognized academic leader who will serve as **Chair for the Department of Humanities and Communication**. This position will include a tenured faculty appointment at the Associate Professor or Professor rank. The successful candidate not only will lead the existing faculty and programs in the department, but also will guide a strategic college-wide focus in developing new interdisciplinary programs and courses. The successful candidate will fill a critical leadership role within the College and across the Worldwide campus and will be provided ample time and resources to accommodate responsibilities of leadership, program development, and management for this broad interdisciplinary faculty team.

As a tenured faculty member in COAS, the successful candidate will maintain an exemplary level of research and scholarly activity. S/he will have demonstrated leadership skills, including project management, development of personnel, strategic planning, and budget management. The position also requires an ability to work collaboratively with internal and external constituents as a member of the department, college, and university. Additionally, candidates should have experience with a broad range of innovative methods of instruction and assessment. The ideal candidate will have a clear vision for supporting the growth of the Bachelor of Science in Communication program. While this position will be based at Worldwide headquarters in Daytona Beach, FL, department faculty are located around the world. As such, candidates will be highly adept at digital communication and proficient at motivating and leading virtual teams.

A doctorate in a humanities or communication discipline is required. Applicants should have a demonstrated record that will qualify them for appointment to a tenured faculty position at the Associate Professor or Professor rank, preferably with work that emphasizes the interdisciplinary nature of humanities or communication with the STEM disciplines.

COAS engages regularly in strategic planning activities, leading to the current *COAS Strategic Directions & Action Plan* (**https://worldwide.erau.edu/colleges/arts-sciences**) that will guide the College's work and resources through 2022. Additionally, COAS implemented promotion and tenure guidelines and criteria, effective August 2019. Both of these policy documents are vital to the future trajectory of the College, and represent a collective strategy for all College decisions. The Department Chair for Humanities and Communication will provide leadership and mentoring for department faculty in order to maintain the positive momentum inspired by these critical College documents.

Other COAS departments include STEM Education, Applied Sciences, and Security and Emergency Services. In addition to degree programs, COAS annually provides over 2,000 sections of general education courses as part of every degree program at ERAU-W, with a focus on developing students' capacity in critical thinking, quantitative reasoning, information literacy, communication, scientific literacy, cultural literacy, and collaboration. The Worldwide campus has an enrollment of 23,000 students, delivering courses globally online, synchronously to both homes and classrooms, in blended formats, and face-to-face at over 130 locations. ERAU-W earned a Top 5 ranking during the past seven years for Best Online Bachelor's programs from *U.S. News & World Report*.

Review of applications will begin **January 19, 2021**, and will continue until the position is filled; expected start date will be August 1, 2021. Applications should include a current CV and a detailed letter discussing experience, academic qualifications, and background that demonstrate a fit with COAS and the position. Selected candidates will be required to secure three professional references as part of the review process. Application materials should be submitted electronically at **https://careers.erau.edu/**. Questions can be directed via email to Dr. Debra Bourdeau, Search Committee Chair, at **taylo13f@erau.edu**.

Northeastern University
College of Engineering

- ☑ **Thriving Research and Graduate Programs**
- ☑ **Established Partnerships with Industry and Government**

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

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

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

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

School of Medicine and Public Health
UNIVERSITY OF WISCONSIN-MADISON

Assistant or Associate Professor of Clinical Research Informatics (227672)

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

Assistant or Associate Professor of Machine Learning (228054)

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

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

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

JOB SEARCH
TIPS

There's nothing you can do as a candidate to speed up a search committee's progress. But there are things you should avoid doing that could jeopardize your candidacy.

Frequent email inquiries will do nothing to advance the process, and may irritate the very people you are trying to impress with your collegiality. About the only thing applicants can do is send thank-you emails to members of the search committee immediately after both the initial interview and the campus visit. After that, it's really out of your hands.

Get more career tips on **jobs.chronicle.com**

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

ARCHITECTURE

Citizen Architect Fellows - USC School of Architecture
University of Southern California
Applications open for two-year postgraduate fellowship (2021-2023). For more info: https://arch.usc.edu/jobs.

CHEMISTRY

Assistant Professor of Chemistry (Biochemistry)
Union University
Assistant Professor of Chemistry (Biochemistry) needed by Union University at a location in Jackson, TN. Requires Ph.D. in Chemistry, Biochemistry or foreign equivalent; evidence of teaching experience and scholarly productivity. Email CV to lmantooth@uu.edu.

COMMUNICATION

Assistant Professor, Department of Communication
University at Albany
Assistant Professor, Department of Communication The Department of Communication at the University at Albany is seeking to fill a tenure track position with a scholar whose research focuses on organizational communication. Applications are especially encouraged from individuals with interest and expertise in applied communication research. Review of applications will begin January 18, 2021. The starting date for the position is Fall 2021. To apply, and for further details, go to: http://www.albany.edu/hr/vacancy.php The University at Albany is an EO/AA/IRCA/ADA employer.

COMPUTER SCIENCE

Tenure-Track Faculty position in Computation, Equity, and the Health of the Planet
Massachusetts Institute of Technology
The Department of Urban Studies and Planning (DUSP), in collaboration with the Schwarzman College of Computing at the Massachusetts Institute of Technology (MIT) in Cambridge, MA, has established a new joint faculty position that connects three pillars for building a Healthy Planet: Urban Planning, Computation, and Equity. The successful candidate will have a demonstrated interest in the equitable design of computation tools and their use in planning practice that will advance racially and socially just solutions for planetary health and health equity. We are especially interested in candidates whose research focuses on marginalized or under-represented communities, particularly African American and Indigenous communities. This is a full-time, tenure-track (pre- tenure) faculty position at the rank of assistant or associate professor, commensurate with experience. The faculty appointment will begin July 1, 2021, or on a mutually agreed date thereafter. The successful candidate would have a shared appointment in both the Department of Urban Studies and Planning and also the Schwarzman College of Computing, in either the Department of Electrical Engineering and Computer Science (EECS), or in the Institute for Data, Systems, and Society (IDSS). Background & Job Description: Over the past decade the Department of Urban Studies and Planning (DUSP) and the Department of Electrical Engineering and Computer Science (EECS) at MIT have developed a strong research and teaching agenda focused on understanding the role of information technologies, Artificial Intelligence, data, sensors, networks, and other computational tools in the planning and development of urban environments. We are searching for candidates who can build on and extend this agenda through teaching and research focused on the health of the planet. Examples of specialization we are looking for may include: climate change, mitigation, or adaptation modeling; energy, food, air, water, or waste systems; energy and natural resource conservation; ethical, sustainable, and racially just approaches to monitoring and sensing in the urban environment; computing's contributions to understanding the political, cultural, social, and economic dimensions of climate, and other applications that advance racially and socially just solutions for planetary health and health equity. Applicants should be able to interrelate theory, research, and professional practice. They should also show demonstrated capabilities in interdisciplinary endeavors as well as to local, national, and international service. Faculty duties include teaching at the undergraduate and graduate levels, advising students, conducting original scholarly research and developing course materials at the undergraduate and graduate levels. Successful applicants will be expected to engage with undergraduate, masters and doctoral students. Qualifications: The candidate's knowledge should bridge across computing and related fields — such as artificial intelligence, data science, remote sensing, simulation and modeling, sensing, or programming — and urban planning related fields, such as environmental planning and policy, geography, participatory planning and policies, healthy community planning, the design of places, or infrastructure design and development. The use of computation in meeting the needs of cities and communities and the ethical concerns involved, as well as in teaching and connecting to urban design or policy, is of utmost importance. Successful candidates are expected to have by the start of the employment a Ph.D. in a field related to Urban Planning, Computer Science, Data Science, Electrical Engineering, Architecture, Landscape Architecture, Urban Geography, Atmospheric or Climate Science, Civil Engineering or a similar discipline. Applications from under-represented minorities, particularly from Black and Indigenous applicants are especially encouraged to apply. Applications should be submitted through the Interfolio web site at: https://apply.interfolio.com/80566 A complete application package includes a cover letter, c.v., statement outlining current and future research and teaching interests; and the names, affiliations, and email addresses of at least three referees. In addition, candidates should provide a statement regarding their views on diversity, inclusion, and belonging, including past and current contributions as well as their vision and plans for the future in these areas. Due Date: All application materials are due by midnight (EST) on December 15, 2020. For technical issues, please contact Interfolio staff 877-997-8807 or help@interfolio.com. Other questions can be directed to Jesse Kaminsky at kaminsk@MIT.EDU Please do not send materials by email. For more information about MIT Department of Urban Studies and Planning see: http://dusp.mit.edu For more information about MIT Schwarzman College of Computing see: https://computing.mit.edu/ MIT is an equal opportunity, affirmative action employer. All qualified applicants will receive consideration for employment regardless of race, color, religion, sex, sexual orientation, gender identity, national origin, veteran status, or disability. We will take affirmative action to ensure that individuals historically discriminated against by race or gender are represented in our workforce and promoted within our institution.

ECONOMICS

Assistant Professor, Department of Economics
University at Albany
Assistant Professor, Department of Economics. The Department of Economics at the University at Albany, State University of New York, invites applications for a tenure-track assistant professor position in International Macroeconomics or Trade beginning fall 2021. Apply online: https://albany.interviewexchange.com/jobofferdetails.jsp?JOBID=126295. The University at Albany is an EO/AA/IRCA/ADA employer.

FINANCE

Faculty Positions in Finance
University of Houston
The C.T. Bauer College of Business at the University of Houston seeks qualified applicants for three tenure-track Assistant Professor or Associate Professor positions in the Department of Finance, starting in the fall of 2021. Assistant Professor candidates must hold a Ph.D. in finance or economics (or A.B.D.) and exhibit promise for high-quality research. Associate Professor professors must have demonstrated ability to publish high quality research in top journals. The Finance department at the Bauer College of Business has been successful in attracting excellent researchers at the senior and junior levels. For details about the faculty, research, and publications, visit the department website at bauer.uh.edu/finance. The University of Houston is an Equal Opportunity/Affirmative Action institution. Veterans, minorities, women, and persons with disabilities are encouraged to apply. The University of Houston is responsive to the needs of dual career couples. Application Procedure To apply, please see: https://www.bauer.uh.edu/finance/recruiting/ Interviews will be conducted at the Virtual American Finance Association meetings in January 2021.

MANAGEMENT

Faculty Positions in Management & Leadership
University of Houston
The Department of Management & Leadership in the C. T. Bauer College of Business at the University of Houston seeks qualified applicants for two tenure-track positions, starting in the fall of 2021. One position is senior-level (full professor) while the other is junior-level (assistant/associate professor). Applicants with interests in Human Resources Management and/or Organizational Behavior are of particular interest. Candidates with interests in Human Resource Analytics, Inclusive Leadership, Healthcare, and Human Capital Optimization likely will receive special consideration. The Department of Management & Leadership has been successful in attracting excellent researchers and teachers at senior and junior levels. For details about the faculty, research, and publications, visit the department website at www.bauer.uh.edu/management. The University of Houston is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans and persons with disabilities are encouraged to apply. The University of Houston is responsive to the needs of dual career couples. Application Procedure Applications will be accepted until the position has been filled. To apply, please visit: www.bauer.uh.edu/departments/management-leadership/recruiting

PATHOLOGY

Clinical or Tenure-track Assistant or Associate Professor - Diagnostic Pathology
Iowa State University
The College of Veterinary Medicine's Department of Veterinary Diagnostic and Production Animal Medicine at Iowa State University (ISU) in Ames, Iowa invites applications for a full-time tenure track or term faculty position in diagnostic pathology in our Veterinary Diagnostic Laboratory (VDL). The ISU VDL is an AAVLD-accredited, full-service laboratory that serves veterinarians and animal owners of Iowa and across the United States. The primary responsibility of this position will be to provide diagnostic pathology support and deliver comprehensive diagnostic case information on cases from all animal species on a year-round basis. The successful candidate may establish a collaborative research program, aid in the development and implementation of new diagnostic procedures, teach veterinary students, and mentor graduate students and residents. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status and will not be discriminated against. For more information and to apply, visit www.jobs.iastate.edu, posting R3637.

SCIENCE

Assistant Professor/ Research Scientist
Rush University Medical Center
Assistant Professor/Research Scientist sought by Rush University Medical Center in Chicago, IL to teach postdocs, undergraduate students, graduate students, and staff personnel about research projects, research techniques, and laboratory equipment. Must have a PhD degree or equivalent in Cellular Biochemistry, Cellular Biology, or a related field, plus 2 years of research experience related to bones and cartilage. Mail resume to A. Bretzer, 1700 W. Van Buren Street, Triangle Office Building, Suite 301, Chicago, IL 60612 and cite job title in response.

SPANISH

Assistant Professor of Spanish, Latin American Literatures and Cultures
Mount Holyoke College
Assistant Professor of Spanish, Latin American Literatures and Cultures Mount Holyoke College Teach four courses per academic year for Spanish (which may include beginning levels to more advanced courses in language, literature, and culture, taught in Spanish) and Latin American Studies (taught in Spanish or English). Collaborate with colleagues in other fields. Participate in community-based and global education programs. Ph.D. in Spanish, Latin American Studies or closely related field by the time of appointment required. Strong command of Spanish required. Direct Applications to: Jennifer Medina, Mount Holyoke College, 50 College Street, South Hadley, MA 01075. Reference ID: SLALC20. Mount Holyoke College is an Equal Opportunity Employer. Mount Holyoke College is committed to enriching the educational experience it offers through the diversity of its faculty, administration, and staff members. Mount Holyoke seeks to recruit and support a broadly diverse team who will contribute to the college's excellence, diversity of viewpoints and experiences, and relevance in a global society. In furtherance of institutional excellence, the College encourages applications from individuals from underrepresented groups, including faculty, staff, and administration of color, diverse gender identities, first generation college students and individuals who have followed non-traditional pathways to college, and individuals with a demonstrated leadership commitment to including diverse backgrounds and perspectives.

VETERINARY CLINICAL SCIENCES

Clinical or Tenure-Track Assistant/Associate Professor-Small Animal ECC
Washington State University
The Washington State University (WSU) Department of Veterinary Clinical Sciences (VCS) seeks to fill a clinical or tenure-track, full-time, 12-month, renewable position within the Emergency and Critical Care section of its Veterinary Teaching Hospital. The position is available at all ranks, depending upon qualifications, and is available immediately. The position will join a growing team of 3 faculty clinicians whose primary mission is clinical teaching, clinical service and scholarship. Review of applications begins immediately and continues until the position is filled. Salary is commensurate with qualifications and experience. Apply at, www.wsujobs.com. Questions regarding the position may be directed to Dr. Linda Martin, Chair of the Search Committee, by email (lgmartin@wsu.edu) or by telephone (509) 432-9320.

VETERINARY MEDICINE

Clinical Assistant Professor - Food Animal Diagnostician
Iowa State University
The College of Veterinary Medicine's Department of Veterinary Diagnostic and Production Animal Medicine at Iowa State University (ISU) in Ames, Iowa invites applications for a full-time term faculty position in food animal diagnostics in our Veterinary Diagnostic Laboratory (VDL). The ISU VDL is an AAVLD-accredited, full-service laboratory that serves veterinarians and animal owners of Iowa and across the United States. The primary responsibility of this position will be to provide diagnostic pathology support and deliver information on swine and other food animal cases on a year-round basis. The successful candidate will provide a variety of value-added services to clients such as data compilation, case series investigations, field investigations, client education programming and wet labs. The successful candidate may establish a collaborative research program, aid in the development and implementation of new swine diagnostic procedures, teach veterinary students, and mentor graduate students and residents. Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status and will not be discriminated against. For more information and to apply, visit www.jobs.iastate.edu, posting R3634.

GAZETTE

Appointments, Resignations, Retirements, Awards, and Deaths

New Chief Executives

W. Franklin Evans, president of Voorhees College, will become president of West Liberty University, in West Virginia, on January 1. He will succeed Stephen Greiner and will be the university's first Black president.

Guiyou Huang, president of Edinboro University of Pennsylvania, will become president of Western Illinois University on January 1. He will succeed Martin Abraham, who has served as interim president since 2019.

Madeline Pumariega, executive vice president and provost at Tallahassee Community College, will become president of Miami Dade College in January. She will be the first woman to lead the college.

Chief executives (continued)

APPOINTMENTS

Jason Altmire, a former representative for the 4th Congressional District of Pennsylvania who served on the higher-education subcommittee of the House education committee, has been named president and chief executive of Career Education Colleges and Universities.

Karen Carey, interim chancellor of the University of Alaska-Southeast since July, has been named to the post permanently. She replaced Rick Caulfield after his retirement.

Jane McBride Gates, provost and senior vice president for academic and student affairs at the Connecticut State Colleges and Universities system, has been named interim president. She will replace Mark Ojakian, who plans to retire in December.

Thomas K. Hudson, acting president of Jackson State University, has been named to the post permanently.

Nathaniel Jones III, vice president for business services at Moreno Valley College, in California, has been named president of the College of Alameda.

Dale-Elizabeth Pehrsson, president of Clarion University of Pennsylvania, has been named interim president of Edinboro University of Pennsylvania. She will replace Guiyou Huang, who has been named president of Western Illinois University.

Army Maj. Gen. Cedric T. Wins, retired, a former commanding general of the U.S. Army Combat Capabilities Development Command, has been named interim superintendent of the Virginia Military Institute. He replaces retired Gen. J.H. Binford Peay III, who resigned after accusations involving a culture of racism and bigotry there. Wins will be the first Black man to lead the institute.

Submit items to
people@chronicle.com

Richard Yao, vice president for student affairs at California State University-Channel Islands, will become interim president on January 11. He will replace Erika D. Beck, who has been named president of California State University at Northridge.

RESIGNATIONS

Jacque Carter, president of Doane University, in Nebraska, plans to step down on June 30.

Scott Dalrymple, president of Columbia College, in Missouri, since 2014, plans to step down for family reasons on December 1.

Lara Tiedens, president of Scripps College, plans to resign effective April 15, after five years as president. She will leave to become executive director of Schwarzman Scholars, an international graduat- fellowship program.

Michael K. Young, president of Texas A&M University at College Station, will step down on December 31. Young previously announced he would do so in May 2021 to direct the university's new Institute for Religious Liberties and International Affairs, but he said last week that he would end his presidency a semester early to start the new job sooner.

RETIREMENTS

Larry Dietz, president of Illinois State University since 2014, plans to retire on June 30.

Ralph W. Kuncl, president of the University of Redlands since August 2012, plans to retire on June 30.

Chief academic officers

APPOINTMENTS

Carol A. Fierke, provost and executive vice president at Texas A&M University, will become provost and executive vice president at Brandeis University on January 1.

George S. Low, dean of the College of Business and Economics at California State University-East Bay, has been named senior vice president for academic and student affairs and provost at Georgia Gwinnett College.

Angela Salas, a former provost and vice president for academic affairs at Framingham State University, has been named vice president for academic affairs at Edgewood College.

ELIZABETH WATKINS

Elizabeth Watkins, dean of the graduate division and vice chancellor for student academic affairs at the University of California at San Francisco, will become provost and executive vice chancellor at the University of California at Riverside on May 1.

RESIGNATIONS

Bruce A. McPherson, executive vice president at provost at Ohio State University, plans to step down on June 30.

Other top administrators

APPOINTMENTS

Tyson J. Beale, dean of students at Northern Virginia Community College, has been named vice president for student services at Coker University.

Lauren Cosentino, vice president for campus operations and human resources at Pepperdine University, has been named vice president for advancement and chief development officer.

Crate Herbert, executive director of development for the John A. Paulson School of Engineering and Applied Sciences at Harvard University, has been named vice president for institutional advancement at Wentworth Institute of Technology.

Jeffrey R. Liles, assistant vice president for enrollment services at

Morehead State University, has been named vice president for enrollment at Lourdes University.

Sally C. Morton, dean of the College of Science at Virginia Tech, has been named executive vice president of the Knowledge Enterprise at Arizona State University.

Linda Strong-Leek, provost at Haverford College, has been named interim chief diversity officer.

Sara Thorndike, vice chancellor for administration and finance and chief financial officer at East Carolina University, will become senior vice president for finance and business, as well as treasurer, at Pennsylvania State University at University Park on January 18.

Julia Yager, senior vice president for marketing, sales, and distribution at Public Radio International, in Minneapolis, will become vice president for college relations and communications at Smith College on January 1.

Deans

APPOINTMENTS

Noma Anderson, dean of the College of Health Professions at the University of Tennessee Health Science Center, has been named dean of the College of Nursing and Health Sciences at the University of Vermont.

John Barnett, executive director of the Ontario Council of University Libraries, in Canada, has been named dean of the library at the University of South Carolina Upstate.

Julie Fernandez, dean of the College of Education and Behavioral Sciences at Houston Baptist University, will become dean of the College of Education at Charleston Southern University on January 1.

Myles Gartland, interim dean of the College of Business, Influence, and Information Analysis at Rockhurst University, has been named to the post permanently.


AYANNA HOWARD

Ayanna Howard, chair of the School of Interactive Computing at the Georgia Institute of Technology, will become dean of the College of Engineering at Ohio State University on March 1.

Amy Kristof-Brown, interim dean of the Tippie College of Business at the University of Iowa since March, has been named to the post permanently.

Steven Lepowsky, interim dean of the School of Dental Medicine at the University of Connecticut, has been named to the post permanently.

Earle (Buddy) Lingle, interim dean of the Fred Wilson School of Pharmacy at High Point University since 2019, has been named to the post permanently.

Shaily Menon, dean of the College of Arts and Sciences at Saint Joseph's University, in Pennsylvania, has been named dean of the College of Arts and Sciences at the University of New Haven.

Luay Nakhleh, a professor and chair of the department of computer science at Rice University, will become dean of the university's George R. Brown School of Engineering on January 1.

Camellia Okpodu, dean of the College of Arts and Sciences at Xavier University of Louisiana, will become dean of the College of Arts and Sciences at the University of Wyoming on June 30.

RESIGNATIONS

Beth E. Foley, dean of the Emma Eccles Jones College of Education and Human Services at Utah State University, will step down on December 31.

Lisa A. Tedesco, dean of the Laney Graduate School and vice provost for academic affairs in graduate studies at Emory University, plans to step down at the end of the 2020-21 academic year.

Robert Yekovich, dean of the Shepherd School of Music at Rice University, plans to step down in June.

RETIREMENTS

Susan Hanrahan, dean of the College of Nursing and Health Professions at Arkansas State University, plans to retire on June 30.

Other administrators

APPOINTMENTS

Caree A. Banton, an associate professor of African diaspora history in the Fulbright College of Arts and Sciences at the University of Arkansas, has been named director of the African and African American studies program.

Richard Barth, interim associate vice chancellor for enrollment management at the University of Wisconsin-Parkside, has been named assistant vice president for enrollment management at Athens State University.

Vincente Ceja, interim associate vice president for finance and chief financial officer at Carthage College, has been named to the post permanently.

William Montrose (Monty) Graham, a professor of marine science and the founding director of the School of Ocean Science and Engineering at the University of Southern Mississippi, has been named director of the Florida Institute of Oceanography at the University of South Florida.

Patricia Hammer,assistant dean for administration and analytics in the College of Science at Virginia Tech, has been named associate dean for faculty affairs and graduate studies.


SHANTELLE JENKINS

Shantelle Jenkins, a former director of assessment at Eastern University, in Pennsylvania, has been named assistant vice president at the School of Graduate at Professional Studies at Mount Vernon Nazarene University.

Cornell B. LeSane II, vice president for enrollment and dean of admissions at Allegheny College, has been named vice provost for enrollment management at the College of the Holy Cross.

Juliana Mosley, chief diversity, inclusion and community relations officer at Chestnut Hill College, has been named special assistant to the president for diversity, equity, and inclusion at Salus University.

Faculty

APPOINTMENTS

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

Linda LeMura, president of Le Moyne College, will become a visiting fellow at Syracuse University on December 1.

Organizations

APPOINTMENTS

Tracie C. Collins, dean of the College of Population Health at the University of New Mexico, has been named secretary of the New Mexico Department of Health.

Lisa Graumlich, dean of the College of the Environment at the University of Washington, has been named president-elect of the American Geophysical Union.

Deaths

Victoria Blodgett, assistant dean of postdoctoral affairs at the Guarini School of Graduate and Advanced Studies at Dartmouth College, died of cancer on November 4. She was 59.

Leigh Holt, a former dean and professor at Dominican College, in New York, died on November 9. He was 77. Holt came to the college in 1979 as an associate professor of English and retired in 2007 as vice president for academic affairs.

Sean Kay, a professor of politics and government and director of the international-studies program at Ohio Wesleyan University, died on November 13. He was 53.

Mary L. Smith, who was Kentucky State University's first female president, died on November 28. She was 84.

Jerry Weber, president of Bellevue College from 2017 until this March, died on November 11. He was 70.

- COMPILED BY JULIA PIPER

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ENHANCING **RESEARCH**

Research is a critical focus of The University of Toledo's mission to discover life-changing solutions to global challenges. The University's strong research profile continues to grow as competitive external research dollars climbed more than 18% in the last year and more than 43% in the past four years.

Research dollars increased

+43%

in the past four years

UToledo has one of the top solar energy programs in the nation, with the Wright Center for Photovoltaics Innovation and Commercialization supporting scientists who earned more than $12 million in awards in this academic year alone. **Randall Ellingson, Ph.D.**, professor of physics, is developing new solar technology that is lightweight, flexible, efficient and durable to power space vehicles for Department of Defense missions.

A member of the Association of Universities for Research in Astronomy (AURA), UToledo is counted among the top astronomy programs in the nation for its research, education and outreach. **Rupali Chandar, Ph.D.**, professor of astronomy, leads the Space Telescope Users Committee and is using NASA's Hubble Space Telescope to study star formation in galaxies found in the nearby universe.

Located on the western basin of Lake Erie, UToledo is uniquely positioned to positively impact efforts to preserve our greatest natural resource for future generations. **Jason Huntley, Ph.D.**, associate professor in the UToledo Department of Medical Microbiology and Immunology, is developing new biofilter technology to destroy harmful algal toxins with naturally occurring bacteria.

More than 100 million Americans have high blood pressure, but only about a quarter of those individuals have it under control. **Bina Joe, Ph.D.**, Distinguished University Professor and Chair of the Department of Physiology and Pharmacology, leads UToledo's innovative research connecting high blood pressure, genetics and gut bacteria to unravel causes of hypertension beyond one's diet and exercise routine.

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THE UNIVERSITY OF TOLEDO

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