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OF HIGHER EDUCATION

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The Class of Covid-19

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THE CHRONICLE OF HIGHER EDUCATION

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Enrolling the Class of Covid-19

Inside the scramble to recruit and welcome a cohort like no other.

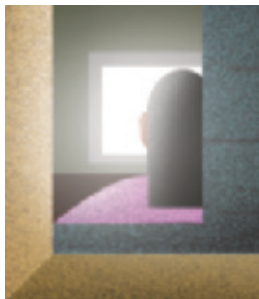
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Cover photograph by Mark Abramson for The Chronicle

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An Enrollment Crucible

BACK in the pandemic's early days this spring, it became clear that the question of whether colleges should reopen their campuses in the fall would be very consequential. For small, private, tuition-dependent colleges, the stakes seemed particularly high. Many of them were already operating on thin margins, and the coronavirus had turned some of their chief assets — an intimate setting and a sense of community — into liabilities. How, we wondered, would these institutions sort through the thicket of ethical, financial, and public-health dilemmas? If they

reopened, would students — the beneficiaries of their missions and the lifeblood of their finances — actually want to come?

We knew that it would be important to capture what those tumultuous months actually looked and felt like from the inside. Eric Hoover, a *Chronicle* reporter with deep knowledge of the workings of college admissions and a distinct talent for telling human-driven stories, zeroed in on one institution, Muhlenberg College, where the tensions seemed both acute and representative of many of its peers. Eric and Robert G. Springall, Muhlenberg's vice president for enrollment management, first met about a decade ago, at a meeting of the National Association for College Admission Counseling. Over the years, Eric came to appreciate Springall's thoughtfulness, patience, and ability to explain how the many pieces of enrollment fit into a larger puzzle.

Hoover gained remarkable access to Springall, his colleagues, other college leaders, and Muhlenberg students over the course of 22 weeks, allowing him a rare behind-the-scenes view of how one college tried to fill the Class of Covid-19. It was, he writes, "a test with no answer key."

We're proud to share the resulting story, and we hope that you will find some lessons — and maybe see something of yourselves — in the tale of how Muhlenberg navigated an enrollment cycle like no other.

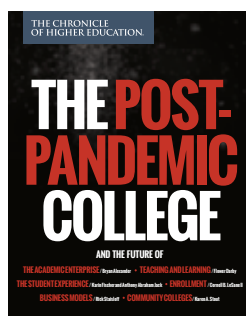
— DAN BERRETT, SENIOR EDITOR



CHRONICLE PHOTO BY ERICA LUSK

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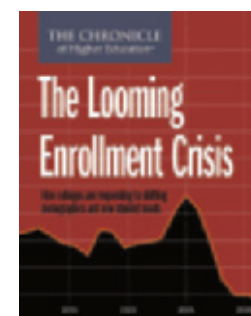
Leading experts examine **how the pandemic will shape higher education in the years to come and what the college of the future may look like.** Colleges must develop a more externally-focused business model, direct resources to professional development, and continue to expand mental-health services.



Colleges are at a greater risk of losing vulnerable students at the very moment when **keeping them enrolled may be a matter of institutional survival.** Learn how your institution can best support and retain struggling students.

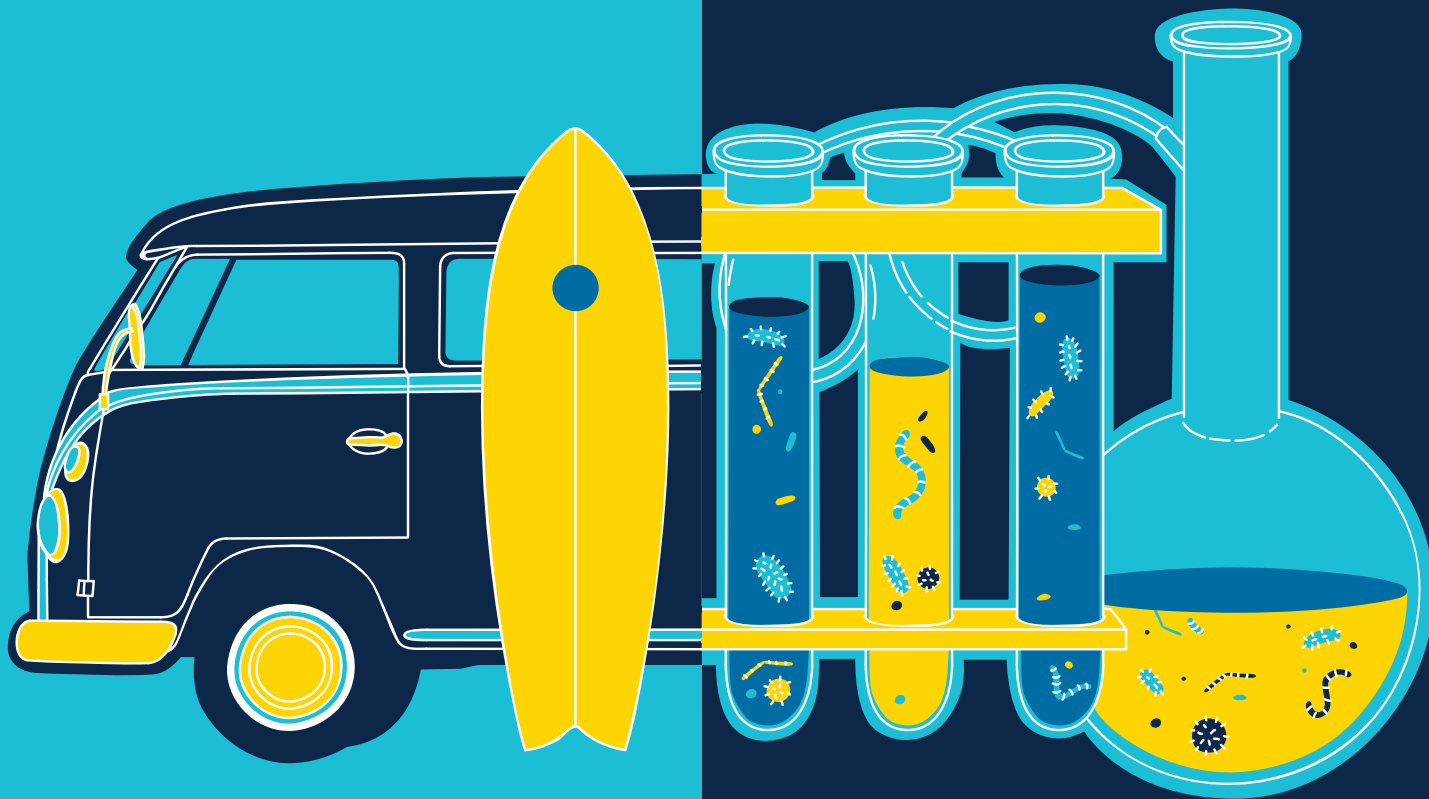


Financial worries, declining birth rates, and **growing skepticism about the value of a college degree portend a major enrollment crisis.** This Chronicle report delivers strategies for making the difficult decisions that will ensure the long-term survival of your institution.



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LOOK DEEPER



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Ph.D. delay

Grad Students Need Not Apply

MORE THAN 50 doctoral programs in the humanities and social sciences won't be admitting new students in the fall of 2021 — a response to the pandemic and ensuing economic turmoil. It's a sort of financial triage to help the programs devote funding to their current students, many of whom will be delayed in completing their degrees because of the disruptions. Suspending admissions for a year, some administrators say, will also allow them to reimagine their doctoral curricula to ac-

Nearly all cited the desire to support existing students.

That decision was a unanimous one for faculty members in Princeton's sociology department, Dalton Conley, the director of graduate studies, said in May. Not only were many of the department's students forced to halt in-person research — like ethnographic interviewing — or book a hasty return to the United States from their fieldwork sites as borders closed, but some, as parents, also confronted immediate child-care needs.

In the end, Conley said, "we wanted to have a situation where we weren't continually kind of having to go in and tinker here and there and cancel some admission slots, revisit the question, cancel additional slots. We wanted to have some buffer." Taking a "one-time hit" and suspending admissions for a year, Conley and his colleagues decided, made it less likely that they'd have to revise enrollment numbers in the future.

Andrew Needham, director of graduate studies for New York University's history department, which also suspended admissions, said his department reasoned that admitting a smaller cohort would also diminish the students' experience.

"Almost all faculty thought that a cohort that was shrunk by half or two-thirds would come at such intellectual cost to those students that forgoing admissions was, pragmatically but also pedagogically, the thing that made the most sense," Needham said in June. "My perspective was always, I feel a much greater obligation to these actual people rather than to these imagined people that could be here."

In deciding whether to suspend admissions, Needham reached out to a former adviser in the University of Michigan at Ann Arbor's history department, which once paused admissions for a year after more students than expected accepted admissions offers the previous year. Michigan's history department, Needham's adviser told

him, hadn't suffered any reputational costs as a result.

Thus far, that observation has been borne out in Needham's communications with prospective applicants, who he said "seem a combination of disappointed but also impressed" by the department's decision to support its current students — NYU will offer students in their second through fifth years a funding extension of either one semester or one year, with every student in a particular cohort receiving the same extension.

Departmental responses to the pandemic, Needham said, could become a barometer of a program's commitment to its doctoral students. "'What did your department do during the Covid pandemic?' should be a question that the prospective applicants ask now for the next decade," he said.

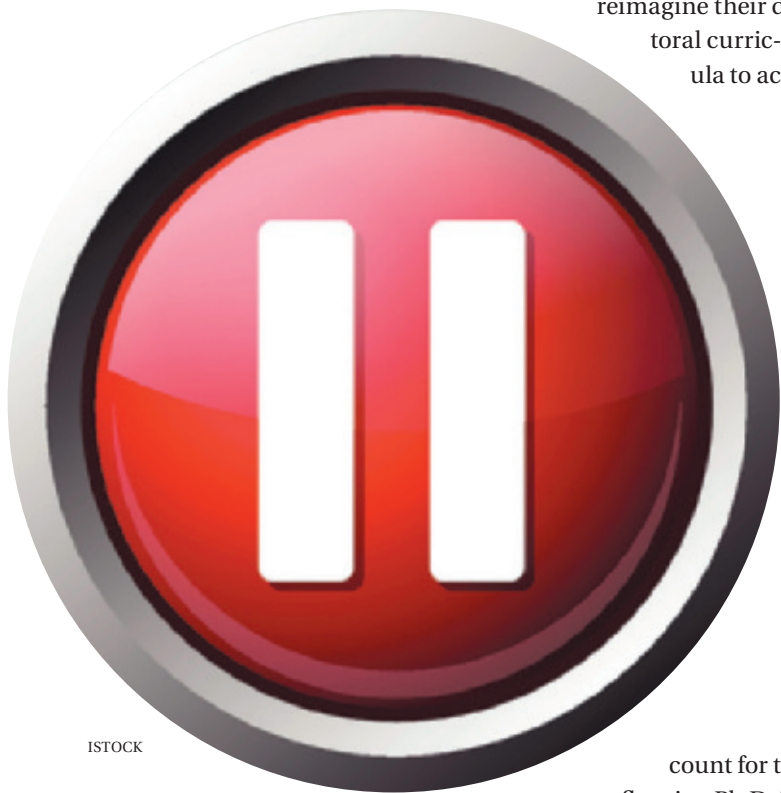
Rice University's humanities school is small, admitting a maximum of 25 doctoral students for five-year terms under normal circumstances. So once it became apparent that disruptions to doctoral study would stretch into the 2020-21 academic year, administrators realized they'd have to choose between admitting a new class of students and funding those who wrapped up their fifth year this spring.

To Kathleen Canning, dean of Rice's School of the Humanities, and her colleagues, the choice was clear. "If they don't finish and if they don't find a way into a profession that is meaningful for them, we haven't succeeded," she said. That notion, she said, should supersede any individual faculty member's feeling that, as she put it, "a constant stream of grad students is really necessary for my own sense of being a research-oriented faculty member." The humanities school will admit only three students in 2021, all of whom deferred admission this fall.

For Canning and for Jeffrey J. Kripal, Rice's associate dean of the humanities, the pause also represents a chance to rethink doctoral education in times of crisis — not just the pandemic but the declining humanities job market more broadly. Rice's administrators have renewed their dedication to offering wide-ranging career preparation.

"That conversation was really theoretical, for the most part, last fall," said Kripal. Now it's urgent, and everybody's like, 'Of course.'"

— MEGAN ZAHNEIS



ISTOCK

count for the flagging Ph.D. job market.

Princeton University's sociology department was among the first to announce its decision, in mid-May, and other programs followed throughout the summer. More dominoes fell last month — and entire graduate divisions opted for universal pauses — as the University of Pennsylvania decided to suspend all school-funded admissions in its School of Arts and Sciences, and most programs in Columbia University's social-sciences and humanities departments said they'd do the same.

Money talks

Free-Speech Fracas

TENSIONS WERE RISING at Binghamton University last November as a crowd of protesters surrounded a table where students displayed images of guns and proclaimed their right to carry them. As the shouting escalated, the university police escorted the conservative students away but didn't arrest any protesters — a decision that would prompt complaints of bias and a lawsuit from campus Republicans.

It's the kind of controversy that usually plays out within the confines of a campus, and sometimes in the courts. But this one has also attracted the attention of the U.S. Department of Education. Since President Trump issued an executive order on free speech last year, Binghamton is at least the third university to be put on notice that it is under federal investigation.

The president's order threatens to withhold federal money from colleges that fail to protect free speech. It directs federal agencies to ensure that institutions receiving U.S. research or education grants "promote free inquiry." Critics point out that the First Amendment already requires public institutions to do that.

But the order also seeks to hold colleges accountable for their own policies on free speech. Private colleges often have policies that mirror First Amendment protections, and many public colleges have institutional protections that extend beyond what's required by federal law.

Last month, Education Secretary Betsy DeVos announced a final rule outlining how her department planned to carry out Trump's order. The rule won't take effect until November 23, but the department has already begun moving ahead with investigations.

In the three known cases the Education Department has pursued — the others involve the University of California at Los Angeles and Fordham University — it has sided with conservative parties.

Joe Cohn, legislative and policy director for the Foundation for Individual Rights in Education, said that his organization had expressed concerns about all three cases. The Education Department "needs to have

a strong track record of doing this evenhandedly" he said. "That's how they can gain or lose the public trust."

In June the Education Department notified UCLA that it had received reports that the university had "improperly and abusively targeted" an instructor who was investigated for reading aloud a racial slur in an online class discussion about the history of racism. Lt. Col. W. Ajax Peris, a political-science lecturer who is white, read from Martin Luther King Jr.'s "Letter From Birmingham Jail" and showed clips from a documentary that included images of lynching. Both included the slur.

Peris is teaching this fall, and his status hasn't changed, a UCLA spokesman said.



KATHERINE STREETER
FOR THE CHRONICLE

The Education Department reminded UCLA of the monetary or other penalties that can be imposed if the department finds that the university misrepresented the promises it makes on free speech.

In August the department opened an investigation into Fordham over its decision to discipline a student who had shared two inflammatory photos on Instagram. A Fordham spokesman, Bob Howe, said the case "is simply a code-of-conduct matter."

Then, last month, the department notified Binghamton, part of the State University of New York, that it was investigating the university's response to the clash over gun rights, as well as the disruption of a conservative talk that the campus Republican group had promoted.

The Education Department contends that those who interfered with the display appeared to be part of an illegal conspiracy intended to "injure, oppress, threaten, or intimidate the College Republicans in the free exercise or enjoyment of their First Amendment rights." It is investigating whether the university was misleading students and parents about the free-speech and free-inquiry rights it offers by selectively applying those policies.

In a written statement, Ryan Yarosh, a Binghamton spokesman, said that the university "is committed to freedom of speech, academic inquiry, and the exchange of ideas as part of our mission," and that "we acted consistently with this mission and with the requirements of the First Amendment and the Higher Education Act."

Jonathan Friedman, campus-free-speech project director for PEN America, a human-rights association, called the investigations and the threat of a funding cut a "disproportionate reaction" to controversies that could be better handled by campus administrators. "This is a blatant attempt to politicize these issues and score political points," he wrote in an email to *The Chronicle*. "It is part of this administration's ongoing effort to undermine and attack colleges and universities."

— KATHERINE MANGAN

Healthy numbers

A Covid-19 Enrollment Bump

FIVE YEARS AGO, two administrators at Southern Utah University worked evenings calling hundreds of students who had dropped out to ask them why. The causes, they learned, weren't exactly surprising: financial challenges, family problems, poor fit — the usual reasons students leave without a degree. But after students repeatedly said they didn't know where to go or whom to talk with about their reasons for leaving, the administrators had a revelation.

"This was Generation Z arriving on campus," said Jared Tippetts, vice president for student affairs. "They're going to engage and interact with us differently. They're not going to come and say, 'I'm struggling. Can you help me?' We learned through that process that we better start creating authentic relationships with students."

He and his colleagues spent the next five years aiming for that, investing in outreach to students and their parents, thinking about how to communicate with a new generation of undergraduates, and starting a program that assigns each new freshman or transfer student to a peer mentor with

whom they develop a relationship even before they set foot on campus.

It's paid off, and the rewards have continued during

the pandemic. According to preliminary numbers, the university's overall enrollment is up about 15 percent from last year. This bucks the overall trend for colleges and universities. As of September 10, according to the National Student Clearinghouse Research Center, higher education avoided the apocalyptic fall that some had feared, although it still saw a 2.5-percent drop in undergraduate enrollment from last year.

Southern Utah has a hybrid model this semester. Most students are taking in-person classes, but about 20 percent are entirely online. The university offered a tuition discount for those taking classes online.

A bit of luck certainly factors into this success. Amid continuing financial uncertainty, a public regional college like Southern Utah offers an affordable alternative to pricier, farther-flung institutions. And as a deadly virus rampages through the United States, a college in a relatively rural area — Cedar City, where Southern Utah is located, has about 35,000 residents — can assuage the worries of parents and students who want a relatively safe in-person experience.

Even so, Southern Utah makes clear that at a time of profound disconnection, both physical and psychological, there's no substitute for cultivating relationships with your students.

Yaneth Vasquez was scared to be away from home when she first arrived at Southern Utah from Las Vegas, and she worried about making friends. But her peer mentor — they're called ACES, or assistant coaches for excellence and success — helped her meet people and connect with the campus. He kept checking in weekly to make sure she was settling into college life. "My ACE was probably my first friend on campus," Vasquez says. "He made me feel like I belonged here." Two years later, Vasquez, now a junior biology major, is a peer mentor herself.

The mentoring program — the core of Southern Utah's plan to improve retention rates — has been an indispensable tool during the pandemic, Tippetts says. The program was the product of those hundreds of calls made by Tippetts and Eric Kirby, assistant vice president for student affairs.

All of the university's incoming students are divided among the 28 paid peer mentors, roughly 120 or so students each. The program has become a one-stop shop for connecting students with campus support. Tippetts used to have to educate new faculty and staff members about university support services so they could help students with questions. Now he just tells them to walk students with inquiries over to the Nest, the space in the student center where peer mentors work. From there, the mentors answer the student's question or walk them to the office on campus that can.

"The magic happens in the walk," Tippetts says. "That's where the relationships are formed."

Peer mentors, along with about 60 student ambassadors, are also involved with outreach efforts to help communicate university messages to current and prospective students. When President Scott L. Wyatt announced he would hold tuition flat and reduce fees by 40 percent because of the pandemic, Southern Utah sent an email to students about the news. But the student ambassadors and mentors also hopped on the phone to underscore the message and talk through any questions people might have.

"There's enormous power when information comes from their peers," says Stuart Jones, vice president for advancement and enrollment management. "We as administrators are seen as paid hired guns."

— VIMAL PATEL

Maverick Pexton and Jackie Hulet. Her peer mentor, he is walking her through the intake process and how she can access resources for incoming students.



ASHER SWAN FOR THE CHRONICLE

Technology gap

The Unequal Costs of the Digital Divide

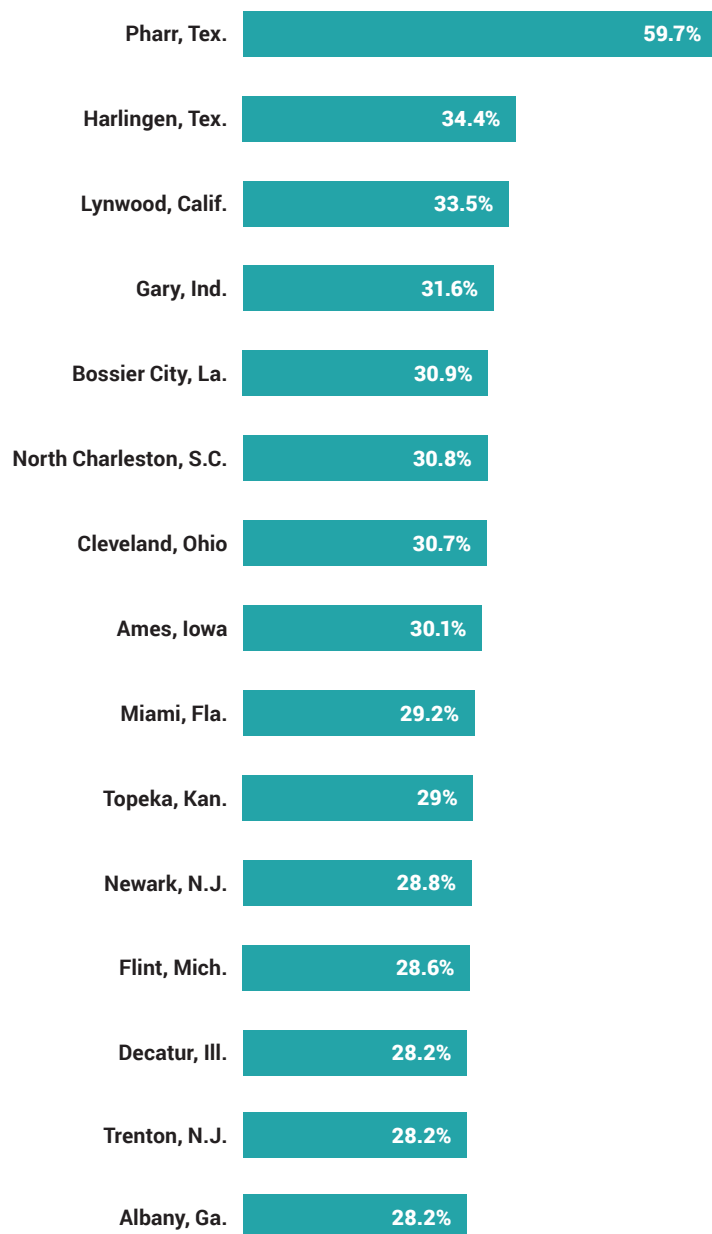
FOR SOME STUDENTS, the fall semester has meant a return to in-person learning, but with a new backdrop — coronavirus testing, social distancing, and taking some courses online. For others the routine is a more familiar one. They're logging on for virtual events and online learning in a more carefully planned version of higher ed's pivot in the pandemic's early days.

In either case, attending college during the coronavirus has meant added costs. And the digital divide that was a problem for many students last academic year hasn't disappeared. In fact, with the fall semester already underway, institutions are still working to assess and overcome the gaps in technology for students.

Logging On Not an Option

These 15 large and medium-size cities, which are home to at least one college — most commonly a public, two-year institution — had the highest share of households who lacked broadband internet subscriptions of any kind in 2019.

Households with no broadband subscriptions (including via cellphone)



Source: National Digital Inclusion Alliance analysis of U.S. Census data, "Worst Connected Cities 2019"

According to a survey by New America and Third Way, this summer 57 percent of college students said that having access to a stable, high-speed internet connection could be challenging if they continued their education online.

For the most vulnerable students, a lack of access to the internet and a computer could keep them from enrolling. In fact, community colleges — where an early look at enrollment shows a steep drop in attendance this fall — have been ramping up their loaner programs for computers and Wi-Fi hot spots.

Here's what navigating the digital divide in a time of online learning looks like:

— AUDREY WILLIAMS JUNE

Closing the Divide

Many institutions, especially community colleges, have started or ramped up programs to lend laptops — and often Wi-Fi hot spots — to eligible students this fall.

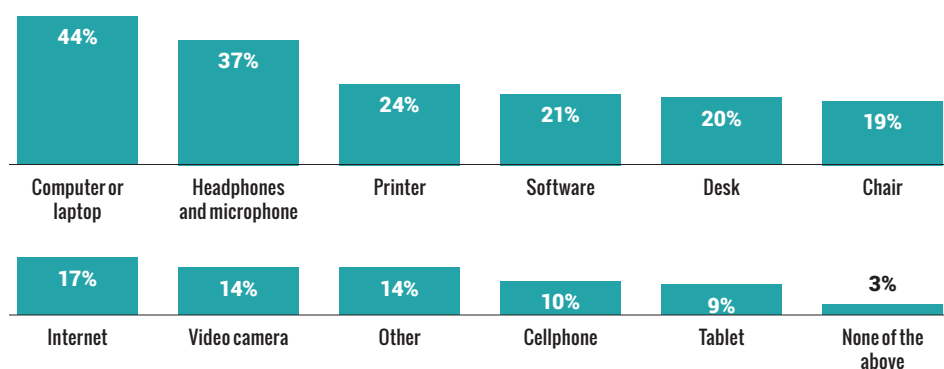
	Laptops available for distribution this fall
Suffolk County Community College	840
Oakland Community College	3,500
Merced College	1,500+
El Camino College	2,000
U. of Arkansas	200
Clark Atlanta U.	3,400
U. of California at Berkeley	3,300
Wayne State U.	1,500

Source: *Chronicle* reporting

Big-Ticket Shopping List

Since March, 41 percent of college students had to buy items to support their online education. Among those who did, a computer or laptop was purchased by the largest share of students.

Percentage of students who purchased...



Note: Respondents were surveyed August 6-17 and could choose more than one answer.

Source: New America and Third Way

Steep Out-of-Pocket Costs

More than 70 percent of college students said they had to foot the bill for what they needed to attend online classes. For about two-thirds of them the cost was significant.



Note: Respondents were surveyed August 6-17.

Source: New America and Third Way

Enrolling the



Class of Covid-19

Inside the scramble to recruit and welcome a cohort like no other.

IN LATE AUGUST, Robert G. Springall looked out his office window and saw a man holding a phone chin-high. He was taking a panoramic shot of the sun-washed campus, as parents often do on move-in day. For a second, the world felt normal again.

Springall, vice president for enrollment management at Muhlenberg College, had studied spreadsheets until his eyes burned. They told him how many freshmen planned to enroll, how much revenue was at stake. But the sight of the father snapping pictures reminded him of something even more important: For many families, this was a monumental moment.

This year, though, the moment felt fragile, like the first page of a book that might dissolve in your hands. An outbreak of Covid-19 could send everyone home. The virus shredded all surety.

And it all but mocked Springall's job. A vice president for enrollment management must bend chaos into order, conquer uncertainties, and deliver the Class the College Needs. But the pandemic had blunted the tools of his trade: No predictive model accounted for a deadly, globe-crippling threat; no algorithm revealed how many freshmen would show up. Or if bringing them to campus was the right thing to do.

This is the story of how Muhlenberg — a small, tuition-dependent institution in an ultracompetitive market — navigated the spring and summer of 2020, as seen through the eyes of a seasoned enrollment official. Springall, a trim 51-year-old who typically seems jacketed in an extra layer of calm, helped lead an all-hands-on-deck campaign of constant communication, careful planning, and rapid adjustments. The college sought to preserve a sense of community, its signature offering, in a socially distanced age. Though science shaped the answer, getting through was an act of faith.

By late August, a skeptical nation was questioning colleges that had fully or partially reopened their campuses despite the raging pandemic. Students, faculty, and staff asked if their institutions had moved too hastily, or even recklessly. Surely some did, succumbing to excessive optimism, or internal pressure to protect revenue, or exter-

ALLENTOWN, PA.

BY ERIC HOOVER

nal demands to keep the show going, or all of the above.

This was a test with no answer key. A behind-the-scenes look at Muhlenberg reveals the complexity of what many colleges confronted. Springall and his colleagues at Muhlenberg agonized over questions about how to balance their institutional mission with health-and-safety concerns while reimagining their offerings and trying to shore up enrollment. It was exhausting.

On move-in day, Springall wore a black mask with a red M. He greeted a few families from afar: "Welcome! Great to have you here." None of them could've known how deeply he meant it after 22 doubt-ridden weeks.

IT WAS GOING TO BE a good year. Springall believed that in February, after Muhlenberg received a total of 4,543 applications — an 8-percent increase over 2019. With nearly 50 more early-decision commitments than the previous year, the college was poised to exceed its goal of 550 freshmen.

At a staff party for a colleague, Springall ended up with a small bottle of Korbel champagne, which he carried back to his office and stuck in the minifridge. He would pop the cork on the first day of classes this fall, he figured, to celebrate the big Class of 2024.

Then Covid-19 came. Muhlenberg, which had been tracking the spread of the virus, announced its closing on March 10, before many colleges did the same. The campus newspaper called the announcement "catastrophic." Students and parents emailed administrators to express their outrage, saying that the threat of the virus was being exaggerated, that young people weren't really at risk.

Most students had to leave the campus by March 14. Four days later, Pennsylvania reported its first Covid-19 death.

As the nation shut down, Muhlenberg's admissions office kept turning the wheels of the admissions process. Staff members stayed on the campus to assemble and mail packets for 2,582 accepted regular-decision applicants. Even in a digital world, many teenagers like holding a letter in their hands.

One problem: Those letters, many of which Melissa Falk, dean of

Robert Springall wraps a makeshift mask around the statue of Henry Melchior Muhlenberg, the college's eponym.

PHOTOGRAPHS BY MARK ABRAMSON FOR THE CHRONICLE

admissions and financial aid, had already signed, referred to an April 18 on-campus event for accepted students. No one knew if the college would reopen by then. So admissions officers yanked the invitations from each packet. Falk drafted a new letter, printed 800 copies, and signed each of them again.

Enrolling a class is a major chore. Springall found it harder each year to meet goals for revenue and student diversity while also increasing academic quality. Muhlenberg lies in the Lehigh Valley, crowded with small, comparable colleges, on the eastern side of a state with a declining number of high-school graduates.

What makes Muhlenberg special, Springall believes, can also make it a tough sell in a world fixated on big-name colleges and easy-to-visualize career paths. Applicants with “self-actualization” on their list of priorities just might love the place. But they’re kind of rare.

Muhlenberg, with about 2,000 students, occupies higher education’s vast middle tier. Last year it accepted 66 percent of its applicants. Its sticker price was about \$69,000 a year; its average net price was about half that.

Though heavy discounting is a necessity, it can’t prevent surprises. Last fall, Muhlenberg planned for 570 freshmen but ended up with 538. A record proportion of those who had sent deposits — 69 students in all — weren’t enrolled by the deadline to add or drop classes. They had either deferred their admission or bowed out. Summer melt, it’s called.

Now the pandemic threatened to cause even greater melt. Early surveys suggested that many colleges would see their incoming

$\$12,000 \times 1,800 = \21.6 million.

Oh, he thought.

THE PANDEMIC forced Muhlenberg to ask itself a question: Who are we?

Falk, an alumna of the college, knew it as close-knit and “disarmingly friendly,” a campus where students approach visitors just to give them directions from one tree-shaded corner to another. The college’s comforting sense of place has long been a selling point.

The challenge: Conveying such virtues at a time when the nation was in lockdown. “We need to get our hands on these kids,” Falk told her staff, “to make sure they know we’re still here even though the world is upside-down.”

So the admissions office softened the tone of its communications. The usual salesmanship wouldn’t be right, Falk thought, when prospective students were anxious, upset, worried. “You can be certain of Muhlenberg” was the subject line of an April email exemplifying the college’s attempt to be gentle even as it encouraged students who hadn’t committed to do so — and soon. The message explained that the deadline for requesting a deferral had been extended until move-in day, that freshmen might be allowed to bring cars because of Covid-19, and that those committing by May 1 could move in early (which then seemed doable).

This spring, colleges had to scrap their existing “yield” campaigns to lock in the freshman class. Deprived of the opportunity for in-person interaction, Muhlenberg’s admissions office doubled down on virtual events. It invited accepted students to schedule one-on-one chats with admissions officers. It recruited professors to teach sample classes allowing prospective students to interact with instructors. It turned over its Instagram account to current students who fielded questions from accepted applicants.

One day, Muhlenberg hosted a virtual meet-up for prospective students in the Southeast. When Josh Benson in Durham, N.C., logged in, he already had a favorable impression of the college. He liked that Tara Nelan, regional director of admissions for the Southeast, had handed him a cupcake when they met for his official interview, in October; she knew it was his birthday. This spring he noticed that the college had sent him more-detailed Covid-19 updates than the other institutions on his list had, which made him feel as if he were already a student there.

Nonetheless, Benson was leaning toward attending another college when the video chat began. Then, Matt Steiner, a Muhlenberg senior from Florida, expressed an interest in him, asked about his trumpet playing, and suggested he could join a band on the campus. After hearing that Benson shared his fondness for Moe’s Southwest Grill, a chain restaurant, Steiner suggested that the two of them would go out to eat together this fall.

That casual invitation, perhaps more than anything else, swayed Benson: “He treated me like I could just be another friend of his.” He committed to Muhlenberg the next day.

Perhaps the admission staff’s most essential task was to reimagine its annual on-campus event for accepted students. It’s called Through the Red Doors, a nod to the bright-red entrances of Muhlenberg’s buildings. The all-day event is an intimate welcome meant to give families a sense of life on the campus. Springall calls it “Black Friday”: Each year the college gets dozens of commitments on the spot from enthusiastic families who line up to pay the \$400 deposit fee.

Now that, too, would have to be virtual. Chelsea Schoen, associate director of admissions, led the staff in retooling the event for the Zoom era. They scheduled a week of programming, including a career-center webinar and a discussion of campus life led by current students. On Saturday, April 18, the college offered five faculty panels, each on a different academic theme, back-to-back.

At an admissions staff meeting the following Monday, Schoen

“It’s important to make sure students know ‘We hear you. . . . Now we’re going to help get you an answer.’”

classes shrink by at least 10 to 20 percent. Springall had worked in the field for 27 years, at Muhlenberg for three. But this was Year One of a new reality.

Flexibility would be crucial, he knew. In late March, he convinced the college to push the May 1 deposit deadline back a month, as several institutions had already done. Many families reeling from the pandemic would surely need more time, he figured; the sooner the college made the change, the less likely anyone might perceive it as a desperate response to a dearth of deposits.

The unfolding crisis focused Springall. He feared that in a week or a month, he would realize that he should have done X . . . today. Monday through Friday he woke early and made coffee, sitting down at the computer in his home office by 7 a.m., often before showering, before shaking all the sleep from his limbs.

Each day he joined the rest of the senior staff for a 9 a.m. meeting that sometimes lasted until noon. At first administrators were in emergency mode, weighing immediate questions, like whether to cancel commencement.

During one discussion in April, though, a colleague turned the conversation toward the future: “What if we’re not back in the fall?”

Springall felt as if a storm cloud were spreading across his ceiling. While the meeting continued, he and Kent A. Dyer, the chief business officer, traded messages about the potential financial impact of a semester with no students on the campus.

Springall punched buttons on his calculator, roughing out the annual room-and-board charges, the number of on-campus students.

New reports explore school districts' efforts to refocus the principal supervisor job from administration to principal support.

Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative

Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative

Learn about six school districts' implementation of strategies to change the principal supervisor job to focus on high-quality instruction.

Leading the Change:

A Comparison of the Principal Supervisor Role in Principal Supervisor Initiative Districts and Other Urban Districts

Leading the Change: A Comparison of the Principal Supervisor Role in Principal Supervisor Initiative Districts and Other Urban Districts

This report compares supervision in the six districts that participated in a four-year initiative with supervision elsewhere.

Trends in Principal Supervisor Leadership and Support

Findings from two surveys provide indications that large school districts nationwide are redesigning the principal supervisor job.

Download these and other free resources at wallacefoundation.org.

shared some encouraging data: Two hundred and seventeen prospective students had logged in for the Saturday event. But they had submitted more questions than professors could answer in a one-hour session. There was no lining up after a virtual panel.

So Schoen developed a process for downloading each question, determining which prospective student had asked it, and ensuring that the appropriate person, be it a professor or an admissions officer, responded by midweek. “We have their attention, we have their energy, we’ve just got to go capitalize on it now,” she said. “It’s important to make sure students know ‘We hear you. ... Now we’re going to help get you an answer.’”

At the end of the meeting, Springall acknowledged the staff’s hard work. “I couldn’t be more proud of this team,” he said. “Thank you so much, everybody, for doing what you’re doing. It’s just been knocked out of the park.”

He was inspired by his colleagues’ energy, but he knew that they were tired — and that there was cause for concern. Days earlier, the total number of commitments had fallen off last year’s pace for the first time, which made him feel as if a lead in a big game were slipping away.

On April 30, Muhlenberg had 410 deposits, 86 fewer than at that point the year before. During the second week of May, the college received just one or two deposits a day. For every Josh Benson who had committed, there were handfuls of accepted students who were just ... standing ... pat.

Many families, Springall suspected, were delaying their final decisions because of a still-unanswered question: Would the college bring students to the campus this fall?

SPRINGALL wanted to believe that Muhlenberg could safely do just that. But then one day he called his father, a trained mathematician, who shared a blunt assessment of the college’s predicament in a world without a vaccine.

We’re dealing with a medical problem, a science problem, Tom Springall told his son. *Until science delivers solutions, we’re not going back to normal ways of learning and being together.*

Covid-19 essentially sneered at the liberal-arts college experience, the side-by-side mentoring and small-group discussions that blossom on cozy campuses where even the architecture encourages intimacy. Most classrooms at Muhlenberg were meant to hold 30 students. But 30 socially distanced students?

Even at less than 100-percent occupancy, his father said, the logician in me says you can’t do it.

Those words deflated Springall, who had majored in computer science and shared his father’s analytical nature. Nonetheless, enrollment leaders must embrace hope while confronting reality. His job required him to tackle the next task, to compartmentalize instead of getting lost in worry.

Springall conferred daily with Kathleen E. Harring, the college’s president. Often they felt as if they were running two colleges, the one that already existed and the hypothetical one that might exist in the fall. Would it be virtual? Would there be football? What about ... ?

Harring, a social psychologist who has taught public-health courses, studied Covid-19 daily. She listened to podcasts about virology, kept in close touch with local public-health authorities, and dialed into regular calls with state officials advising colleges.

She concluded that her campus could reopen only if it had access to frequent testing with rapid results. Muhlenberg developed a three-pronged strategy: It would work with local partners to conduct testing of symptomatic students; test everyone who had been in contact with them; and commit to “surveillance testing” of asymptomatic students.

Health-and-safety concerns dovetailed with discussions of the college’s mission. A faculty-and-staff committee assessing various reopening scenarios assessed the potential impact of each one on academic pursuits, campus life, buildings, and so on. How could the



college remain a welcoming, enjoyable place to learn and live?

Muhlenberg, like other colleges, isn’t just a collection of bricks and boilers. It became a shelter, too. After the campus closed, in March, 200 students received permission to stay in campus housing. About 40 would stay over the summer, including international students and one young man whose permanent address was the same as Muhlenberg’s because, as he told *The Chronicle*, he had no home to return to.

As May went on, the college weighed financial questions. The pandemic had cost it about \$3 million so far, Harring wrote in an email to the campus. Room-and-board refunds, canceled summer programs, remote-learning expenses: All represented losses.

An early estimate pegged the cost of bringing all students back in the fall at \$3.5 million. That included the cost of renting a block of nearby hotel rooms where students who tested positive for Covid-19 could immediately quarantine. The college also renovated all of its bathrooms, installing hands-free faucets and urinals.

In late May, Muhlenberg announced full and partial furloughs for June and July. Of 124 staffers affected, three worked in the admissions office. Springall contacted them one by one to break the news: half-pay, two months.

He reassured each of his colleagues as best he could. “You’re still 100 percent of the team,” he said, “just not 100 percent of the schedule.”

Embrace hope while confronting reality.

Springall remained hopeful, but that day, reality stung.



Robert Springall, vice president for enrollment management at Muhlenberg, speaks to Allison Gulati, dean of students. The college offered a full-credit course over the summer to prospective freshmen to help attract them to enroll.

ENROLLMENT MANAGEMENT is a widely misunderstood profession. Those who oversee the recruitment and retention of college students have been described as villains “ruining American higher education” and “screwing the poor kids” via ruthless, revenue-enhancing tactics. “There’s this idea that we don’t care about education,” one enrollment manager told *The Chronicle* in 2016, “that we would sell our soul to meet the institution’s goals.”

But that description doesn’t fit Springall. He is known at Muhlenberg as a numbers guy who’s good with people, an ethical strategist who has helped increase the college’s once-paltry enrollment of Pell-eligible students (nearly 20 percent of the Class of 2022). Haring, the president, says he’s effective because he builds relationships and knows how to collaborate: “Those two things don’t always happen in higher education.”

Falk, the admissions dean, has depended on Springall to convey clear and sometimes urgent messages, “like a town crier,” to other campus leaders. Explaining to the provost, for instance, why it is crucial for professors to get online with prospective students in the evenings this spring. An enrollment leader’s job, a colleague from another division says, is to “weave a thread from a student’s first connection with the college all the way through to graduation.”

This spring, Springall pushed an idea that required campuswide coordination: Offering 100 incoming students the opportunity to enroll in a free online course of their choosing over the summer. He and Falk hatched the plan after Muhlenberg announced that all

summer courses would be virtual, meaning that anyone, anywhere could participate. Offering first-year students the opportunity to take a for-credit course before move-in day seemed like a good way to meaningfully engage them. All the better if it helped reel in a few undecided students and, perhaps, reduce summer melt.

The college just had to figure out how to pay for it. The School of Continuing Studies, which runs summer courses, told Springall that it would need \$500 per student to make the plan work. So he called Rebekkah L. Brown, vice president for advancement, and said, “We need \$100,000.”

He and Falk wanted to extend the option to 100 returning students as well, especially those thrown off course by the pandemic, those with great financial need, or anyone else who might need help staying on track to graduate.

Within 10 days, the college had raised the \$100,000 for the Muhlenberg Extended Learning Program, which the college promoted in its “You can be certain of Muhlenberg” email to uncommitted students.

More than 200 incoming freshmen applied. All but three of those who started a course would complete it.

The college also offered 75 free spots in “Foundations for Student Success,” a required, noncredit course. Incoming students snapped up all those virtual seats as well. All but three of those who took a for-credit or noncredit course would end up matriculating in August.

Before Covid-19, Springall said, offering summer classes to rising freshmen wouldn’t have crossed his mind. Now it might become a

permanent fixture. It was a meaningful offering, he believed, because it wasn't "just an admissions tactic."

And admissions tactics sometimes fall flat. After reading this spring that some prospective students were second-guessing their plans to enroll at a college far from home because of Covid-19, Springall devised a strategy: contacting high-school seniors within a 50-mile radius to announce that Muhlenberg was "reopening" its admission application to students seeking "a close-to-home option."

In early May, the college emailed the offer to 20,000 students. It netted just one applicant, who was accepted — and later declined.

As summer neared, Springall reflected on how little control he had over many crucial outcomes. Even in a normal year, his job depended on countless personal choices made by students and families for myriad reasons.

One thing he could control: when to lace up his blue running shoes with the gold accents.

Springall, a devoted runner, had registered for a half-marathon in Allentown this spring, but, like everything else, it was canceled. So one Saturday in May, he got up early and drove to the high school where the race would've started. At 7 a.m., he stood in the silence and

for students to change their minds. And the college had yet to announce its plans for the fall.

Families were clamoring for answers. Administrators didn't want to keep them waiting for long. But given the unpredictability of Covid-19 and the likelihood that guidance from health officials would continue to evolve, deciding soon seemed unwise.

Even the near future seemed far off. Springall, sharing a home with his wife, Karen, and nine cats, put it like this: "Right now we're all living the same way cats live — there's just yesterday, today, and tomorrow."

In late June, citing guidance from local, state, and federal health agencies, Muhlenberg announced that it would bring all students to the campus this fall. A few days later, Springall, sporting a red bow-tie, emceed an evening webinar for incoming students and parents, who flooded administrators with written questions.

How will students socialize?

Can you explain the difference between asynchronous and synchronous learning?

Will parents be allowed to visit?

Administrators offered thorough but at times tenuous descriptions of their plans for campus life in what Harring, the president, called "a brand-new world."

Springall kept working. He savored moments of camaraderie. Like the day he toured the admissions building with colleagues to better understand how the space could safely welcome visitors once the campus reopened. After an admissions officer handed him a T-shirt, he climbed the towering bronze statue of Henry Melchior Muhlenberg, the college's eponym, and wrapped it around the proud fellow's face — a makeshift mask. The enrollment manager gave him a bear hug for good measure.

There were tense moments, too. During one senior-staff meeting, Springall felt that a couple of people were getting hung up on a blistering message from a father who was upset that the college had canceled in-person commencement ceremonies in October. Stepping out of character, the enrollment manager dropped an f-bomb, telling his colleagues that the man, a local business owner, was crushed that he wouldn't get to see his daughter in a cap and gown. "It seems like we're not being sympathetic right now," he said. "Let's sympathize with the parent, and move the conversation on." Sometimes an enrollment manager must remind administrators to stop and consider how their decisions affect families.

Still, Springall was on the same page with other campus leaders. He shared their enthusiasm on the night of the webinar for students and families. But that enthusiasm didn't last long. In early July, Pennsylvania announced its largest one-day increase in Covid-19 cases in three weeks. Gov. Tom Wolf, a Democrat, then reimposed statewide restrictions on bars, restaurants, and indoor gatherings. The Centennial Conference suspended fall sports, erasing Muhlenberg's football season, which would affect 25 first-year students planning to suit up for the Mules. And Dickinson College, a competing liberal-arts institution in Carlisle, Pa., announced that it would go fully remote this fall, which gave Muhlenberg officials pause.

They were engaged in a balancing act while standing on a moving floor. Each day they considered the wishes of students and families hoping for a full — and safe — return to the college. But they were absorbing more and more information that diminished the likelihood of that outcome.

Finally, Muhlenberg's leaders decided that their plan was no longer viable. The virus had changed too many circumstances. The college would not be able to execute the robust testing protocol it had devised, because surging cases had limited local capacity. As it turned out, there would be a seven-to-10-day turnaround time for asymptomatic testing, which defeated its purpose.

At the end of July, Muhlenberg announced that it would allow only incoming students and a limited number of returning students on the campus this fall. And they would go home two weeks early, at Thanksgiving.

"We were all going to be on campus, until a few weeks before the semester. They waited too long. It was hard not to think this was all financial, a way to lock in kids."

sang "The Star-Spangled Banner" to himself. There was no starting gun, so he whispered: "Bang!"

Then he took off.

While chugging along, a metaphor occurred to him. *These days, we are all running alone, trying to find the thing that gives us a little adrenaline.*

He ran the full 13.1 miles in two hours, four minutes, and six seconds — eight minutes off his goal.

Falling short there didn't really matter. But failing to reel in 550 freshmen would have serious consequences.

Muhlenberg needed to hit that target, or come close, to generate the revenue it would need to help cover its expenses. A smaller-than-expected freshman class would prove especially consequential, because the college enrolls relatively few full-time transfer students, who can help plug budgetary holes. If the Class of 2024 came in too light, Muhlenberg would have to live with it for 365 days.

Springall was thinking about work by the time he got back home. A few miles away, on the second floor of the administration building, his minifridge sat unplugged. It contained a few cans of Coke Zero and one long-untouched bottle of Korbel.

AT LAST, June arrived. On the 2nd, Springall logged into his computer first thing to check the updated tally of enrollment commitments. Then he sent a Slack message to the senior administrators: "Admissions update: 555 net deposits."

His colleagues responded with a party emoji, a thumbs-up emoji, a "Nice job."

"Thank you," Springall wrote back, "but it's about the team and everyone on campus."

Two things tempered his enthusiasm. There was still plenty of time

Prosecuting Sexual Violence and Abuse



Sexual violence is rarely prosecuted in the developing world. Researchers at the University of Birmingham are exploring whether a mobile app could improve outcomes by preserving victims' testimonies and helping authorities link crimes committed by serial offenders

Women in Kenya are now able to report rapes, seek medical assistance, and access counselling using an app developed by University of Birmingham researchers and the Wangu Kanja Foundation (WKF), a Kenyan advocacy organization for survivors of sexual violence. "MobApp" is using evidence-based techniques to collect testimonies from women across all of Kenya's 47 counties, arming authorities with country-wide data that could help prevent future crimes and bring serial perpetrators to justice.

OBSTACLES TO JUSTICE IN KENYA

National data suggest that 14% of Kenyan women aged 15-49 are victims of sexual violence, but many cases go unreported. In another survey of younger women, 32% between the ages of 18 and 24 admitted to being sexually assaulted during their childhood. Few survivors seek medical help and rape convictions are rare.

In 2017 and 2018, the WKF handled over 1,000 cases, but only five perpetrators faced criminal charges in a court of law. "It's almost always challenging to prosecute rape cases in the best of circumstances, but in Kenya it is a whole other level of impossibility," says Dr Heather Flowe, a University of Birmingham forensic psychologist, whose research focuses on improving the accuracy of rape victims' statements.

Violence against women is normalized in Kenya's patriarchal society, she notes, and so "people often have a hard time articulating their experiences as a crime". Survivors who do speak out are often dismissed and stigmatized by their families and communities.

Research suggests that half of rural Kenyans would "unconditionally" blame a victim of rape, asserting that they "owed" their attacker, or lured them in by dressing too provocatively.

Poor infrastructure and resourcing are additional barriers to justice. Many Kenyans have to travel long distances to reach a police station or medical center, and then face bureaucracy and corruption. "There are many reports of police trying to make victims pay to process forms or put petrol in their car to go and investigate a crime scene," Dr Flowe observes.

They lack the equipment to conduct proper

forensic investigations, but without medical evidence "the word of the survivor doesn't count for anything," she adds. "This makes it quite an ordeal for survivors to report crimes or get medical attention."

APP TO PRESERVE MEMORY

MobApp gives victims a vital opportunity to tell their story to 'gender defenders' in their communities. Unlike Kenyan police, who lack training in how to interview rape survivors, they use evidence-based interview techniques to document the most accurate report.

It can take years for rape cases in the global south to reach the courts. "We need to make sure that 10 years from now, when a survivor finally takes the stand, that their account is accurate," she notes. "And if policymakers can hear from survivors, then that will hopefully address negative stereotypes that they have."

As well as documenting the nature of the crime, MobApp makes note of its social and psychological impacts on the victim. Each interaction with police and medical services is entered into the system, to give a clearer sense of where services are falling down.

CRIME LINKAGE AND SERIAL OFFENDERS

Professor Jessica Woodhams, director of the University of Birmingham's Centre for Applied Psychology, hopes that it will help police link rapes committed by serial offenders, allowing them to direct strained resources towards the most dangerous cases.

In South Africa her research has shown that women are often at risk of sexual violence when searching for employment, because perpetrators approach their targets under the pretense that they are looking for somebody to take a shift at a factory or a farm. "The victim would go with the offender to a deserted area, and that's where the offence would happen", she explains.

The researchers are working with the government, police, health care providers, and the courts to facilitate the rollout of the application. "People see the potential of the system to really revolutionize how sexual violence is handled in Kenya," argues Dr Flowe.

She believes the app could inform similar schemes in other resource-poor countries. Equally, the researchers are learning from rape survivor networks in other parts of the world, with a view to developing one-stop sexual assault referral centers in Kenya.

"We're trying to do comparative work to establish where these centers are working, and why," Dr Flowe says. "We've got big aspirations to work at a global level, to build the capacity of survivors' organizations and help people get access to services and justice."

DOCUMENTING SEXUAL ABUSE BY UN PEACEKEEPERS

Across the world, sexual abuse has been uncovered within institutions and organizations which are meant to be protecting people.

The United Nations has acknowledged some transgressions by members of its peacekeeping forces. Research by University of Birmingham history professor Sabine Lee shines a light on the scale of those violations in Haiti and the DRC.

In 2017, Professor Lee, and Susan Bartels, a clinician-scientist at Queen's University in Ontario, led a team which interviewed about 2,500 Haitians living near peacekeeper bases. About 10% had either had children fathered by members of the UN Stabilization Mission in Haiti (MINUSTAH), or knew someone who had.

Locals painted a picture of widespread exploitation and abuse. They said the peacekeepers, who came mostly from Brazil and Uruguay, had abused and impregnated children as young as 11. When the pregnancies were revealed, the UN repatriated them to their home countries, leaving the mothers to raise their children in poverty and isolation.

Professor Lee found that the peacekeepers used their power in coercive ways. The women were often paid for sex with meals or petty cash. In other instances "they very actively seek relationships with peacekeepers because they think there is some social capital to be gained from it," she observes.

Women sometimes think it desirable for their children to be fair skinned. But through interviews conducted by local Congolese research assistants with 35 children fathered by peacekeepers in the DRC and complementary interviews with their mothers, the research team established that "in almost all cases it was not advantageous to have a father who's a peacekeeper". The children stand out among their peers and are brought up by single mothers who are often stigmatized by their communities, and whose socio-economic hardship is often amplified through single motherhood.

Professor Lee is now working with the UN to co-develop appropriate training programs for its soldiers, among others to raise awareness of the power dynamics that affect relationships with local women in host communities. She is also calling for the organization to stop sending peacekeepers who father children back to their home countries, so that they can face up to the criminal or financial ramifications.

Professor Lee's next collaborative project, led by Dr Bartels at Queen's, aims test the DNA of peacekeeper's children, to learn where their fathers hailed from. She says: "If we can identify their nationalities, we can have more active conversations with the countries which are contributing forces to UN peacekeeping missions, and say: 'Your soldiers have fathered children, so you need to hold them to account.'"

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



Administrators had debated the possibility of a virtual-only semester for all students, Harring said, but they feared that it would hinder freshmen's academic and co-curricular development during the crucial start to college. The mission was to educate them in person.

Each first-year student would have a single room and, for the most part, take online courses with some in-person instruction and small-group activities. Faculty members would determine the course modality. Any student could opt for remote learning. The college announced that it would hold tuition at the 2019-20 rate, and reduce room-and-board charges for nonremote students, who would be on the campus for 13 weeks, not 15.

When the email announcing the college's decision went out, Springall felt a knot tighten in his stomach. He knew that many students and parents would feel devastated. Dozens did lash out in emails and phone calls to campus officials.

Muhlenberg's administrators had moved deliberately all summer, doing what they could to preserve the intricate plan for a fully in-person fall ... right up until that plan unraveled. But there was an inevitable down side to that deliberateness — and to the timing of the decision, which came later than that of many other colleges.

"It just felt like a blindside," said Matt Steiner, the senior from Florida. "We were being told that there was this perfect plan, that we were all going to be on campus, until a few weeks before the semester. They waited too long. It was hard not to think this was all financial, a way to lock in kids."

Though Springall disputed that notion, he understood students' frustrations. He wished he could stand in front of them with his head bowed and tell them, "If there was another way, we would do it."

Some freshmen backed out of their commitments. Springall watched the deposit total dip to 545, hold at 544 for two weeks, and then fall to 541. One student, citing Covid-19, told the college that she would take a gap year and enroll in the fall of 2021.

Maybe more students would do the same. Maybe the number of young people testing positive for Covid-19 was persuading some students to sit out for a semester or two. Or maybe the reality of a fall full of Zoom classes and socially distanced gatherings and too-quiet quads was sinking in.

Springall recalled what his father had said about Covid-19: *Until science delivers solutions, we're not going back to normal ways of learning and being together.*

A COLLEGE'S FINANCES are an elaborate puzzle. The pandemic blew the pieces apart.

After Muhlenberg decided to bring just a small fraction of students to the campus this fall, Gregory S. Mitton, the financial-aid director, knew he would have to scramble. After all, Muhlenberg previously intended to build aid packages for 2020-21 on a total cost of attendance of \$69,090 — including tuition, room and board, plus fees — for on-campus students. When the college froze tuition at the 2019-20 level, its stay-at-home total became \$54,315 — a difference of nearly \$15,000 per student. Administrators figured there would be about 1,300 upperclassmen studying remotely.

Over 72 hours, Mitton and his colleagues recalculated aid packages for each sophomore, junior, and senior based on a new cost of attendance. The college didn't reduce families' aid packages dollar-for-dollar; a typical reduction was \$10,000 to \$11,000.

Still, after receiving their packages, in August, dozens of parents called to ask why their aid had been decreased from the previous year. *Because*, Mitton told them as politely as he could, *your costs have been reduced significantly.*

After 38 years on the job, Mitton knew how to explain the com-

plexities of financial aid. He also knew how to listen. For months he had been hearing from anxious parents who had been laid off or furloughed in the wake of Covid-19. Others feared they might lose their jobs soon. In March and April, his office fielded nearly 250 financial-aid appeals from parents of prospective students (last year the total was 75 to 100). Some callers just needed someone to yell at, cry to, or blame. "I've seen the dark side," he would say later.

Circumstances necessitated new ways of communicating with families. In previous years, a hundred or more parents would line up at a table just to ask the financial-aid staff a few questions during Through the Red Doors, the on-campus event for accepted students. After it was canceled, Springall insisted that the college find a way to replace those interactions.

So Muhlenberg set up an online scheduling system allowing parents to book a one-on-one, 15-minute chat with Mitton or Falk, the admissions dean. The two did 228 calls in a month. Those chats, Mitton believed, helped him build rapport with parents, allowing for more-humane discussions of what they were going through — and what the college was up against.

Muhlenberg's \$300-million endowment is less than half that of nearby Lafayette College, and less than a quarter of neighboring Lehigh University's. About 90 percent of Muhlenberg's students receive at least some institutional aid or a tuition discount. The college

After classes started, some said virtual learning was getting old fast. One sophomore tweeted a complaint about "paying \$70k for Zoom."

meets the full need — usually, through a combination of institutional aid, grants, and loans — for about 90 percent of the students it helps. Those circumstances, Mitton said, meant that the college couldn't help every family as much as he would like.

And this year, evaluating appeals became even more difficult. That's because the formulas and policies for assessing a family's need are backward-looking: A 2018 tax return can't capture the pain that parents who had just lost income were feeling in 2020. A handful of families who previously weren't eligible for Pell Grants discovered that, suddenly, they were.

Mitton and his colleagues had to use professional judgment, assessing each family's circumstances on a case-by-case basis. Was the job loss permanent? Was there severance? Were they eligible for Federal Pandemic Unemployment Compensation? The answers helped him determine what to do next.

Mitton asked several parents to submit their 2019 tax returns and complete a special form asking them to estimate as best they could what their 2020 tax returns would look like. In some cases, Muhlenberg increased aid awards — by as much as \$8,000 to \$10,000 — for those who thought their income would drop significantly. One family, which was living on \$600 a week in federal assistance after losing two incomes, saw its aid award increase by \$18,000, allowing the student to enroll.

But some families walked away. One father, a dentist from Virginia, earned more than \$500,000 annually before Covid-19. This year,

Veda Bridgelal, a first-year student at Muhlenberg, joins classmates in a socially distanced lunch in the main dining hall. "It's better than nothing," she says of campus life so far. "I'm happy to have something."

after his practice closed, his income plummeted. Though that was a big change, Mitton explained, it didn't alter the college's calculation of the family's financial need. Muhlenberg lost that student.

A college can do many things to build and maintain a community, but none of it is enough if a family can't afford the price of membership, or feels entitled to more aid than a college can or chooses to give.

ONE IN SIX freshmen won't show up.
Twenty-five percent will take a gap year.
No one's gonna move into a dorm room just to take online courses.

Such predictions rained down all spring and summer, and they weren't entirely wrong. Some students who had planned to study on a four-year campus this fall chose to stay home and take virtual courses. Or they took the semester off. Or started at a two-year college. Or got a job. All because Covid-19 had made a normal semester impossible.

Muhlenberg invested in making the most of an imperfect fall. Over the summer, Lora Taub, dean for digital learning, led intensive workshops for full- and part-time faculty members that emphasized active learning, student engagement, and community-building in, she said, "spaces mostly defined by distance and disconnect."

Those sessions drew rave reviews from professors, and some said they were getting to know their students this fall more easily than before. Instead of relying on them to stop by during office hours, instructors were setting aside time for one-on-one or small-group chats.

Students had mixed opinions. After classes started, some said virtual learning was getting old fast. One sophomore tweeted a complaint about "paying \$70k for Zoom."

Josh Benson, the freshman from Durham, was happy with his instructors and the quality of virtual classes, but he lamented the constraints of digital interaction. "It's not the same experience as meeting someone in person," he said. "It's hard to get to know people, to

In late August, she ate at a picnic table criss-crossed with black-and-yellow tape to keep people from sitting too closely together. She squinted in the late-afternoon sun and described how she had screamed with joy upon hearing that Muhlenberg would allow freshmen to live on the campus this fall. She couldn't have handled another semester at home.

Bridgelal, from Jamaica, N.Y., worked at a gas station 25 hours a week in high school. She continued working there during Covid-19, saving for college and a MacBook. Often she helped her mother, an immigrant from Trinidad and Tobago, decode financial documents and tax forms.

A substantial aid package enabled her to attend Muhlenberg, where she plans to major in accounting or finance. She had seen how the lack of a college degree kept her mother — a customer-service rep at a bank — from getting higher-paying jobs. "Her story is my big motivation," she said. "I wanted to go to a liberal-arts college so I can grow and get past that point and not feel stuck."

After her high school switched to virtual instruction this spring, Bridgelal lost her motivation. The class salutatorian, she contended with a bad internet connection and an old, unreliable computer while trying to keep her Zoom screen from freezing up. Sitting in her small bedroom day after day, she felt stuck.

This summer, Bridgelal bought the MacBook. She took "Foundations for Student Success," the required course that Muhlenberg offered free online, as part of the program Springall had helped create. She learned about financial planning, setting goals, and social-change models. The experience energized her: "I felt like I was part of a community again."

In her first week at Muhlenberg, Bridgelal attended an outdoor showing of *Monsters University* on the campus, stuffed a brown teddy bear at a "stuff-a-plush" event, and made friends over meals at tables with plexiglass partitions. All those experiences resulted from many hours of staff planning for an unprecedented semester.

"It's better than nothing," she said of campus life so far. "I'm happy to have something."

There were challenges, though. Despite the aid from Muhlenberg, she said, paying for college would be tough; she deemed the T-shirts in the campus bookstore too expensive. Though she was bonding with other students in Emerging Leaders, a program for underrepresented students, being on a mostly white campus was a big adjustment.

Muhlenberg was randomly testing a tenth of its students for Covid-19 each week. Bridgelal worried about an outbreak — having to pack her stuff and take a bus home. Though students were wearing masks and keeping distant, she said, some weren't doing so all the time.

Her socializing had mostly been limited to the library and the Red Room, the student lounge under the dining hall: "We do the same thing over and over."

But she really liked the food. Each day students had to click an app on their phones and complete a "self-assessment" designed to screen for Covid-19 symptoms. A green check mark ("Cleared to Enter") was required to access the dining hall.

After 5 p.m., Bridgelal walked in, presented her student ID, and showed the green check mark to a staffer in full-body protective gear, who then held an instant-read thermometer close to the freshman's forehead. *Ding!*

Bridgelal took her chicken sandwich and fries over to a big white tent, where she ate with a few other students, each seated at a separate table.

It's better than nothing.

EACH ADMISSIONS CYCLE begins with hope, ambitions, and goals. It ends with a final tally.

On the last Thursday in August, Springall was taking stock of six exhausting months. Through the window of his office, he could see students jogging past, a delivery truck arriving — small signs of a campus coming back to life. He was still gathering data and trying to gauge the impact of Covid-19.

"This is not the same education. You can't argue that it's even close. Not when students can just turn off their camera and play Xbox during classes."

make a side joke." And he wouldn't get to go out to dinner with Matt Steiner, the student he had met in the virtual meet-up.

Steiner, a senior, was studying remotely this fall. Though he described Muhlenberg as an amazing place, he was frustrated. He believed that the college should have reduced tuition when it switched to online instruction. "This is not the same education," he said. "You can't argue that it's even close. Not when students can just turn off their camera and play Xbox during classes."

Some of his professors greeted him by name during virtual discussions; others seemed not to know it. He couldn't walk up to any of them after class ended. He missed that. A college could overcome some of the disadvantages of distance, but not all of them.

Still, many members of the high-school Class of 2020 were grateful for a new experience, a change of scenery, especially after the pandemic had destroyed their senior year, canceled their prom, and stranded them at home. One of those students was Veda Bridgelalsic, a freshman at Muhlenberg.



Muhlenberg College hoped to enroll 550 freshmen. It ended up with 517, about 460 of whom moved into dorms on campus. The rest are remote or commuting. Of returning students, 128 took a leave of absence, far more than the usual 20 or 30. The financial impact is still being measured.

Here's what the numbers would look like after September 7, the add/drop deadline:

Muhlenberg, which had hoped to enroll 550 freshmen, ended up with 517. Of those, about 460 had moved into dorms. The rest were commuting or studying remotely. Eight more planned to enroll this spring.

The summer-melt total of 66 — a bit lower than last year — comprised students who had deferred their admission (39) or backed out (27).

A total of 128 returning students — instead of the usual 20 or 30 — had taken a leave of absence, with most planning to return in the spring. Nine had withdrawn from the college.

Overall, full-time enrollment was 3 percent lower than what Muhlenberg had projected in June.

The financial impact of all that was difficult to measure. A big chunk of students wouldn't pay for room and board this fall — but that would also reduce the college's costs (food, utilities, and so on).

Muhlenberg's preliminary calculation: Revenue would be about 11 percent lower than it expected in June (projected revenue for the current fiscal year was \$100 million). That hurt.

Still, administrators felt, the pain could've been much worse. And this year especially, success in admissions isn't something one could fully quantify.

After a day of meetings, Springall sat down on the steps of a campus building and surveyed the tidy green grass before him. There was no number for the sense of accomplishment he felt, but still, he felt it. Muhlenberg had created a virtual version of just about everything it offers, including a new virtual "driving tour" of the campus that families could enjoy from their couches. He and his colleagues had built and maintained many connections, rethinking how a college links one person with another. They had effectively recruited students through computer screens. "This helped us overcome a bias that residential colleges have against doing things virtually, the sense that 'Oh, we can't do that because we're this face-to-face college,'" he said. "We've got to meet people where they are."

Springall was pleased when an instructor teaching a first-year seminar told him how great the students were: "If they're all like this, then great job!" Still, he wished the college could have hit its goal of 550 freshmen. Enrollment managers, even low-key ones like him, are competitors — if not with one another then with the forces of reality always working against many colleges. This year those forces were overwhelming.

Above all, Springall was proud of the admissions and financial-aid team for keeping the first-year class engaged amid uncertainty. At a virtual staff retreat in June, Harring, the college's president, made a surprise appearance on Zoom to thank them for their hard work. In the end, an enrollment leader is powerless without the often-overlooked staffers who stitch together a class, creating the community that will sustain the college. "We're just conductors, trying to coordinate and cajole," Springall said. "My bare hands don't enroll more than a few students."

At 6 p.m., the carillon in the Haas Bell Tower played Muhlenberg's alma mater, filling the air with silvery music-box chimes. Then the campus turned quiet again. Over by the student union, a scene captured the hope and peril of the fall semester: A dozen chattering freshmen gathered at the taped-off picnic tables, and though they all wore masks, some stood close together.

Their time at Muhlenberg was just beginning, but Springall's would soon end. He had accepted an offer to become executive director for undergraduate admissions at Pennsylvania State University — a big job, a new challenge. Still, the thought of leaving the close-knit campus made him sad. He would spend the last few weeks helping the admissions staff plan for the first full recruitment cycle of the Covid-19 era. He would pack up the books and photographs in his office. And he would have to decide what to do with the bottle of Korbel in his minifridge, still waiting for a celebration. ■

Eric Hoover writes about the challenges of getting to, and through, college.



The New Rules of Engagement

It's a struggle to create a vibrant online classroom where all students feel connected. What can professors do?

By **BETH McMURTRIE**

JESSICA SU got her first taste of how challenging it can be to teach online when Covid-19 hit in the spring. The sociologist video-taped lectures for her first-year seminar on welfare, and hoped a discussion board could replicate the lively conversations she and her students had held in the classroom.

Instead, what she saw felt more transactional. Students responded to her writing prompts. But she couldn't figure out how to get a conversation going in the discussion forum. Even the comments that students wrote about one another's posts felt dutiful more than engaging, says Su, an assistant professor of sociology at the University of North Carolina at Chapel Hill. "They were interacting, but not in a meaningful way."

While the spring triage fell short of real online education, Su realized that even under the best of circumstances, virtual learning requires a different, carefully crafted approach to engagement. It helps that, now, she's teaching her fall course on poverty and public policy in real time, but that's not the whole solution. She makes sure to check in with her students at the start of every class to see how they're doing, and uses online polls to get conversations started. She puts

students into "breakout rooms" with clear roles and assignments. And with discussion boards, she tells students she wants to focus on the substance of their ideas, not on the quantity of their words.

As a result, she says, the fall experience has been remarkably better. Students are engaging more with her and one another, and her informal midsemester course evaluations came back positive. Yet, she notes, those victories were hard won, requiring intense planning at each step of the way. "I feel in some ways I'm teaching these classes for the first time."

Su's experience is a familiar one, as professors wrestle with the challenge of creating a sense of community in their online courses. Relationships are the foundation of good learning, teaching experts say. Feeling comfortable with classmates, wanting to engage in debates and share ideas, having a sense of belonging — those are all critical components of a vibrant classroom, and something particularly challenging to create online. Virtual classes can seem awkward and communication forced. Many students struggle to secure reliable Wi-Fi access and quiet places to learn, which may limit their ability to engage with classmates.

Faculty members also worry about how to thread the needle between keeping expectations high for their students and adapting to their circumstances. From a distance of hundreds, or thousands, of miles away, in a politically and economically fraught time, it is hard to develop and maintain connections.

“We’re fighting multiple things,” says Courtney Plotts, national chair of the Council for

At Risk Student Education and Professional Standards. “It’s not just the design of the class. It’s the world as a whole. A lot of students expected it to be back to normal by now, and it’s not.”

In one survey last spring that included more than 22,500 undergraduate students at five public research universities, 76 percent said they lacked motivation for online learning. Another major obstacle, cited by 64 percent, was a lack of interaction or communication with other students.

And the sense of connection they need is undermined further by burnout, distraction, worry, and uncertainty. “For those externally motivated students, they’re just completely done,” says Plotts. “As an instructor, it’s hard not to take it personally.”

So what can professors do?

TEACHING in virtual classrooms requires new rules of engagement. Unless professors find alternative ways to create that sense of place, foster connections, monitor attention, and generate useful feedback, virtual learning can be reduced to a series of transactions: Do this, respond to that. That’s why, teaching experts say, students may do the bare minimum in a class: They don’t feel they’re part of something larger. Rather, they see their coursework as a collection of tasks to complete.

A physical classroom, online-teaching experts note, provides a sense of structure and shared space. In person, connections are developed and strengthened through small talk and hallway conversations. Students can gather around a table to work on an assignment together, fostering communal learning. Professors can easily read body language and see when students start losing interest or are confused by the material.

Plotts, a psychologist who works with colleges and other institutions in supporting culturally diverse students in online classes, believes that a sense of community is so fundamental to learning that, like papers and exams, it too needs to be “graded” by the professor.

Creating those bonds, she notes, is particularly important for students who come from communal cultures, which place more emphasis on interdependence than independence. In a physical classroom those students find people who look like them, and perhaps ask questions they might not want to ask the instructor. Those relationships don’t happen naturally online: They need to be encouraged.

She suggests that professors begin by talking about those rules of engagement with students, and explaining what they will be looking for, week to week. How vibrant and civil are discussions, whether through Zoom, in a chat function, or on discussion-board posts? How thoughtful are students’ responses to each other’s contributions? How frequently does the class talk about how well things are going and what might need to change? Instructors can also set up “neighborhoods” for their students, or online discussion groups where students can go to continue classroom conversations in smaller settings.

Faculty members must also acknowledge their own roles in cre-



“A lot of students expected it to be back to normal by now, and it’s not.”

ating community, she says. For example, professors should ask themselves, How often do I bring something a student has written into my classroom discussion, to show that I am paying attention to their work?

“It’s something that takes a lot of time, effort, and energy,” says Plotts. But “if you’re not intentional with what you’re doing in an online space, it’s not going to happen.”

EVEN BEFORE the emergency pivot online, John G. LaMaster had a steep hill to climb.

He knows that his students, many of whom struggle financially and are the first in their families to attend college, are not in his college algebra class because they love math. They are there because they have to be. Some doubt that they even belong in college, carrying a sense of insecurity that runs so deep, he says, they’d rather get the answer to a problem wrong than ask a question about it in class.

“The big struggle for many of my students, especially online, is just to lurk,” says LaMaster, a senior instructor in the mathematics department at Purdue University at Fort Wayne. He believes a sense of belonging is a crucial step in priming students to learn. But sometimes “they don’t want to engage at all. So how do I overcome that wall?”

That challenge, along with the exhaustion he felt in getting through the spring, led LaMaster, who, as course coordinator, oversees 10 other sections of algebra along with his own, to enroll in a summer program called Camp Operation Online Learning. He calls it a lifesaver, as it enabled him to create a course in which students feel welcomed.

He builds community through small but meaningful gestures. At the start of each class, which is taught in a hybrid setup, he shares an interactive online chart to take attendance, in which every student puts his or her name on a “seat.” The chart signals that he considers them all part of the classroom, whether they’re in person or online.

He also plays music at the beginning of each session to relax the students. When studying linear functions, for example, they were greeted with Johnny Cash’s “I Walk the Line.” For a lesson on domain and range, he played Gene Autry’s “Home on the Range.”

He also encourages students to work collaboratively, through shared documents, for example, which allows them to solve problems together, as well as share ideas and study tips.

He spent time this summer creating a checklist for students, with frequent reminders and checkpoints to help them stay on track and measure their progress. Such guideposts are necessary, online-teaching experts say, because it is easy for students to get lost as they toggle among different classes on different platforms, feel overwhelmed by their workloads, or simply forget what comes next.

LaMaster says he wants students to know that no matter how many roadblocks are thrown in their way, they can still complete the course. After all, on any given week, a student could end up attending class on her phone, in the parking lot of a McDonald’s, because her Wi-Fi went out.

Finally, LaMaster frequently asks what’s working and what isn’t. Once, he says, a student asked why he gave them repeated chances to redo homework problems but was stricter with quizzes. After he explained that he was trying to prepare them for what it would be like to take their exams, students came around. “Eyes were open to, ‘Oh, he’s not doing this to be a jerk, he’s doing this to help me learn,’” LaMaster says. “I’m so delighted that they can put that out there, and I can help them be part of understanding the learning process.”

Only a few weeks into the semester, LaMaster found the class going well. Just two of his 18 students did poorly on the first test, in what is normally a high-fail course. He thought the upfront effort to create a well-designed and inclusive online course had made him a better, more engaged teacher. “Faculty sometimes think,” he says, “if it isn’t related to content, should we use it? I tell you, it adds a dimension to the learning that is a necessity, not a luxury.”

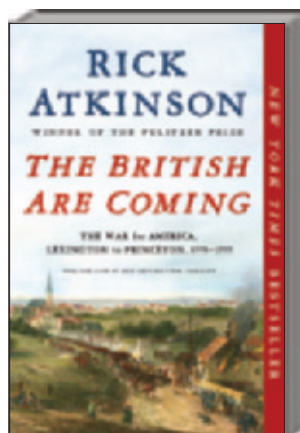
ONLINE LEARNING during the coronavirus pandemic has proved to be a particular challenge for some lower-income students and students of color, whose communities have been hit hardest by the virus. Technical and personal challenges can make it difficult to connect with their classmates, literally and figuratively. If students are logging on with data plans and phones, have little privacy, or are caring for others, turning on cameras for online classes can be awkward, even impossible.

Almost two-thirds of the students at Roosevelt College, a private institution in Chicago where many students are first generation

and eligible for Pell Grants, reported difficulty focusing on learning when classes moved online in the spring, says Mike Maly, associate provost for research and faculty success. The college has offered course-design training and convened faculty members to talk about equity.

Marjorie Jolles, who runs Roosevelt’s honors programs, says she is allowing students to miss up to eight live classes this semester, given that they have so much going on right now. She is also leaning heavily on teaching strategies that foster relationships among students, like peer review, and using breakout rooms where they can discuss and debate the design of their honors theses. “I think there’s a way to have rigor and fidelity to your outcomes while being flexible in the moment,” says Jolles, who reports close to 100-percent attendance in her two courses so far this semester.

At Wayne State University, which has a similarly diverse student body, Karen Myhr, an associate professor of biology, has also been thinking about inclusivity. Many of her students are considered at risk academically, she says: Low test scores placed them in



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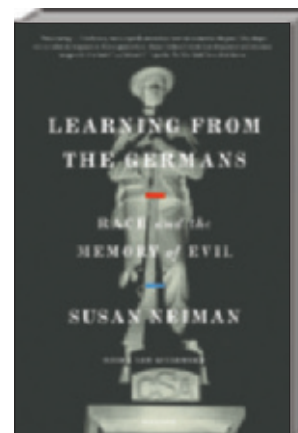
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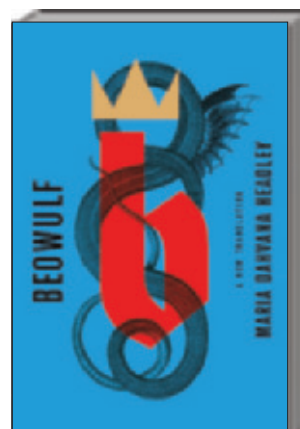
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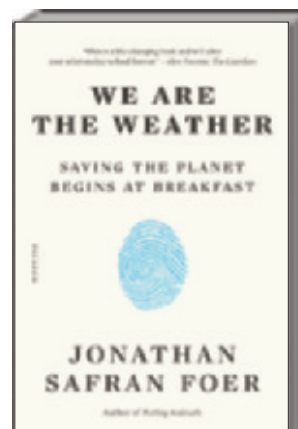
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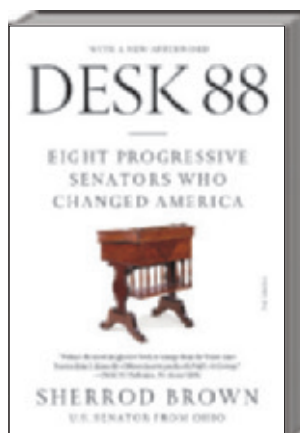
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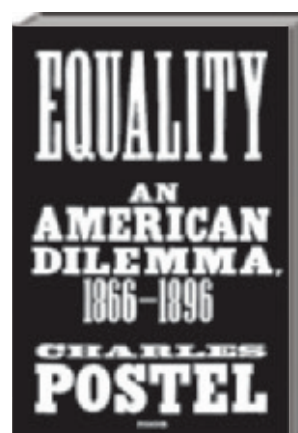
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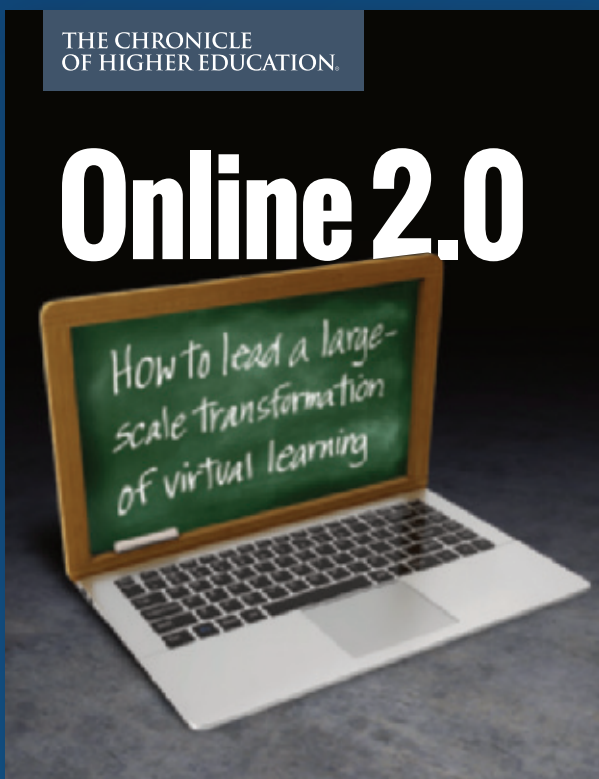
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her course, called “An Introduction to Life,” instead of in a more advanced biology sequence.

Even in normal times, she says, her students have needed a lot of support. To help them build connections, virtually, she has grouped them into teams of their choice, and then put those teams into private channels online. Her five undergraduate learning assistants can enter. But she stays out, knowing that having the professor listen to their conversation could cause some to freeze up.

Instead, she monitors their written work, which is done through collaborative online software. A typical online class might include a few minutes of instruction, followed by group work, and a debrief, as she shares examples of what they came up with in their teams. “The students benefit more from seeing what other students did than what I say the answer is,” Myhr notes. “My job is to clarify.”

Like many professors, she is averse to proctored online tests. So she reduced the role that exams typically play in her course and asked students instead to come up with creative representations of biological concepts. Podcasts, animation, and T-shirts that map out organ systems are just a few of the ideas students have pitched.

While it’s too early to say whether her students are learning as effectively as they would in person, she notes that class attendance has risen significantly. It is above 96 percent, compared with 80 to 85 percent in person.

GETTING students to pay sustained attention in an online class is a challenge, particularly when so many other worries are competing for their time. But some teaching experts caution against romanticizing how much easier it was to hold their attention in a physical classroom.

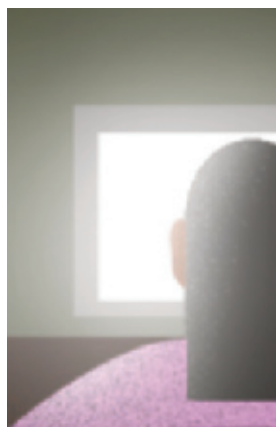
Students have always tuned out in class, doodling in the margins of their notebooks, checking their phones, or just daydreaming. The student with his camera off may just be the online equivalent of the one in the back of the large lecture hall with his hoodie up, slumped down in his chair, half-listening and not wanting to be noticed.

“For too long teachers have thought about attention as the norm, and distraction as the deviation from the norm. Both history and biology teach us that the opposite is true,” writes James M. Lang, director of the Center for Teaching Excellence at Assumption College, in Massachusetts, in a recent essay on distraction. “Periods of sustained attention are like islands rising from the ocean of distraction in which we spend most of our time swimming.”

Lang, whose book *Distracted: Why Students Can’t Focus and What You Can Do About It* comes out this month, had been thinking about the topic long before the pandemic hit. He recalls one incident in particular, when he noticed one of his most enthusiastic students — the kind who always sit in the front row — sneaking glances at her phone.

At first he was taken aback: Was technology really such a powerful lure? Not really, he decided. The challenge was in the classroom itself. Attention ebbs and flows. “It’s very difficult for people to pay laser-focused attention to someone who asks them to do hard thinking,” he said in an interview. “We have to be empathetic to ourselves and to students.”

So how can professors keep pulling students back into that flow? Lang’s book wasn’t written for the pandemically challenged, but he says that some of the same strategies he has used in person can



“Stop thinking so much about trying to eliminate distraction. Instead, ... think about how to support and sustain attention.”

work equally well online. For one, keep changing things up. You might break a class up into segments: short lecture, group work, worksheets, then a whole-class discussion. The online equivalent could be a combination of breakout rooms and shared Google docs.

He also notes that people give their attention to those who pay attention to them. So, call on students. Bring up something they wrote on a discussion board or in an essay, and ask others to respond. Be clear about why you think engagement is important, and reward students for participating in activities in which they’re interacting with others.

“There’s nothing radical here,” he says of his strategies. The shift is more in the professor’s mind-set. “Stop thinking so much about trying to eliminate distraction,” he says. “Instead, you want to think about how to support and sustain attention.”

Lang isn’t teaching this fall, but one of his colleagues, Elizabeth Colby Davie, has taken his lessons to heart, redesigning her fall classes to create and reinforce connections with her students.

Davie, a chemistry professor, got through the spring using the flipped-classroom model, in which she taped lectures and then held discussions on Zoom. It went OK, she says, but she felt as if she had “lost the middle.” The ones who had talked in the physical classroom continued to contribute in the online version. The quiet ones stayed quiet. But those who sometimes engaged in class seemed to struggle.

Because Assumption is offering a two-term semester this fall, her class meets online five days a week. To help create a sense of community, Davie has students do a social activity every Monday, like produce a recording of how they created a 3D model of a molecule using household items. Thursdays are for “study hall,” in which students find or design a problem related to the day’s material and create an answer key, all of which they explain on a discussion board. “I’m not sure what they think of it, but I love it,” she says, noting how readily they comment on one another’s work.

She also keeps office hours, in which students can pop in on Zoom during a set time each week. She sees many more students this way than she does in a traditional semester.

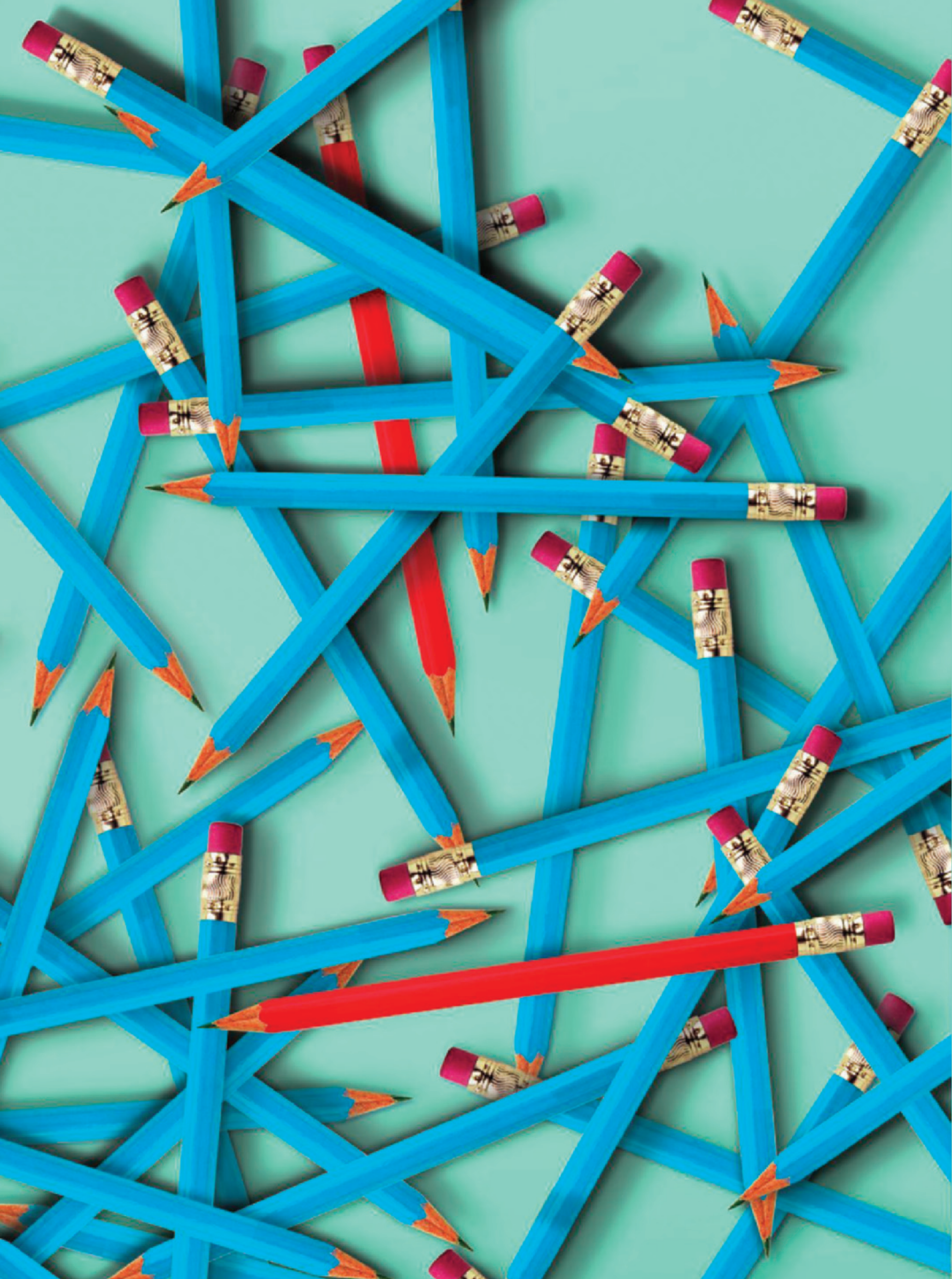
Six weeks in, she says, “I feel like I know them, some of them very well, even the ones who are superquiet. I’ve seen them six times on a short video.”

Davie seems to have created those relationships with and among her students that experts say are fundamental to learning. Focusing on making connections, encouraging students to engage in collaborative work, and checking in regularly to hear how everything is going are the basic building blocks of community.

Perhaps most important, though, is to be adaptable. When things aren’t working, stop and evaluate, says Plotts, the consultant who works with schools and colleges to support marginalized students. “Literally tell them, We need to hit the restart button because something isn’t working. I need to hear from you what’s happening.”

“Perfection is like a unicorn,” she says. “Everybody talks about it, and nobody has seen it. And that’s kind of what we’re in right now. Don’t strive for perfection. Strive for connection.” ■

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



Is Academe Awash in Liberal Bias?

Most people think so. They're wrong.

By **NAOMI ORESKES** and **CHARLIE TYSON**

IS **ACADEME** dominated by liberals? That's what we hear all the time on social media, in newspaper and magazine articles, and even in academe itself. Conservatives routinely call out higher education's "liberal bias" and sometimes insist that something should be done to ensure that conservative voices are heard within the ivory tower.

Some 59 percent of Republicans now say that colleges have a negative effect on the country. Recently this complaint went all the way to the White House, as President Trump announced his intention to re-examine universities' nonprofit status, claiming that they are all about "Radical Left Indoctrination, not Education." Back in the 1970s, the famous Powell memo called upon conservatives to develop think tanks to counter the liberal bias of American universities.

But is the claim true? Are conservatives un-

derrepresented in academic life? The answer depends in part on how one defines "liberal."

The most comprehensive study to date of American faculty politics found a much more centrist professoriate than is alleged in conservative discourse. In that 2006 study, the sociologists Neil Gross and Solon Simmons found that some 44 percent of professors described themselves as "extremely liberal" (9 percent) or "liberal" (35 percent); 46 percent described themselves in centrist terms (18 percent as "slightly liberal," 17 percent as "middle of the road," and 11 percent as "slightly conservative"); 8 percent described themselves as "conservative," and 1 percent as "extremely conservative." In other words, liberals outnumber conservatives, but the largest cohort of faculty — 46 percent — are moderates, spanning the terrain between center-left and center-right.

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Political views vary by discipline. Gross and Simmons found the highest concentrations of conservative faculty members in business and health sciences (25 percent and 21 percent, respectively). Computer science and engineering have a high proportion of moderates (78 percent) with a symmetrical split of liberals and conservatives (11 percent each).

These disciplinary differences matter, because students are not uniformly distributed across the disciplines. According to the National Center for Education Statistics, the two most popular majors are business and health sciences — the same fields with the highest concentrations of conservative faculty members.

Gross and Simmons also found that moderates outnumber liberals in every institution type except private liberal-arts colleges and elite Ph.D.-granting institutions. According to NCES data, just over 20 percent of students in the fall of 2015 were enrolled in private nonprofit colleges of any kind, including sectarian institutions. So again we find that a majority of students are being educated by a professoriate that is mostly moderate.

More-recent data come from the Higher Education Research Institute, which administers an annual faculty survey that asks professors to characterize their political views on a five-point scale (far left, liberal, middle of the road, conservative, or far right). In the 2016-17

of Ph.D.-holders from which it draws and of the population of highly educated Americans in general. For matters to be otherwise, universities would have to engage in affirmative action for conservatives. They would have to be biased against liberals.

A **AVAILABLE DATA** do not support claims that university professors are extremely leftist, that a majority of students are being educated by left-wing professors, or that academe is biased against conservatives. So why do so many people believe those claims? Commentary in right-wing media has hyperbolized the academy's leftism, but a body of slapdash research on faculty politics has also misled the public. Influential conservative analysts, particularly researchers associated with think tanks like the American Enterprise Institute and conservative academic centers like the Mercatus Center, have created a misleading impression of faculty political composition by producing studies rife with methodological errors.

Most obvious is their unrepresentative focus on elite, private, Northeastern universities — institutions that educate only a small minority of undergraduates. Community colleges, theological institutions and seminaries, religiously affiliated or evangelical colleges, and military academies are characteristically omitted from the analysis. But those are institution types that together educate millions of students every year: Community colleges alone educate more than a third of America's undergraduate population. And those institutions tend to have far fewer left-leaning faculty members than, for example, the Ivy League. Top-ranked institutions like Harvard and Princeton certainly exert disproportionate influence on higher education. But an account of faculty politics cannot focus on a handful of institutions (and a tiny percentage of students educated) and claim to offer a fair picture of the academic landscape. Elite institutions are by definition unusual.

The second problem with this body of research is a selective focus on humanities and social-sciences departments, and on subjects that often have explicitly political and normative orientations, such as women's studies (a field that claims a tiny percentage of undergraduate majors). A widely hailed survey by the American Enterprise Institute, for example, compiled voter-registration data from 21 institutions but assured a skewed outcome with a dubiously selective sample: Twenty-eight of the 94 instructors from its University of Texas sample came from women's studies, and Harvard's faculty of more than 2,000 was represented by 52 faculty from political science, sociology, and economics. Those sampling issues have distorting effects.

A third and overarching problem is the use of voter-registration records as a measure of ideology. One characteristic study counted the number of registered Democrats and Republicans at Stanford University and the University of California at Berkeley — two elite institutions not representative of national higher education. (Surprise: many more Democrats than Republicans.) Party registration is not a useless metric, but it is a crude one. Political parties in the United States are institutionally weak, locally variable (a Democrat in West Virginia, say, might have very different views on coal than a Democrat in California), and cover limited ideological terrain.

Studies that look to party registration alone as a binary metric of a person's political orientation have effectively erased moderates — as well as some libertarians and classical liberals — from the literature on faculty politics. For as the Republican Party has tacked right, increasing numbers of conservative and moderate faculty members have grown estranged from it. As the political scientists Jon Shields and Joshua Dunn Sr. observe in their book *Passing on the Right: Conservative Professors in the Progressive University* (Oxford University Press, 2016), conservative professors tend to be “small-c conservatives” who support limited government and free-market principles and “look askance at the populism that has shaken up the Republican Party in recent years.” These individuals may or may not be reg-

Philanthropy is a game for winners. People for whom capitalism has failed do not generally have the money to fund institutes or to endow chairs.

survey, 48.3 percent of faculty members self-identified as liberal, and 11.6 percent as far left.

The HERI data are consistent with what Gross and Simmons found a decade earlier: About 60 percent of the professoriate are somewhere to the left of center, and a minority are far left. The difference is that the Gross-and-Simmons study, in addition to asking detailed questions about political beliefs, used a more fine-grained seven-point scale, which allowed respondents — 18 percent of them — to identify in centrist terms as “slightly liberal.”

American faculty members are certainly more liberal than the general public — even if generally less left-leaning than their counterparts in Denmark, Norway, Spain, and New Zealand. Social scientists have advanced a number of explanations for why professors, as a group, lean left. The most plausible is that they reflect the demographic from which they come: Highly educated people with advanced degrees tend to be liberal. Sociologists have long known that higher education has a liberalizing effect on social and political views, especially on openness to racial and cultural diversity. The “educational differences between professors and other Americans,” Neil Gross observes, “go a fair way toward accounting statistically for the political gap between the two groups.”

The political leanings of professors are not markedly different from those of other highly educated occupational groups, such as journalists, social workers, and lawyers. In fact, professors are less left-leaning than some professionals: One recent study finds that technology workers and journalists are generally to the left of academics.

Whatever the reason for the link between liberal attitudes and advanced education, the professoriate is representative both of the pool

istered Republicans. Anecdotally, we know many scientists who have shifted their affiliations from Republican to independent in recent years because of the party's position on climate change and other scientific questions.

Methodologically robust studies that include faculty members from a wide range of disciplines and institution types, have a large sample size, and ask standardly worded questions, rather than relying on the blunt metric of party registration, yield far more-modest results than studies that claim to unmask professorial leftism. Conservative think tanks churn out methodologically flawed reports that seem to be designed to show the academy as a political monolith, which suggests that this research has not been undertaken in good faith.

IN FACT, there has been a long-running conservative campaign to undermine the authority and stature of the American university, in part by casting it as a bastion of radically left-wing elitists.

In 1942 the Harvard economist Joseph Schumpeter wrote a brilliant but strange book called *Capitalism, Socialism, and Democracy*, in which he suggested that intellectuals were hostile to the capitalist order because their education had rendered them “psychically unemployable.” In the decades that followed, a new generation of right-wing activists intensified Schumpeterian claims about the fecklessness of intellectuals and their isolation from the “real” economy.

In the 1950s, William F. Buckley warned that “individualism is dying at Yale” — this despite the fact that if anyone was being driven out of academe for political reasons during the McCarthy era, it was leftists, not conservatives. It is revealing that Buckley's *God and Man*

at Yale (1951) — the book which, as one proponent recently put it, “marked the birth of the modern American conservative movement” — was an attack on leftism in elite higher education. In the early 1960s, when the conservative journalist M. Stanton Evans declared a conservative “revolt” on campus — decrying Keynesianism and liberal conformity within the academy — the professoriate was still dominated by white men, and some eventual targets of right-wing critics, such as women's studies and African American studies, had not yet been invented. From the mid-20th century forward, the claim that intolerant leftists rule higher education has been a central trope of American conservatives.

Galvanized by fears of liberal professors' indoctrinating students, midcentury conservative media activists focused their organizational efforts on the campus. In 1956 the *National Review* sponsored a campus contest offering students \$100 for the two best-documented pieces of evidence of “classroom indoctrination” by their professors. In 1962, Clarence Manion announced that his radio program, the *Manion Forum*, was going to “invade” campuses in order to advance “American, anti-Communist principles.”

By distributing free copies of *National Review* and *Human Events* on campuses, by placing books published by the conservative publisher Henry Regnery in college libraries, and by promoting conservative student organizations on the *Manion Forum*, conservative media activists sought to counter the campus's alleged liberal bias with an overt bias of their own. The mission statement of *Human Events* captures the broader movement's attitude toward objectivity and truth: “*Human Events* is objective; it aims for accurate representation of the facts. But it is not impartial. It looks at events through eyes

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that are biased in favor of limited constitutional government, local self-government, private enterprise, and individual freedom.” While sounding the alarm about leftist orthodoxy, those right-wing activists explicitly discarded impartiality as a value.

Today the drumbeat for donations to combat the campus left continues. The Charles Koch Foundation — to name only the most prominent right-wing organization in the educational arena — gives tens of millions a year to colleges. The bulk of that money funds economics programs, sometimes with provisions attached demanding that the teaching align with libertarian principles (as in the case of gifts made to Florida State University). Just this month, the Koch Foundation and other philanthropists gave Arizona State University \$12 million to “re-design and restructure higher education” in the wake of Covid-19.

None of this is to say that such efforts are necessarily wrong — wealthy liberals, too, give grants to universities — but it is to say that conservative voices are strong and well-funded on many college campuses, and particularly on those that most students attend. Many right-wing donors, moreover, give funds with the explicit aim of advocating particular conservative approaches in teaching and research. What’s more: Philanthropy is a game for winners. People for whom capitalism has failed do not generally have the money to fund institutes or to endow chairs.

L EFT-WING CAMPUS MOVEMENTS have certainly been known to pursue silly or misguided ends. (Why professors — rather than activist students or overzealous administrators — are so routinely blamed for these alleged excesses, however, is something of a mystery.) With respect to faculty, a lack of internal dissent can lead to conformity, self-silencing, and a flight to the extremes. Groupthink is a real thing. We agree with conservative commentators that intellectual diversity — along with economic, cultural, religious, gender, and racial diversity — is important on campus. But the conservative claim that academia, writ large, is a hotbed of leftist groupthink is simply not supported by the evidence. On the contrary, the evidence supports the position that conservatives, resentful of losing out in the marketplace of ideas, have promulgated a pile of propaganda designed to undermine American support of intellectual life.

The problem is confounded by the fact that some “conservative” ideas, while perhaps sincerely held, are not supported by the standards of evidence that the academy rightly demands.

Self-identified conservatives and registered Republicans now routinely take positions at odds with factual evidence, rejecting evolutionary theory, rejecting the scientific consensus on anthropogenic climate change, and now, in some regions of the country, rejecting public-health guidelines on Covid-19. For decades, conservatives demanded that public schools give equal time to creationism, a position consistently rejected by U.S. courts. Now some suggest that we need to give equal time to climate-change denial. But the “conservative” position on climate change is refuted by an overwhelming body

of scientific evidence, and has been for more than three decades.

And things get worse: America’s conservative wing has developed not just an oppositional politics but an oppositional epistemology.

Some conservatives, including conservatives in academe, have developed a sense of themselves as an oppressed or marginalized group, akin to gays and lesbians or Black people. One conservative professor interviewed by Shields and Dunn in *Passing on the Right* — described as a “prominent” scholar who “has achieved great stature in his discipline” — contends: “I am the equivalent of someone who was gay in Mississippi in 1950.”

Occasionally a further claim follows: that conservatives are epistemically privileged, able to grasp truths about the world that liberals cannot, such as the “discomforting facts” about sex difference or the “potential costs” of affirmative action (both examples suggested by Shields and Dunn). “Culturally conservative intellectuals see the world differently,” Shields and Dunn reflect.

This notion of conservatives as marginalized and thus epistemically privileged adapts — and perverts — Marxist and feminist standpoint theory. Marxist standpoint theory, as developed by Georg Lukács, holds that workers, because of their social location, can correctly see whose interests are served by the capitalist system. Feminist standpoint epistemology similarly claims that some women — because they know firsthand what it is like to experience the world as women — are positioned to supply valuable perspectives that men have missed. To take an example from science: Our knowledge of sexual behavior in other species has been enriched by female scientists who have interpreted data on mating, parental investment, and sex roles in ways running counter to lazy assumptions about femaleness (such as the assumption that in mating, females tend to be passive) that long predominated in evolutionary biology.

Conservative standpoint theory follows a different pattern. It claims that conservatives, because of their situatedness, are able to see the truth about other groups: women, or Black people, or homosexuals, or transgender people. Conservatives are epistemically advantaged because they alone are immune to the politically correct fantasies that cloud the left’s capacity for thought. While liberals are enchained to fashionable dogma, conservatives are telling plain truths about race, gender, and the family that liberals wish to deny.

As academics, it behooves us to be receptive to ideas, open to evidence, and willing to listen. But we should not succumb to stereotype threat and rush to “remedy” a problem of liberal bias that exists primarily in the anxieties of some conservative commentators. And it certainly does not behoove us, as William F. Buckley famously exhorted, to stand astride history — or, for that matter, science — yelling, “Stop!” ■

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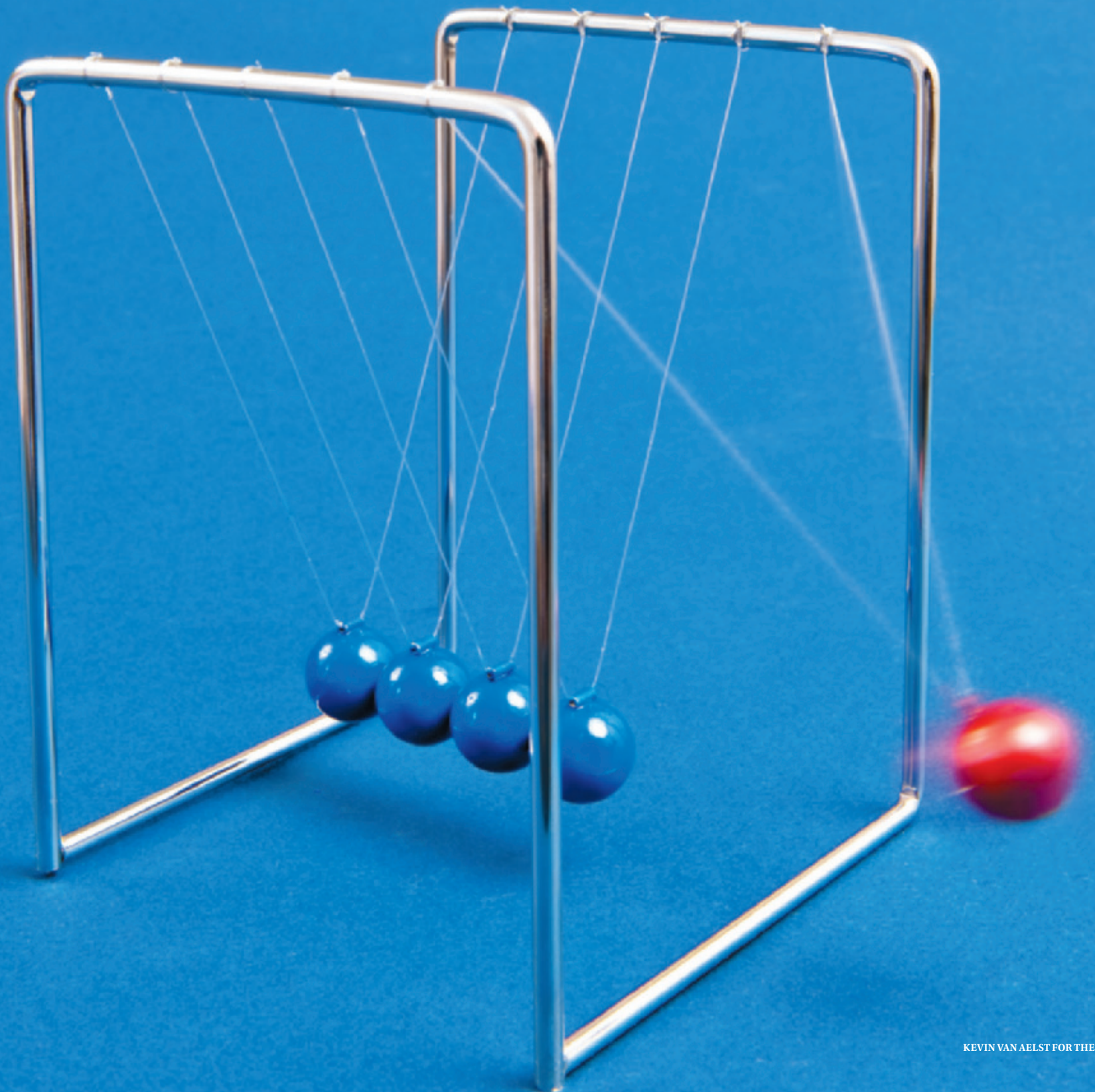
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Tenured Radicals Are Real

Arguments that academe does not slant left misconstrue the data.

By PHILLIP W. MAGNESS



KEVIN VAN AELST FOR THE CHRONICLE

IN THEIR RECENT ESSAY, “Is Academe Awash in Liberal Bias?,” Naomi Oreskes and Charlie Tyson seek to dispute the increasingly common perception of the American university system as a hostile environment for viewpoints that stray from a left-leaning orthodoxy. Though their analysis acknowledges that the professoriate falls somewhat to the left of the general public, they nonetheless argue that academe is still anchored in the middle of the political spectrum. Conservative talking points about “liberal bias” in the university system, it follows, are overblown and reveal their own unacknowledged biases under the guise of a corrective.

This political culture-wars debate is unlikely to be resolved by editorial analysis. Yet one dimension of Oreskes and Tyson’s argument warrants scrutiny: its empirical claims. The authors draw upon a 2006 study of faculty political beliefs by Neil Gross and Solon Simmons, and a similar survey of faculty political self-identification from UCLA’s Higher Education Research Institute. While both studies provide a measurable means of detecting faculty political skews, Oreskes

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These surveys all use a similar five-point scale (far left, liberal, moderate/middle of the road, conservative, and far right), which can be analyzed separately or further condensed into liberal, moderate, and conservative groupings.

The results show two distinct stages. From 1969 until the early 2000s, professors who identified as “liberal” or “far left” maintained a small but stable plurality in the faculty ranks. Although the percentages fluctuated slightly over three decades, the total number of faculty members on the political left was essentially unchanged between the 1969 Carnegie survey (44.7 percent) and the 1998 HERI survey (44.8 percent).

Scholars have studied and debated whether this liberal plurality signified a leftward political bias since Seymour Martin Lipset and Everett Ladd first raised the issue in a 1971 analysis of the first survey results. While Lipset and Ladd drew attention to the political imbalance in the classroom that might arise from a liberal-leaning plurality of faculty members, subsequent studies disputed the severity of the skew and suggested that its stability offset the potential for instructional bias. As long as moderate and conservative faculty members had sizable minority stakes in the faculty ranks, campuses would continue to reflect a diversity of viewpoints. Indeed, one 1993 study by Richard Hamilton and Lowell Hargens even suggested that faculty politics had shifted slightly rightward during the 1980s, despite liberals’ retaining a plurality. That plurality consistently hovered at 40 to 45 percent during that period.

The debate over Lipset and Ladd’s argument played out over almost 30 years with no clear resolution, but it also reflected an era in survey findings different from the present day. Beginning in the late 1990s and early 2000s, the once-stable liberal plurality in American faculty ranks gave way to a rapid leftward shift.

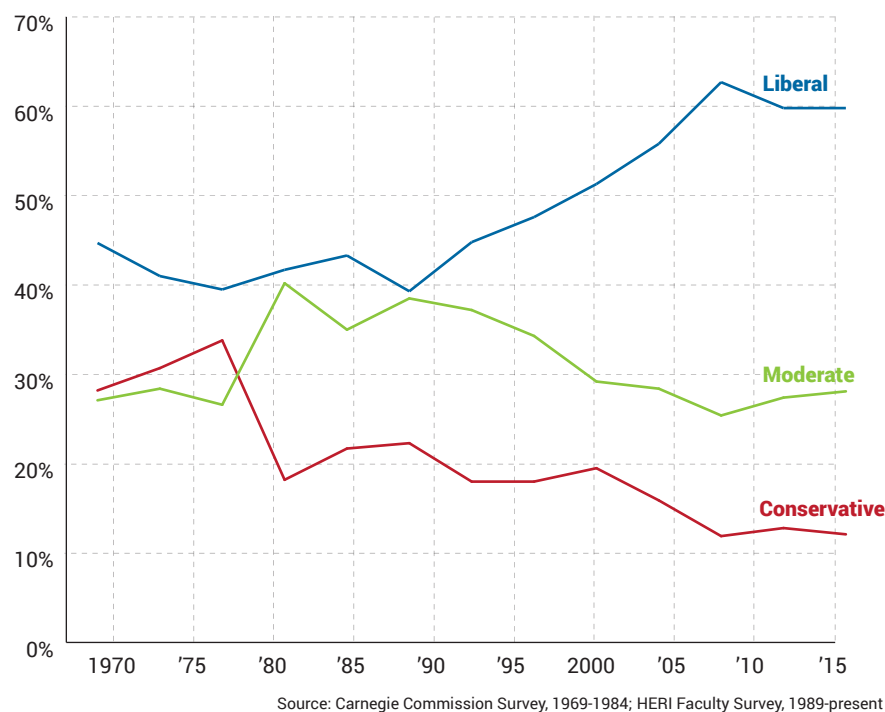
Liberal and far-left faculty numbers swelled from 44.8 percent in 1998 to a clear majority of 59.8 percent in 2016-17, the most recently available HERI survey. (In an understatement, Oreskes and Tyson elsewhere refer to this 15-percentage-point surge as only a “slight rise.”) The shift came at the expense of both moderates, who dropped from 37.2 percent to 28.1 percent over the same period, and conservatives, who dropped from 18 percent to a minuscule 12.1 percent.

Digging deeper into the surveys, we find that one of the primary drivers of the leftward shift was the rapid growth of faculty members who identify on the far left. Oreskes and Tyson characterize that group as a small minority faction. Yet this group was also the fastest-growing segment. Between 1992 and the most recent HERI survey, far-left faculty grew from 4.2 percent to 11.5 percent of the professoriate. In addition to nearly tripling in size, this means that far-left faculty numbers alone now sit at virtual parity with *all* conservative faculty, whether center-right, far-right, or in between.

When compared with the stability of the three decades that preceded it, the post-2000 leftward shift of the professoriate is both difficult to deny and historically unprecedented. Notably, this shift in faculty opinion does not map onto any other ideological pattern in American politics during the same time. Rhetoric about political polarization notwithstanding, both survey data from the Gallup organization and academic literature on the left/right political divide show only modest long-term shifts when questions about ideological affiliation are presented to the general American public.

HERI AND ITS PREDECESSOR SURVEYS have also presented the same questions about ideological self-identification to incoming first-year college students since 1970. These data show that, despite some fluctuation over time, political moderates still remain a clear plurality among the entering student body. Students who identify on the left dropped from 36.6 percent in the Vietnam era to a trough of 20 percent in 1981 before rebounding to 36.2 percent in 2017. Yet the proportion of right-leaning students has actually grown, from 18.1 percent in 1970 to 22.4 percent in the most recent study.

Political Self-Identification of Faculty Members



es and Tyson badly misinterpret their results, especially the long-term trends of the HERI survey.

Let’s review the empirical evidence.

Gross and Simmons’s 2006 survey found that about 44 percent of college faculty members classified themselves to the left of center, compared with 46 percent who rated themselves as centrists. At the time, the first number was roughly consistent with the findings of the 2004-5 HERI survey, which showed 51.3 percent of the faculty identifying as liberal or far left. The HERI survey also revealed a much smaller moderate contingent, just 29.2 percent, which went unmentioned. Oreskes and Tyson nonetheless place great weight on those numbers to depict American college faculty members as near the political center or moderate center-left.

These figures, now a decade and a half out of date, obscure another dimension of faculty ideology that coincides with growing allegations of a leftward skew. Rather than relying on a single mid-2000s snapshot of faculty self-identification, it is important to consider how these patterns have changed over time.

Fortunately, we now possess 50 years of survey data on faculty political opinions, stretching back to a 1969 study conducted under the Carnegie Commission on Higher Education. When coupled with successor Carnegie surveys and the HERI survey (administered every three years since 1989), we may obtain a long-term picture of how faculty political opinions have evolved over the past several decades.

Clearly, the political self-identification patterns among the faculty reflect neither the public at large nor universities' own student bodies.

One other empirical dimension of Oreskes and Tyson's argument warrants closer examination. According to the National Center for Education Statistics, business and health sciences are currently the two most popular undergraduate majors in the United States. Citing Gross and Simmons again, Oreskes and Tyson note that those fields also have "the highest concentrations of conservative faculty members," while liberal faculty members tend to concentrate more heavily in the humanities and social sciences. Students in the former two fields, they strongly imply, therefore spend disproportionately more time in the classroom with conservative-leaning professors.

The statistical inferences that Oreskes and Tyson make, however, are misleading. While Gross and Simmons did find conservative-faculty concentrations in business (24.5 percent) and health sciences (20.5 percent), those numbers actually represent two of the few areas of the academy where some semblance of ideological parity existed, at least as of 2006. For comparison, 21.3 percent of business faculty members and 20.5 percent of health-science faculty members identified as liberal in the same survey, with the remainder consisting of moderates.

Most other disciplines skewed sharply in a liberal direction. Tellingly, liberal views also compose a clear and sizable majority within the social sciences (58.2 percent) and humanities (52.2 percent), with moderates trailing far behind and conservatives failing to break out of the single digits. Gross and Simmons's findings also revealed a sizable subset of far-left ideologies in those fields. Twenty-four percent of social scientists identified themselves as political radicals, and 17.6 percent identified with the Marxist label, while far-left identifications had much smaller representations in business and the STEM disciplines.

These findings reflect a snapshot in 2006, but more-recent data from HERI reveal that Gross and Simmons captured only the early stages of the leftward shift. In a 2017 article, Samuel Abrams analyzed HERI survey responses over time across an assortment of disciplines. He found that faculty members in every discipline that could be measured had moved to the left between 1989 and 2014. In education and even the physical sciences, liberal faculty shifted from plurality status to an outright majority. In history, political science, and the fine arts, liberal faculty currently approach 70 percent. In English, self-identified liberals comprise an astounding 80 percent of faculty ranks.

Oreskes and Tyson decry what they see as a "selective focus on humanities and social-science departments" in studies of faculty ideological skew. Conservative political commentators routinely associate the "tenured radical" professor archetype with those disciplines, as do studies that employ partisan voter-registration records as a proxy for faculty political leanings. Yet the skew in those disciplines leaves a larger mark on campus politics than Oreskes and Tyson let on.

Unlike business and health sciences, many of the humanities and social sciences also experienced rapid declines in majors over the past decade. It would be a mistake, however, to conclude that this portends a diminution of the influence of their ideological perspectives compared with more-balanced fields of study. Although they are shedding majors, the humanities and social sciences have a disproportionately large presence on the mandatory general-education curriculum at most colleges.

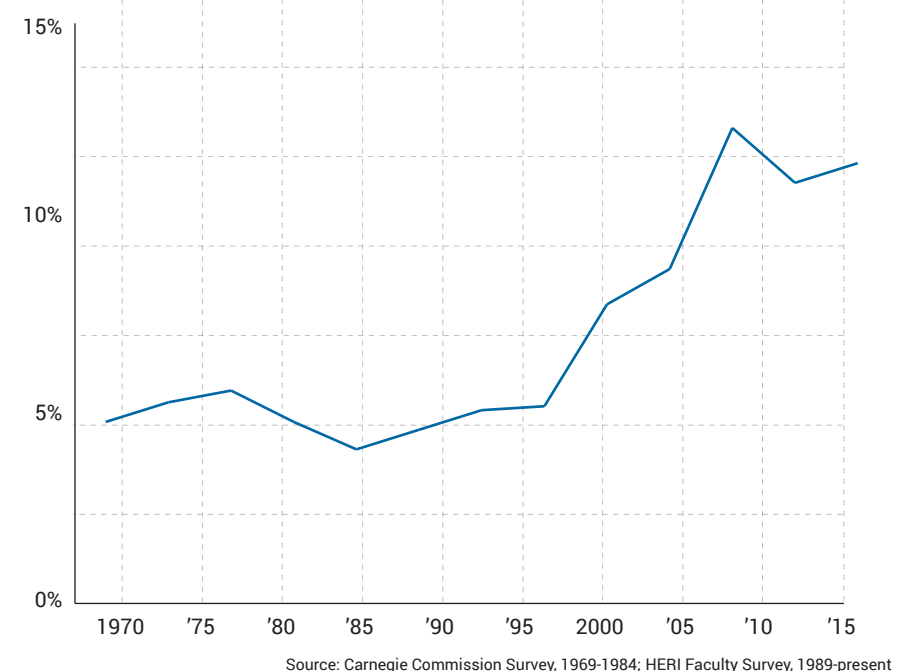
Gen-ed classes typically make up a third or more of the undergraduate experience, and place a heavy emphasis on disciplines whose faculty members are largely left-leaning, such as English, history, and foreign languages. Indeed, more than 90 percent of American colleges and universities have at least one mandatory "writing composition" class in their gen-ed curricula, and often more than one semester of composition is required. These classes are overwhelmingly situated in the English department, which, as aforementioned survey data reveal, has the highest leftward ideological imbalance of all the core disciplines.

Stated another way, most humanities and social-science majors will not be required to pass through a business or health-science classroom, even though these are among the only places on campus where some semblance of faculty ideological balance is attained. But nearly all business and health-science majors must take gen-ed classes in the humanities and social sciences, where they will almost certainly encounter faculty ranks that skew much further to the left than either the general public or the student body.

NOTING THESE DIMENSIONS of the survey literature, I make no claim to knowing the "appropriate" political balance of the professoriate. Ideology alone does not determine classroom experience, and an ideologically skewed faculty may be entirely capable of delivering high-quality instruction.

On the other hand, the post-2000 leftward shift suggests a break from the comparatively stable balance of the past, with potentially harmful consequences that are only starting to emerge. A recent sur-

Percentage of Faculty Members Who Identify as Far Left



vey of undergraduates suggested that conservatives and other non-liberal college students perceive greater pressure to conceal their true political beliefs in the classroom, usually citing fear of getting a lower grade. My own research also found a strong correlation between the decline of certain majors over the past decade and the intensity of faculty political skew in those same majors, while more ideologically balanced fields (and less-politicized subjects in general) exhibited growth. Those findings suggest that ideological considerations are shaping student perceptions of classroom instruction in ways that cannot be easily discounted.

As the faculty-survey findings reveal, the long-term empirical patterns in political opinion are unmistakable. Academics should continue to discuss the meaning of those data, including whether the growing ideological imbalance on campus represents a problem for instructional content and the ability of faculty members to serve a diverse array of student perspectives. But such discussions need to be honest about the data trends. And that includes acknowledging the fact of a sharp and historically unprecedented leftward shift of the faculty over the past two decades. ■

Phillip W. Magness is a senior research fellow at the American Institute for Economic Research. He is a co-author, along with Jason Brennan, of Cracks in the Ivory Tower: The Moral Mess of Higher Education (Oxford University Press, 2019).

Beware the Instant Global Campus Movement

Buying a for-profit, online university won't fix everything.

THE UNIVERSITY OF ARIZONA took a big step into the online-education market this summer when it announced plans to buy Ashford University, a for-profit institution with more than 30,000 students, to create a new Global Campus. Recast as a nonprofit, the online university will still op-

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erate as a separate entity, but now it will carry the University of Arizona name. Arizona is following in the high-profile footsteps of Purdue University, which in 2017 announced plans to purchase the similarly large for-profit Kaplan University.

Both Arizona and Purdue, with one move, have outwardly leapfrogged their competition and became major players in the online world with a much more diverse set of learners — working adults from underserved demographic groups. So it's not hard to see why other universities are looking to follow their leads. When Purdue University Global was being approved by accreditors in 2018, there were already a dozen other nonprofit colleges exploring potential acquisitions of existing for-profit online universities. This appears to be an emerging, problematic trend. Call it the Instant Global Campus movement.

Under the Purdue and Arizona arrangements, the parent for-profit companies, Kaplan Higher Education and Zovio, transition immediately from the perilous for-profit sector, with its shrinking enrollments and reputational baggage, into the lucrative and growing online-program-management market. The companies not only gain the huge number of online-program-management clients of Purdue and Arizona, each worth hundreds of millions of dollars per year in revenue, but also get a springboard to serve many other colleges with these services.



CHAD HAGEN FOR THE CHRONICLE

As for the universities, they get a ready-made online campus. Leaders of the institutions argue that it would take years to build up similarly robust online operations and that the acquisitions are a sensible shortcut. But that “buy versus build” argument is flawed. These new entities don't help the parent university better serve students, including working adults, who will now provide significant revenue for the par-

ent university. The global campus acquisitions don't, for example, increase the number of starting dates per year or clear pathways to degrees at the parent institution. They are separate organizations, with separate accreditation, separate policies and practices, and separate student bodies. Separate in every way except the shared logo. They have little opportunity to improve the parent university or system, and in reality are

distractions from any effort to make real changes.

Those changes should include creating more flexible academic models and figuring out how to improve the quality of online- and hybrid-course delivery and student services. Colleges are facing an existential crisis accelerated by the pandemic and financial crisis, and there is little reason to believe that things will return to the status quo. Traditional insti-

tutions need to adapt, and fast, to a world where online, and especially hybrid, education will play a bigger role. Time spent on these deals is time that isn't being spent on preparing for these imminent challenges.

In addition, the promise of riches from global campuses is based on flawed assumptions about the power of a university brand and its ability to immediately turn around the fortunes of a declining online university. As a point of reference, Purdue University Global lost \$43 million in its first full year, largely based on the \$132 million in marketing it spent that same year to establish the new brand and attempt to reverse enrollment trends. There is little reason to believe that the University of Arizona won't have to make a similar investment in its Global Campus.

Either way, it is doubtful that these global-campus deals will pay off in the way they are being touted in press releases. Arizona has said that they expect to bring in \$25 million annually from the deal, but Ashford hasn't been that profitable since 2013, when there was significantly less competition in the online space.

THE BIGGEST PROBLEM with these deals, however, isn't that they are likely to fail. It's that there's a chance they'll succeed. What happens if Purdue University Global expands enrollment and makes enough operating income to fund the 12.5-percent revenue-sharing payments to Kaplan Higher Education and pay the guaranteed tens of millions of dollars to Purdue? What happens if the University of Arizona Global Campus generates \$25 million per year in profit for the University of Arizona and 19.5 percent for Zovio — above and beyond the costs of operations?

In those cases, we would see prestigious nonprofit universities charging much more in tuition than they spend on operations. The Instant Global Campus would be a cash cow, transferring tuition dollars out of the online schools and into the bank accounts of nonprofit research universities.

It's clear to see which students win

and which ones lose in this arrangement. In the case of the University of Arizona, its main student body is 4-percent Black and 22-percent first generation, whereas its proposed Global Campus is 32-percent Black and 48-percent first generation. The numbers for Purdue and its global campus are similar. Is transferring hard-earned tuition dollars from underserved online students to subsidize richer, younger, whiter university students' education really the mission of a land-grant university, especially in this day and age?

In the end, the main thing colleges will gain with a successful global campus is bragging rights. Thanks to clever negotiating, they will now be mentioned in the same breath as Arizona State University and Southern New Hampshire University, institutions that spent a decade or more building up their online capabilities. They can take boastful pride in adding tens of thousands of new students. It makes little difference that these students are being exploited to support the far-more-traditional and privileged student population of the parent university.

Higher education can do better than this, but it will take honest self-evaluation. It will take the willingness to abandon vanity and big numbers and instead focus on difficult investments and long-term planning. It will take a commitment to hard work and a refusal to search for quick, clever answers.

In a bit of irony, it would be useful to learn the right lessons from the University of Maryland Global Campus (formerly the University of Maryland University College, and despite the name not of the same model as the Instant Global Campus), Arizona State University, and Southern New Hampshire University — institutions with large online populations that are used as an argument for the Instant Global Campus movement. In all three cases, these institutions avoided looking for the quick wins and artificial buy-versus-build framing. They all invested heavily in their online and hybrid capabilities, and they all committed to long-term organizational development and growth.

I am sympathetic to the notion that innovation often requires a separation from the parent organization, and that educational models targeted toward nontraditional learners (and working adults in particular) are difficult to carry out within a larger university. After all, ASU created EdPlus, and the University of Florida created UF Online. In those cases, however, the online units are structured in a way that they can help the parent university, unlike the completely separate global-campus models.

Perhaps other colleges will vary the Instant Global Campus model to address some of these problems. Perhaps when they acquire online institutions with underserved and adult populations, they will focus on better serving those students instead of



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viewing them mostly as a source of income to be extracted.

So far, however, the Instant Global Campus model we have seen is a distraction driven by the wrong motivations. Higher education needs better. ■

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Instruction Under Surveillance

Some overseas students face censorship and risk running afoul of local security laws.

ONE MINUTE the class looked like any online session, neat boxes framing the faces of students and their professor.

The next, some of those faces disappeared, replaced by avatars, pseudonyms, and shots of the ceiling. The reason: Discussion in the course on Chinese society had turned to politics, and students in the class from China had pulled out of the conversation, afraid that their government could be listening in.

The incident was reported last spring at Emory University, part of a survey of Chinese students and instructors about their experience with the shift from in-person classes to online.

On top of routine headaches like spotty Wi-Fi and the adjustment to asynchronous learning, students in countries such as China must worry about censorship and running afoul of local security laws. As remote learning stretches into fall and beyond, they may find themselves pursuing an American education without the benefit of academic freedom and open discourse. Meanwhile, their large presence may undermine those very principles at American colleges.

Faculty members face tough choices teaching in newly global virtual classrooms: Do they change their courses to eliminate potentially contentious topics? Do they create two sets of materials, one for students in the United States, another for those abroad? Do they stick with their original lesson plans, potentially putting some students at risk? Or do they say to students, *Sorry, this class is off limits if you're studying from China?*

These challenges are not limited to courses in directly related disciplines, like modern Chinese history. Subjects like gender, LGBTQ rights, international relations, and economic theory also can trigger sensitivities.

Sarah McLaughlin, of the Foundation for Individual Rights in Education, said professors risk importing more-restrictive attitudes toward campus speech from abroad into American classrooms. “A profes-



JAMES YANG THE CHRONICLE

sor in Minnesota shouldn't remove material because it might offend students in a few countries,” she said. “The worst thing we could do is to make Chinese laws applicable around the world.”

Concerns about security and privacy aren't unique to China. Countries including Russia, Turkey, and Saudi Arabia also have stringent censorship laws and monitor the internet.

But China looms large because of the size of the Chinese-student population in the United States.

In the 2018-19 academic year, 370,000 Chinese students were enrolled in American colleges, one of every three international students. While most of those students stayed

in the United States as the coronavirus pandemic spread — the Institute of International Education reports as many as 90 percent of current international students chose not, or were unable, to return home — many did not. And with consulates shuttered and borders closed, almost all new students must study remotely.

The Chinese government has long limited speech in its own university classrooms and online, with students and instructors reporting on one another for expressing taboo opinions. Perry Link, a China scholar and a professor of comparative literature at the University of California at Riverside, once famously said the fear of saying something forbidden is like an anaconda in a chande-

lier — a threatening presence keeping the Chinese people in line.

Under President Xi Jinping, those restrictions have markedly tightened. In June, China's National People's Congress passed a new national-security law for Hong Kong that makes speech deemed critical of the Hong Kong or Chinese governments unlawful — regardless of the citizenship or location of the offender. Exactly what speech is problematic isn't defined, leading to fears that the law could be broadly interpreted.

The extensiveness and the ambiguity of the new law could chill speech in American classrooms, said James A. Millward, a professor of Chinese and Central Asian history at Georgetown University. “Now we

all have to worry about the anaconda even when we're dialing in from somewhere else," he said.

THE RISE of online teaching during the pandemic compounds the problem. Not only are students in China at potentially greater legal jeopardy, but videoconferencing applications like Zoom used in remote instruction are vulnerable to Chinese government surveillance and data collection. Zoom came under fire in the spring for temporarily shutting down user accounts outside of China at the Chinese government's behest, but the company said it has changed its policy and increased data protections.

Alarmed, Millward and a group of scholars of Asian studies drafted a statement and a set of recommendations for teaching remotely about China and students studying there. They warn about the risks of requiring students to download readings that may be prohibited locally and of recording class discussions in which students are easily identifiable. "Such files can be duplicated and could potentially pose a risk to class participants years after the class has finished," they write.

Students are already aware of the hazards. In the Emory survey, one student reported being nervous when a professor played a song during class that is banned in mainland China, said Hong Li, a professor, a former director of the Emory College Language Center, and one of three researchers who conducted the study. The student was afraid that a neighbor might report her to authorities for listening to forbidden music.

Another student chose not to return to China when the Emory campus closed. Her family lives on a military compound, she told the researchers, making it impossible to discuss sensitive topics when studying there.

One solution could be to use a virtual private network, or VPN, which allows users to navigate around internet firewalls to obtain blocked content. Websites frequently used in classroom settings, such as Google, YouTube, and *The New York Times*, are banned in China.

Academics traveling to China have long made use of VPNs, but unauthorized internet connections are now illegal in China as well as in Russia, said Aynne Kokas, an associate pro-

fessor of media studies at the University of Virginia.

While the ban is not regularly enforced, students caught using a VPN could have the infraction on their records for life, and there could be repercussions for their families. "We shouldn't be urging students to commit a crime," Kokas said.

Instead, professors could use homegrown Chinese platforms in their courses or opt for Western ones that are accessible in China. College IT departments can also provide technical assistance to professors, such as helping them find online platforms that work overseas or that have greater security measures. Because colleges are such significant users of videoconferencing platforms, they also could band together to push providers to increase security protections, Kokas said.

Alibaba, a Chinese online provider, has been marketing its services to Western universities, saying that it can get around strict internet

controls. But Yingyi Ma, an associate professor of sociology at Syracuse University and the author of *Ambitious and Anxious: How Chinese Undergraduates Succeed and Struggle in American Higher Education*, said that while instructors are well-meaning, they could have the effect of limiting academic options for Chinese students alone. "I worry that this potentially undermines Chinese students' learning opportunities," she said.

Meg Rithmire, an associate professor at Harvard Business School, collaborated with several other China scholars, including Ratigan, to draft a set of strategies for instructors and institutions. In her own course syllabus, she is upfront with students about the content of the course, the expectations for discussion, and the potential risks associated with the security law. Some students will steer clear, while others still sign up.

"The responsibility of the instructor is to communicate risk and to, as



Karin Fischer

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"The worst thing we could do is to make Chinese laws applicable around the world."

controls. While the partnership has raised fears of Chinese interference, British officials who were part of a pilot project said that students in China were able to access the same course content as their classmates in Britain.

BUT THE ANSWERS aren't always technological. Professors could offer individual or small-group tutorials to students in China and similar countries to limit their exposure. They could allow students to opt out of controversial discussions without penalty to their grades, or to take part in classes anonymously.

While it should be up to individual faculty members to decide how to navigate these sensitive issues in their own courses, college administrators can provide important support. For example, they can set a strong campuswide policy against students' recording class sessions, said Kerry Ratigan, an assistant professor of political science at Amherst College: "That has more teeth."

Some faculty members have suggested that students wait until they are back on campus to enroll in cer-

much as possible, provide a safe environment," Rithmire said. "It's not to *not* teach certain things."

Gwendolynne Reid teaches first-year writing courses to international and multilingual students at Emory's Oxford College; about two-thirds of her students this fall are Chinese. When Reid realized that many of her students would be studying online from China, she thought long and hard about her approach.

She decided to allow students to take the lead. During the initial class sessions, they talked about the challenges of open discussion and together developed a set of ground rules so that students can indicate when they are uncomfortable with a certain topic. Likewise, she decided to allow students to choose their own topics for papers and to make their own assessment of risk. She didn't want to be "complicit in government censorship of my students," she said.

"These are their choices," Reid said. After all, her students have a more sophisticated understanding than she can of the social and political limits they're up against. ■

The Hubris of the Well-Credentialed

A 4-year degree has become necessary for dignified work. Michael Sandel says that's wrong.

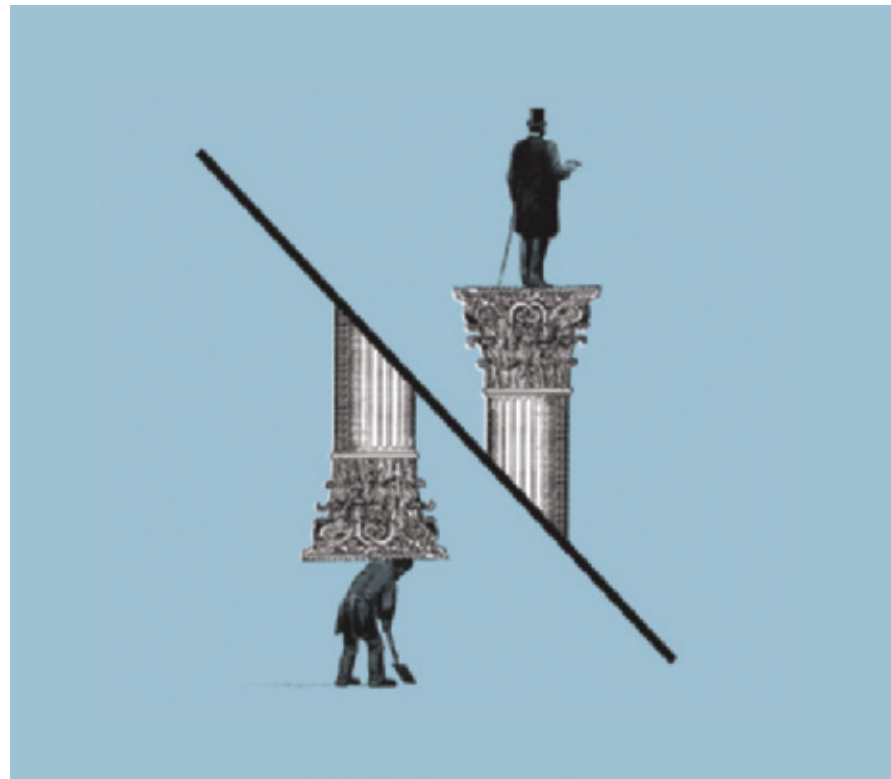
THE HARVARD political philosopher Michael Sandel's 10th book, *The Tyranny of Merit*, out last month from FSG, covers a lot of ground for a short text — especially in its sweeping second chapter, “A Brief Moral History of Merit,” which, following Max Weber, describes the surprising emergence of the “fiercely meritocratic work ethic” out of the Protestant Reformation's “war against merit.” From these origins, Sandel says, would eventually appear such diverse phenomena as megachurches preaching the “prosperity gospel,” the weakening of the welfare state, and the increasing importance of the university system as a source of not just earning power but personal prestige. President Trump, for instance, likes to say that he went to Wharton, which he insists is “the hardest school to get into, the best school in the world ... supergenius stuff.”

The Tyranny of Merit hopes to explain the cultural background behind this bit of Trumpian braggadocio, and more broadly to argue that a just political future must recognize that even a perfect meritocracy would be fundamentally unfair. I talked with Sandel about resentment and hubris, the trauma of the elite-university admissions process, the problem with economists, and pull-ups.

Critiques of meritocracy are on everyone's lips right now. Why?

I think it's partly due to the events of 2016. The populist backlash against elites was a big part of the vote in Britain for Brexit and the election of Trump in the U.S. That prompted a reflection on what it was about elites that many working people so resented.

Looking back at the last four decades, it's clear that the divide between winners and losers has been deepened, poisoning our politics and driving us apart. This has partly to do with deepening inequality of income and wealth. But it's about more than that. It has to do with the fact that those who landed on top came to believe that their success was their own doing, the measure of their merit — and by implication that those left behind had no one to blame but them-



JUSTIN RENTERIA FOR THE CHRONICLE

selves. For people who didn't flourish in the new economy, this attitude toward success made the inequality of the last four decades all the more galling.

Much of your argument draws on political philosophy, and in that sense is continuous with your earlier work, going back to *Liberalism and the Limits of Justice* (1982). But, as “galling” suggests, the master pair of opposed categories running through this book is psychological. That’s “hubris” and “humiliation.”

They are psychological but at the same time political categories. One of the important features of populist anger and resentment is people's sense that elites look down on them. This is not an entirely mistaken impression. It's a legitimate grievance.

Meritocracy is an attractive, even inspiring ideal, but it has a dark side: It generates hubris among the winners and humiliation among the losers. I suppose you could say this is a reading of the moral psychology of our political moment.

The meritocratic hubris of elites is the conviction by those who land on top that their success is their own doing, that they have risen through a

fair competition, that they therefore deserve the material benefits that the market showers upon their talents. Meritocratic hubris is the tendency of the successful to inhale too deeply of their success, to forget the luck and good fortune that helped them on their way. It goes along with the tendency to look down on those less fortunate, and less credentialed, than themselves. That gives rise to the sense of humiliation and resentment of those who are left out.

In *Identity*, a 2018 book motivated by concerns similar to yours — especially by the rise of Trump — Francis Fukuyama broaches analogous territory in discussing “dignity” and “resentment.” These are aspects of what he calls “thumos,” which for him denotes something like the impassioned need for recognition. Is political philosophy seeing a turn toward questions of emotion?

Political philosophy has tended to neglect what I call “the politics of humiliation and resentment.” The emphasis in political philosophy over the last 50 years has been on questions of distributive justice — what is a fair distribution of income and wealth and power and opportunity? But debates about distributive justice don't fully

capture what's at stake in the current political moment.

There is the tendency to think that those left behind by globalization are angry because they didn't get their fair share of the benefit. That's certainly true. The economic growth associated with globalization went to those on the top, roughly the top 20 percent. Median wage has been stagnant. So it's easy to interpret the anger that has fueled the populist backlash as being about the failure of the winners to adequately compensate the losers.

But this misses the psychological or emotional dimension of politics. It isn't only the inequality of income and wealth that makes people angry. Attitudes toward success explain these more potent sentiments. The politics of humiliation is a more combustible and dangerous politics than the politics of injustice, because it's about recognition and esteem. To interpret our current moment, political philosophers need to go beyond questions of fairness.

The tyranny of merit, you write, is “corrosive of commonality.” How can institutions like Harvard, where you teach — exclusive by design — contribute to the communitarian ethos you say would repair some of the defects in our version of a meritocracy?

I would distinguish two different problems here. One is the more familiar: We don't live up to the meritocratic principles we profess. Even universities with generous financial-aid policies do not enroll substantially increased percentages of first-generation students from what they did in the 1960s. At Ivy League universities, there are more students from the top 1 percent than from the bottom half.

But even if we could remove all barriers to achievement, the meritocratic ideal would still be flawed. We have cast universities as the arbiters of opportunity. We have assigned them the role of allocating credentials and defining the merit that the wider society rewards — economically, but also in terms of honor, recognition, and prestige.

Being cast in this role has enlarged the economic and cultural importance of universities. But we've paid a price for it. For one thing, support for

THE REVIEW

higher education has become a partisan matter. In the last four or five years there's been a growing partisan split in people's view about whether universities do the country more good than harm. We should ask ourselves how this came to be.

Society as a whole has woefully underinvested in the forms of education that most Americans rely upon. That includes state colleges, two-year community colleges, and technical and vocational places of learning. It's not only a matter of money. We also need to reconsider the steep hierarchy of prestige that we have created between four-year colleges, especially brand-name ones, and other institutions of learning. This hierarchy of prestige both reflects and exacerbates the tendency at the top to denigrate or depreciate the contributions to the economy made by people whose work does not depend on having a university diploma.

So the role that universities have been assigned, sitting astride the gateway of opportunity and success, is not good for those who have been left behind. But I'm not sure it's good for elite universities themselves, either.

Speaking of which: One of the most surprising things in your book was your discussion of "comping culture" among Harvard undergraduates — in which, as you put it, students "re-enact the trauma" of the grueling college-admissions process by founding all sorts of groups and clubs and

to these places by converting their teenage years — or their parents converting their teenage years — into a stress-strewn gauntlet of meritocratic striving. That inculcates intense pressure for achievement. So even the winners in the meritocratic competition are wounded by it, because they become so accustomed to accumulating achievements and credentials, so accustomed to jumping through hoops and pleasing their parents and teachers and coaches and admissions committees, that the habit of hoop-jumping becomes difficult to break. By the time they arrive in college, many find it difficult to step back and reflect on what's worth caring about, on what they truly would love to study and learn. The habit of gathering credentials and of networking and of anticipating the next gateway in the ladder to success begins to interfere with the true reason for being in institutions of higher education, which is exploring and reflecting and questioning and seeking after one's passions.

What might we do about it? I make a proposal in the book that may get me in a lot of trouble in my neighborhood. Part of the problem is that having survived this high-pressured meritocratic gauntlet, it's almost impossible for the students who win admission *not* to believe that they achieved their admission as a result of their own strenuous efforts. One can hardly blame them. So I think we should gently invite stu-

dent. To the contrary, there's an enormous amount of luck in the present system. The lottery would highlight what is already the case.

Let's talk about your beef with economists. You single out Larry Summers, the Harvard economist and adviser to former President Obama, as symptomatic of the invasion of the corridors of power by the ideology of credentialism and market-based thinking: "One of the reasons inequality has probably gone up in our society," Summers says, "is that people are being treated closer to the way they're supposed to be treated."

That quote is emblematic of the tendency to assume that the money people make is the measure of their contribution to the common good. The tendency to accept this assumption uncritically may be abetted by economists. But it reaches well beyond the economics profession — it's become deeply embedded in our public culture.

We need to challenge this assumption. In recent decades governing elites of both parties have embraced the market faith that says that market mechanisms are the primary instruments for achieving the public good. The market-based version of globalization that governing elites have promoted and enacted since the 1980s has reinforced this market faith. As inequalities deepened as a result of globalization, there was a tendency to attribute these inequalities to the different abilities of people in different social roles to contribute to the economy and by extension the common good.

If a president like Obama — we can assume that Trump is not going to be interested — had given egalitarian political philosophers a similarly prominent advisory role to economists, would we be better off?

I would put it this way. I would say that governing elites have had too much credulity in relying on technocratic expertise, especially on economists, whose faith in markets led to a false confidence about what they could achieve. I think political leaders generally, but the Democratic Party in particular, have been ill-served by too narrow a notion of technocratic expertise.

"It would be a mistake," you write, "to think that higher education is solely responsible for the inequalities of income and social esteem we wit-

ness today." But that raises a question — are elite colleges the right target at all? What about the decline of union power, for instance? Ballooning CEO pay? If things like that were addressed, couldn't Harvard just go on as it is?

I want to emphasize this to avoid any misunderstanding: My main critique is of the way mainstream parties, Democrats and Republicans, have governed over the past four decades. Their uncritical embrace of market-driven globalization led to deepening inequalities which they ad-



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dressed by offering upward mobility through higher education. My critique is of that governing project. Universities have been conscripted as the arbiters of opportunity, as the dispensers of the credentials, as the sorting machine.

The main solutions consist in things like strengthening unions. The broad solution is to reorient our politics away from dealing with inequality through individual upward mobility by higher education. That's too narrow a response to inequality.

I followed up one of your footnotes to discover an acknowledgment of your son, Adam Sandel, for helping you think about Hegel. I Googled Adam and discovered that in addition to being a scholar, he is also the Guinness World Record holder for the most pull-ups in 60 seconds. How many pull-ups can you do?

None! Not very many. My son can do 68 in a minute, which is the world record. I can do maybe four on a good day, which shows that Adam achieved the world record thanks to his own merits. ■

"Over 40,000 students apply to Stanford and to Harvard for about 2,000 places. Fill the first-year classes through a lottery."

making them very hard to get into. The Harvard College Consulting Group, for instance, advertises that it's "the most selective pre-professional student group on Harvard's campus" — it accepts less than 12 percent of students who want in. I'd never heard of "comping culture" before. It's the most persuasive anthropological datum I've read in support of the thesis that affluent, ambitious teenagers have been psychologically damaged by competitiveness. What do you do about that?

Our credentialing function is beginning to crowd out our educational function. Students win admission

to these places by converting their teenage years — or their parents converting their teenage years — into a stress-strewn gauntlet of meritocratic striving. That inculcates intense pressure for achievement. So even the winners in the meritocratic competition are wounded by it, because they become so accustomed to accumulating achievements and credentials, so accustomed to jumping through hoops and pleasing their parents and teachers and coaches and admissions committees, that the habit of hoop-jumping becomes difficult to break. By the time they arrive in college, many find it difficult to step back and reflect on what's worth caring about, on what they truly would love to study and learn. The habit of gathering credentials and of networking and of anticipating the next gateway in the ladder to success begins to interfere with the true reason for being in institutions of higher education, which is exploring and reflecting and questioning and seeking after one's passions.

The main reason for doing this is to emphasize to students and their parents the role of luck in admission, and more broadly in success. It's not introducing luck where it doesn't already

How to Lead in a Virtual World

Covid-19 remakes the experience of settling into a senior position on campus.



MICHAEL MORGENSTERN FOR THE CHRONICLE

THIS FALL, like every other, higher education has welcomed a new cohort of leaders who are doing what new hires always do in their first months on the job — listening, discovering, planning, adjusting. But of course, Covid-19 means this fall is unlike any other, and so is the experience of settling into a new leadership role.

What has it been like to take on a new position — sometimes in an unfamiliar campus and city — in this confusing semester? **ADVICE** Campus-
es feel unusually empty, and in-person meetings are rare. Many recently hired leaders have yet to move into their offices, while most orientation and on-boarding have taken place virtually. In fact, some new leaders haven’t been able to relocate yet to their new cities, given the complexities of the housing market in a pandemic and the challenges of home life for those with children.

As search consultants, we have talked with some newly hired senior administrators to get a sense of their transition and of how they’ve managed their first days and weeks on the job.

Building relationships at a distance. Most institutions that were recruiting senior administrators last spring opted to finish the process with online interviews. When those hires joined their new institutions this fall, many were faced with virtual on-boarding as well. Gone were the traditional ways of getting to know new colleagues — meeting for a cup of coffee, sharing a meal, roaming the halls to chat and introduce yourself.

Thankfully, by the time these leaders started their new positions, most people had adjusted to working inside a Zoom box. So while building relationships with new colleagues certainly looks different this semester, people have found effective solutions. One client arranged a virtual “fireside chat” in which the new administrator was interviewed by a fellow leader on the campus. All employees could join and were able to submit questions ahead of time. The conversation blended personal and professional topics, and helped introduce the new hire to a large group.

Some institutions have sought to build one-on-one relationships in structured ways — for exam-

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ple, assigning mentors or peers to new hires. Others have been fortunate to have a departing or interim leader who can help make introductions and design a transition agenda.

Some of the unintentional effects of working from home have even turned out to be useful in helping people on the campus get to know a new leader. Pets unexpectedly joining Zoom meetings, and children making noise in the background, open the way to personal connection and comic relief that you don't often get in the office. Sure, such interruptions can create challenges and awkward moments, but they also present opportunities.

"I am intentionally looking for ways to make the best of this remote work environment," said Stephanie Oberhausen, who recently started as vice president for advancement at the School of the Art Institute of Chicago. "One of the benefits is that I feel I've had the opportunity to get to know people on a more personal level, in an expedited way. If your cat or kids join your meeting, it humanizes you. I have 3-year-old twin boys. My co-workers wouldn't have seen that side of my life in a pre-Covid office environment. I think it's allowed my team to see that I am willing to be vulnerable in my personal life, and, as leaders, we must be patient, kind, and flexible as we all work through this next chapter."

Understanding a new culture. To be effective, new leaders often need to bring the lens of a sociologist or anthropologist to their work. Understanding the campus culture, and the history behind it, is critically important for a leader who is trying to help an organization improve or evolve. Through their own research and conversations, new hires this fall said they'd been able to get a sense of the mission and values of their new campus.

What's been harder to discern remotely, they said, is when people talk about barriers that affect their work. Some barriers are within the structure of the organization — in the way decisions are made, in a lack of communication across departments, or in informal precedents that are apparent only with experience. Such barriers are harder to uncover and understand in Zoom meetings.

A virtual environment has also made it difficult to fully grasp some of the physical or geographical barriers within an organization. Brad Ringeisen recently started as executive director of the Innovative Genomics Institute at the University of California at Berkeley. The pandemic prevented him from visiting the institute during the interview process, and he has worked remotely since taking the position, in July. While he has been able to get a sense of the culture, he has come to realize some of the challenges of not understanding the space and location. How does office location affect internal dynamics? How do physical distance and travel times affect relationships with partners around the Bay Area? While colleagues can point to these issues, they can be hard to fully grasp without experiencing them on the ground.

Establishing a leadership style. New leaders have had to establish their style, voice, and presence virtually. It's easier to demonstrate empathy and openness in person, in formal meetings or water-cooler conversations, than via Zoom.

The new chancellor of Southern Illinois University at Carbondale, Austin A. Lane, said, "I envisioned my next chancellorship to start in an auditorium full of community members to express my sincere enthusiasm to lead the university. I am a hand-shaker and get energized by being out and about on campus — meeting as many students, staff, and faculty as possible. Instead, I find myself one member of a never-ending *Brady Bunch*."

But he has adjusted well: "At first, it seemed odd, but, as this has become my new reality, I have grown to embrace the value. Even with hundreds of people, I've still been able to individualize my interaction. This virtual format is allowing me to have access to people in my first two months that may have otherwise taken six to sit down with."

Monica J. Casper, newly appointed dean of the College of Arts and Letters at San Diego State University, said that she sees some benefit in how video-conferencing can flatten the sense of hierarchy in an organization. Gone (for now) are the days of arriving at the dean's office and waiting to be announced formally and escorted to a seat at an expansive conference table. "There is a sense of inflated pageantry to that experience," she said. "This new virtual format



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— William J. Peyser, Chief Financial Officer

is freeing and more democratic.” In a gallery view on Zoom and other platforms, everyone occupies the same amount of space in the “room.”

Some leaders enthusiastically encourage an open-door policy, but a physically closed door can discourage outreach. A quick Zoom session provides the face-to-face interaction that may otherwise require 10 email exchanges. This virtual environment provides an opportunity for expediency and ally-building that new leaders can take advantage of.

Setting an urgent agenda. New leaders often want to spend their first 90 days on a listening tour to understand their new environment before making critical decisions. Unfortunately, a pandemic, budget challenges, and issues of racial injustice have placed urgent decisions on the agenda of new leaders much earlier than usual in their tenures. There is no honeymoon period and no time to ramp up. Leaders must hit the ground running with de-

cisions that may influence the institution for years to come.

“It’s like drinking from the fire hose,” said Oberhausen of the School of the Art Institute of Chicago. “There isn’t a lot of runway to figure out what was or wasn’t working in the past because this is a whole new era. I am assessing as I go and then making a decision that is well founded with appropriate urgency.”

Many of the new leaders we spoke with emphasized that it was more important than ever to rely on people with institutional knowledge. An incoming dean may bring extensive experience on accreditation but will need advice on the pressing local context. On issues that are politically charged or sensitive, a new leader may have to look to administrators with more history on the campus to help lead the way.

Despite the challenges of remote working, new leaders can’t be afraid to speak up, said Ringeisen,

of the genomics institute. “There is a tendency to be quiet in virtual settings, especially if you are new,” he said, “but people still look to you. There’s a reason they hired you for a leadership role.”

Other new leaders this fall stressed the importance of relying on stated institutional values and goals, and then being clear about what is driving critical decisions. Since her first day as a dean at San Diego State, Casper has been engaged in responding to certain budget cuts for her college. “Transparency helps in these tough decisions,” she said. “It’s really clear what this college values: excellent teaching, commitment to general education, and supporting faculty research. We have approached evaluating cuts by looking at our values.”

In the past, higher education has dragged its feet in embracing drastic change. But 2020 is forcing academe’s hand. Constituents must feel confident that a new leader is facing those challenges with the best interests of the institution in mind. ■

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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.

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



Dallas, Pennsylvania

PRESIDENT

Misericordia University, a small comprehensive institution in Dallas, Pennsylvania, founded by the Sisters of Mercy, invites expressions of interest, nominations, and applications for the position of president.

Misericordia seeks an innovative new president who is an experienced and successful leader in higher education and who is grounded in liberal arts education and the charisms of the Sisters of Mercy. The successful candidate will have the privilege of leading a strongly mission-driven institution that is financially sound, that operates with budget surpluses, and that has recently seen a renovation and expansion of its facilities, epitomized by the nearly-completed, state-of-the-art, \$45-million Frank M. and Dorothea Henry Science Building. The new president will also have the opportunity to continue the strong fundraising effort that is currently concluding a \$30-million campaign, *Now for Tomorrow*, \$7 million over its goal.

Founded in 1924 by the Sisters of Mercy as a college for women, Misericordia is now a small co-educational comprehensive university composed of colleges of Arts and Sciences, Business, and Health Sciences and Education. It offers 37 baccalaureate majors as well as master's degrees in business, education, and health sciences. It also offers doctoral degrees in nursing, occupational therapy, and physical therapy. Programs in business, education, and the health sciences are available online. Misericordia enrolls 1964 undergraduate and 580 graduate students who are taught by 144 full-time faculty. Partnering with Orbis Education, it has just recently added a satellite campus in Pittsburgh for its nursing program.

Misericordia has retained a strong sense of its mission, and the Mercy Charisms of mercy, service, justice, and hospitality pervade the life of the University—administration, faculty, staff, students, board, and alumni. This, mixed with strong commitments to academic excellence and liberal arts education and seasoned by a 10:1 student faculty ratio, enables Misericordia to provide a powerfully transformative experience for its students. In-class learning is enhanced by a strong service-learning program, an active and comprehensive campus ministry program, a growing student-faculty research program, and an NCAA Division III athletic program. The effects of this ethos can be seen not only in the students themselves but in their level of engagement, persistence, and success.

The University is reaching the end of its current strategic plan. What lies ahead for the new president is a major planning initiative that will enable Misericordia to meet the challenges and opportunities of shifting markets, new enrollment patterns, and whatever lies on the other side of the COVID-19 pandemic. This effort will include a reaffirmation and strengthening of the University's mission and identity, and identifying new initiatives that promise to serve students and the community more effectively. It will also include developing strategies for marketing the University and its programs.

The successful candidate, therefore, will be expected to engage the community in substantive strategic planning, to increase enrollment, to ensure the liberal arts identity of the University, to continue the history of strong fundraising and sound fiscal management, and to increase the diversity of the University community.

The ideal candidate will have faculty experience; administrative and leadership experience at the level of dean, vice president or provost; a record of fundraising success and increasing enrollment; and experience with strategic and enrollment planning. More importantly, the ideal candidate will be a person for whom the Mercy Charisms are second nature—someone who has the vision to lead this kind of institution into a future of new opportunities and new challenges—someone who can inspire trust by effective, honest, transparent, mission-based decisions, actions, and communication.

For further information about this opportunity, please review the position profile:
<https://www.agbsearch.com/searches/president-misericordia-university>

For fullest consideration, applications should be received by **November 16, 2020**.

Candidates are asked to provide a letter of interest in which they address directly the items in the leadership agenda included in the position profile, a resume/curriculum vitae, and the names of five professional references with email addresses and telephone numbers. References will not be contacted without prior written authorization from the candidate.

Application materials should be sent electronically (Microsoft Word or PDF format) to:
MisericordiaPresident@agbsearch.com

The search is being assisted by AGB Search. Nominations and inquiries are welcomed and should be directed to:

Robert Holyer, Ph.D.
Executive Search Consultant
robert.holyer@agbsearch.com
(804) 708-0834 (o)
(804) 402-6736 (c)

Melinda Leonardo, Ph.D.
Executive Search Consultant
melinda.leonardo@agbsearch.com
(202) 776-0827 (o)
(919) 280-4901 (c)

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Vice President

Division of Agriculture, Forestry, and Veterinary Medicine

Overview:
Mississippi State University seeks to hire a Vice President for the Division of Agriculture, Forestry, and Veterinary Medicine (DAFVM).

Mississippi State University (MSU) represents the highest level of research activity for doctorate-granting institutions and is designated by the Carnegie Foundation as an R1-Very High Research Activity University. Also, a National Science Foundation "Top 100" research University, MSU shelters a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society, and values the talents of our distinguished faculty, staff, and student scholars. With over 22,000 students and 4,600 faculty and staff, MSU is located in Starkville, MS. Here, a culture of inclusion is fostered and we're driven each day to make a difference at the local, state, regional, national and global levels. We invite you to join MSU as we continue our momentum in research, teaching, and service.

DAFVM consists of six major units: The College of Agriculture and Life Sciences (CALS), The College of Forest Resources (CFR), the College of Veterinary Medicine (CVM), the Mississippi Agricultural and Forestry Experiment Station (MAFES), the Forest and Wildlife Research Center (FWRC) and the MSU Extension Service (MSUES.) These unit heads report to the Vice President. The Deans of the three academic colleges report jointly to the University's Provost and Executive Vice President of Academic Affairs. The Heads of some specialized research centers and institutes within the Division may also report to additional vice presidents. DAFVM conducts teaching, research, extension programming, and service on the University's main campus and through four research and extension centers, 16 branch stations, four CVM diagnostic labs, and Extension offices in all 82 counties of Mississippi. Annual expenditures by units in the Division are normally at or above \$200 million. The National Science Foundation has ranked MSU #11 in Research and Development expenditures in Agriculture Sciences, Natural Resources and Conservation.

Duties and Responsibilities:
The Vice President serves along with the other vice presidents as a member of the University's senior management team providing visionary leadership for planning, budgeting, and resource development. The Vice President is also responsible for the development of strategic goals for DAFVM and evaluating programs, faculty, and staff within DAFVM. The Vice President develops and maintains productive relationships with agriculture and forestry producers; industry constituents; federal, state, and local government agencies; and organizations and associations that are concerned with agriculture and natural resources, families and youth, and community development. The Vice President promotes diversity within DAFVM with respect to faculty, staff, and students and fosters a sense of common purpose while serving as an advocate for DAFVM to its constituencies and as a spokesperson for agriculture and natural resources both regionally and nationally. The Vice President works closely with the Provost and Executive Vice President regarding the academic mission within DAFVM, and the Vice President for Research and Economic Development regarding the research missions within DAFVM. The Vice President is expected to take a leadership role in strategic initiatives that project the University within Mississippi, nationally, and globally.

Qualifications:
Candidates should have an earned doctorate in an appropriate area in agriculture, natural resources, or a related field with credentials and experience to qualify for the rank of professor with tenure in a discipline within the Division. He/She must demonstrate a strong recognition of and commitment to Mississippi's agricultural roots. The candidate must have a demonstrated ability to work effectively with the academic, agricultural natural resources and business communities, industry constituents, and federal partners. A record of successful administrative leadership and achievement, including the acquisition of public and private resources to develop and expand strong agricultural programs, is also required. Candidates should have substantial experience with a minimum of four years of significant administrative experience. The successful candidate should have a thorough familiarity and understanding of the land-grant system and the interrelationship between the teaching, research and extension programs. The candidate must possess the vision and experience necessary to lead a complex organization in developing and enhancing its research mission in service to the state, region, and nation as a premier research leader. He/She must also demonstrate familiarity with the land-grant system and foster the desire to promote excellence throughout the division and the university.

Salary and Benefits:
Salary commensurate with education, experience; competitive benefits.

Application Procedure:
Qualified candidates are requested to submit a letter of application that should include a statement of administrative philosophy emphasizing their ability to foster effective academic programs, expand research, and promote extension activities: an expression of his/her commitment to growth of the division's programs and student enrollment. Please include a complete curriculum vitae, including the names, addresses and phone/email for five references. Initial nominations and inquiries will be kept confidential; references will be contacted only upon approval by the candidate. Application review will begin December 1, 2020, and continue until a successful candidate is identified. Nominations of outstanding potential candidates are welcome.

Nomination applications and/or inquires should be sent to:

David R. Shaw, Provost and Executive Vice President
Mississippi State University
Office of the Provost and Executive Vice President
3500 Lee Hall
262 Lee Blvd.
Mississippi State, MS 39762
david.shaw@msstate.edu
Phone: 662-325-3742

Mississippi State University is an equal opportunity institution. Discrimination in university employment, programs, or activities based on race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, genetic information, status as a U.S. veteran, or any other status protected by applicable law is prohibited. Questions about equal opportunity programs or compliance should be directed to the Office of Compliance and Integrity, 56 Morgan Avenue, P.O.6044, Mississippi State, MS 39762. (662) 325-5839.





New Britain, Connecticut

VICE PRESIDENT FOR EQUITY AND INCLUSION

Central Connecticut State University (CCSU) announces the search for its inaugural Vice President for Equity and Inclusion and invites expressions of interest, nominations, and applications.

Central seeks an innovative, transformational leader to partner with its president, Dr. Zulma Toro, to carry forward a developing equity and inclusion agenda in need of further definition and implementation. The successful candidate, therefore, will have the opportunity to build on a solid foundation, drawing on work already in progress and enjoying the full support of the President and those at the University who are strongly committed to diversity, equity, and inclusion and welcome effective leadership.

Founded in 1849 as New Britain Normal School, Central is the oldest public institution of higher education in Connecticut and the largest of its regional comprehensive universities. Over its history Central has evolved into a modern comprehensive university with both undergraduate and graduate programs built on a robust foundation of liberal learning. One of the four regional comprehensive universities in Connecticut, it is part of the 17-member Connecticut State Colleges and Universities system created in 2012. It is also part of the Greater Hartford area whose 1.2 million residents are highly and increasingly diverse.

Central's five schools – the Carol A. Ammon College of Liberal Arts and Social Sciences; the School of Business (AACSB-accredited); the School of Education and Professional Studies; the School of Engineering, Science, and Technology; and the School of Graduate Studies – offer bachelor's and master's degrees as well as several sixth-year professional diplomas and doctoral degrees in educational leadership and nurse anesthesia practice. In recent years, Central has added master's programs in accounting, exercise science, and STEM education, and an MBA.

Central's 11,154 students are taught and mentored by 440 talented full-time and 541 part-time faculty members and are supported by a devoted full-time staff of 520 and a part-time staff of 125, all of whom are true partners in the educational enterprise. A third of Central's undergraduates are students of color, the largest group being Hispanic. Central's faculty and staff are committed to shared governance in a collective bargaining environment.

Central's 14:1 student/faculty ratio and its average class size of 25 allow the faculty and staff to provide a rich educational experience in addition to classroom instruction. Central is widely recognized for its international education program, and the Carnegie Foundation for the Advancement of Teaching has recognized Central for its high level of community engagement. Central was also selected for the President's Higher Education Community Service Honor Roll.

The new vice president will be expected to develop a strategic equity and inclusion plan for the University, provide leadership for the change in campus climate, complete the restructuring of the Office of Equity and Inclusion, and ensure that the compliance responsibilities of the Office of Equity and Inclusion are completed efficiently, accurately, transparently, and fairly.

The ideal candidate will have a doctoral degree in an appropriate academic area, a record of successful and progressively more responsible leadership and administrative experience in higher education in diversity-related work, an understanding of the current laws, regulations, theory, and best practices in diversity-related work, a passion for social justice, and the ability to inspire trust.

For further information about this opportunity and instructions to applicants, please review the position profile: https://www.agbsearch.com/sites/default/files/position-profiles/vp_oci2020_dt_rev_003.pdf

For fullest consideration, applications should be received by November 2, 2020.

Nominations and inquiries are welcomed and should be directed to:

Robert Holyer, PhD
Executive Search Consultant
AGB Search
robert.holyer@agbsearch.com
804-708-0834 (o)
804-402-6736 (c)

All inquiries, nominations, and applications will be held in the strictest confidence.

Central Connecticut State University is committed to a policy of equal opportunity and affirmative action for all qualified persons. CCSU does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, transgender status, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disability, physical disability, or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. CCSU does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.



As an affirmative action employer, CCSU actively seeks and encourages applications from women, minorities, persons with disabilities, and individuals with protected veteran status. The University provides reasonable accommodations to qualified individuals with disabilities upon request.



LOUISIANA DELTA
COMMUNITY COLLEGE

CHANCELLOR

The Louisiana Community and Technical College System invites nominations and applications for the position of Chancellor of Louisiana Delta Community College (LDCC).

Louisiana Delta Community College is located in the Monroe Regional Planning and Economic Development District, an area in northeast Louisiana covering the Mississippi Delta. LDCC is an institution with deep purpose and commitment to meeting the needs of students, employers, the community, the state, and the nation.

LDCC is rapidly growing and broadening their scope and programs while serving more than 10,000 students each year. Through their nine campus locations and a vibrant distance learning community, they serve a 2,100 square mile service delivery area in Northeast Louisiana and beyond. Their focus is to provide an excellent education with a real-world focus that helps students to gain entry-level employment in many exciting career fields, and to help those already employed gain the knowledge and skills necessary for advancement and the full realization of their career aspirations.

Nominations and applications will be accepted until the position is filled; however, to be considered for the initial screening, candidates should apply no later than **October 29, 2020**.

For detailed information, the chancellor profile and information on how to apply, please visit <https://www.ladelta.edu/>

To apply, go to: <https://acctsearches.org/current-searches/>

For additional information, nominations or inquiries, contact:

Julie Golder, J.D., Vice President of Search Services
Association of Community College Trustees
jgolder@acct.org
(202) 775-4466 (office)
(202) 384-5816 (mobile)



The Louisiana Community and Technical College System is committed to fostering, cultivating, and sustaining a culture of diversity and is an Equal Opportunity/Affirmative Action Employer. The LCTCS encourages applications from women, minorities, veterans, and those with disabilities in our effort to reflect our diverse society.

OZARKS TECHNICAL
COMMUNITY COLLEGE

College Director of
Diversity, Equity and Inclusion

Ozarks Technical Community College, located in Springfield, Missouri, is seeking a qualified and experienced candidate for the position of College Director of Diversity, Equity & Inclusion. This Director serves as primary advisor on the research, development, and modification of diversity programs that support the college's objectives, with a specific focus on student recruitment, performance, and workforce diversity. The College Director is responsible for the supervision and coordination of all aspects of the Diversity, Equity & Inclusion (DEI) program. Springfield, Missouri has received numerous awards and accolades, with affordable cost of living. Ozarks Technical Community College offers a very robust benefit package, including medical & dental insurance at no cost to the employee, an on-site doctor's clinic at no charge to employees and their dependents, tuition waiver, retirement, paid time-off, and other great benefits. Ozarks Technical Community College is one of the 150 finalists to compete for the Aspen Institute College Excellence Program and has over 12,000 students among six locations. Learn more and apply today at [jobs.otc.edu!](https://jobs.otc.edu/)





Vice President For Academic Affairs

The President, Board of Trustees, and Search Committee invite nominations and applications for the position of Vice President for Academic Affairs at Trinity University. As the chief academic officer, the Vice President leads the faculty; ensures the excellence of academic programs; collaborates with fellow vice presidents to promote student success; and advises and assists the President in elevating the national reputation of the institution. Of special interest are candidates who can further the University's efforts to foster diversity, equity, and inclusion.

Trinity University, located in the culturally rich city of San Antonio, Texas, is a private, highly selective, residential liberal arts institution. Approximately 2,500 undergraduate students and 200 graduate students from 48 states and 57 foreign countries pursue degrees in the liberal arts and sciences, engineering, business, education, and healthcare administration. The University is committed to the mission of preparing students for lives of meaning and purpose. The student body includes a growing representation (currently 44 percent) from historically underrepresented groups. Approximately 300 full and part time faculty – 97 percent of whom hold the Ph.D. or other terminal degree – provide a student-faculty ratio of 9:1. Trinity has a model NCAA Division III athletics program that balances academics and athletics.

Trinity's many assets include: an endowment of \$1.4 billion, 51st largest among private universities; a "Pathways" curriculum launched in 2015; a strategic plan that builds upon the University's strengths; a newly released report to foster diversity, equity, and inclusion; and extraordinary resources for teaching and scholarship.

Trinity University seeks an accomplished and energetic academic leader who has gained distinction as a teacher, scholar, and administrator, with a demonstrated ability to lead a residential university and commitment to fostering campus community, collegial collaboration, and inclusive excellence. The new vice president is expected to take office in early summer 2021.

A full search profile is available at the Academic Search website, <https://apptrkr.com/2015438>. Additional information about the University is available at <https://new.trinity.edu>.


PROCEDURE FOR NOMINATIONS AND APPLICATIONS


Inquiries, nominations, and applications are invited. Review of nominations and applications will begin immediately, and expressions of interest will be welcomed until an appointment is made. Applications received by January 4, 2021, will be assured of full consideration; these should include a letter of interest, a curriculum vitae, and names of five professional references with e-mail addresses and telephone numbers. Calls to references will occur only later in the search process and only with prior notification of candidates. All submissions will be treated in confidence and should be sent electronically (PDF format preferred) to:

TrinityUVPAA@academicsearch.org

The search committee is assisted by:
Dr. R. Stanton Hales, Senior Consultant
Academic Search, Inc.
rstanton.hales@academicsearch.org • 707-693-3106

Trinity University is an equal opportunity employer and as such provides equal opportunity for employment and advancement of all employees without regard to race, color, religion, sex, age, national origin, disability, military/veteran status, sexual orientation, gender identity, gender expression, or any status protected by Federal, State, or Local Laws.





ASSISTANT TEACHING PROFESSOR

PAUL G. ALLEN SCHOOL OF COMPUTER SCIENCE & ENGINEERING

The University of Washington's Paul G. Allen School of Computer Science & Engineering invites applications for two full-time Assistant Teaching Professor positions. These are non-tenure eligible faculty positions hired on multi-year appointments with a 9-month service period (plus summer opportunities) and an anticipated start date of September 1, 2021. We seek candidates with a strong commitment to teaching and student mentoring.

Our Teaching Professors are long-term educational professionals who combine instructional excellence with a variety of leadership, community building, outreach, pedagogy advances, and scholarship. Our school offers a highly collegial and collaborative culture, with a range of teaching and curriculum-development opportunities in lower-division and upper-division courses for majors and non-majors. The Seattle area is particularly attractive given the presence of significant industrial research laboratories as well as a vibrant technology-driven entrepreneurial community that further enhances the intellectual atmosphere.

The Allen School fosters a diverse and inclusive academic community as a fundamental part of our mission as a public educational institution (see <https://www.cs.washington.edu/diversity>). We encourage applicants with a similar commitment to diversity and welcome learning how the applicant's experiences and future plans for teaching and service would support our commitment to diversity and inclusion. The University is building a culturally diverse faculty and staff and strongly encourages applications from women, underrepresented minorities, individuals with disabilities, and covered veterans. The University is a first-round awardee of the National Science Foundation's ADVANCE Institutional Transformation Award to increase the advancement of women faculty in science, engineering, and math (see www.engr.washington.edu/advance). Moreover, the College of Engineering has consistently had one of the highest percentages of women faculty in the top 50 colleges of engineering (US News and World Report Undergraduate Rankings). Additionally, the University's Office for Faculty Advancement promotes the hiring, retention, and success of a diverse and inclusive faculty at the University of Washington.

Qualifications

Applicants for teaching professor positions must have earned at least a Master's degree OR have acquired the equivalent expertise via several years of industry and/or teaching experience.

Instructions

To ensure full consideration of your application, please submit all materials no later than November 30, 2020. Applications will only be accepted via Interfolio.

Please provide pdf files for the following requested materials: (1) your cover letter, (2) a complete curriculum vitae, (3) teaching portfolio, and (4) diversity statement.

The teaching portfolio should address the following: teaching experience and interests, teaching philosophy and methods, and evaluation of teaching effectiveness. Optionally, applicants may choose to address course and curriculum design.

We encourage applications from individuals whose backgrounds or interests align with our commitment to diversity and the diversity statement should reflect on the applicant's past experiences and address future plans to contribute to a diverse and inclusive learning environment in the Allen School and the broader university community.

You are also asked to provide three (3) letters of reference. For any administrative issues or inquiries related to the search, please contact frc@cs.washington.edu. For technical issues, please contact Interfolio staff at 877-997-8807 or help@interfolio.com.


APPLY <https://apply.interfolio.com/78531>

Equal Employment Opportunity Statement

University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, pregnancy, genetic information, gender identity or expression, age, disability, or protected veteran status.

Commitment to Diversity

The University of Washington is committed to building diversity among its faculty, librarian, staff, and student communities, and articulates that commitment in the UW Diversity Blueprint (<http://www.washington.edu/diversity/diversity-blueprint/>). Additionally, the University's Faculty Code recognizes faculty efforts in research, teaching and/or service that address diversity and equal opportunity as important contributions to a faculty member's academic profile and responsibilities (<https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432>).



TEXAS A&M UNIVERSITY

Education &
Human Development

The College of Education and Human Development at Texas A&M University, a member of the prestigious Association of American Universities.

<https://epsy.tamu.edu/about/employment-opportunities>

DEPARTMENT HEAD AND PROFESSOR

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The College of Education and Human Development at Texas A&M University (TAMU) invites applications and nominations for the position of Head and Douglas J. Palmer Chair for the Department of Educational Psychology (EPSY).


The Department of Educational Psychology (EPSY) (<http://epsy.tamu.edu/>) is one of four Departments in the College of Education and Human Development. The Department consists of six program areas and offers undergraduate degrees in Bilingual Education, Child Professional Services, and Special Education as well as graduate programs in Bilingual/ESL Education, Counseling Psychology, Creativity and Cognition, Developmental Sciences, Learning Design & Technology, Learning Sciences, Research Measurement and Statistics, School Counseling, School Psychology, and Special Education. The departmental annual operating budget totals approximately \$5 million with over \$10 million in grant funding (\$8 million external).


Responsibilities: The Head serves as the chief academic, fiscal, and administrative officer for the Department. The Head is responsible for fostering faculty excellence in research, teaching, and service consistent with Texas A&M University's Vision 2030 Strategic Plan and the CEHD College Strategic Plan; providing effective advocacy for the Department within the College, University, state, and nation; encouraging a positive, collegial climate; promoting local, state, national and international partnerships and outreach; and establishing a successful record of creating a positive climate for the recruitment, development, and retention of diverse faculty, students, and staff.

Qualification: Desired qualifications include a distinctive and active record of scholarship, significant leadership demonstration, publications, diversity initiatives, development of innovative programs, and an established record of obtaining extramural funding.

Application Process: Review of nominations and applications will begin November 1, 2020 and continue until an appointment is made. Application materials must be submitted online through the Interfolio website system.
(For submission information and a link to the Interfolio application, please visit here: <https://epsy.tamu.edu/about/employment-opportunities>)

Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a **culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.** *The Texas A&M System is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity.*






Civil Engineer Instructor and Teaching Laboratory Manager

The University of Nevada, Las Vegas invites applications for Civil Engineer Instructor and Teaching Laboratory Manager, Civil and Environmental Engineering and Construction, UNLV Howard R. Hughes College of Engineering [R0120377].

This position requires a PhD in Civil Engineering or closely related field from an accredited college or university. The successful candidate will be responsible for the teaching undergraduate or graduate level civil engineering courses; planning, developing, and teaching laboratories sessions; supervising and training teaching assistants; and maintaining teaching laboratory equipment in good working conditions. Candidate must have knowledge of equipment used in civil engineering laboratories, hands-on experience working with engineering laboratory testing, and computer-usage competency. Preference will be given to applicants who have knowledge and experience with Civil Engineering and Construction-related courses and laboratory testing; and familiarity with standardized testing protocols such as ACI, ASTM, and Standard Methods for water and wastewater. The manager is expected to lead laboratory safety initiatives including safety training for students and laboratory assistants, documenting safety training, and performing safety inspections of laboratories.

For more information, please visit <https://www.unlv.edu/jobs> For assistance with the application process, please contact UNLV Human Resources at (702) 895-3504 or unlvjobs@unlv.edu

EEO/AA/Vet/Disability Employer



Knowledge that will change your world

The University of Alabama at Birmingham

Department of Human Studies Director of the UAB Community Counseling Clinic

The University of Alabama at Birmingham (UAB) Department of Human Studies (<https://www.uab.edu/education/home/graduate/counseling/>) is inviting applications from outstanding candidates at the rank of Assistant Professor or Associate Professor in Clinical Mental Health Counseling and Director of Community Counseling Clinic (9-month appointment with rank and tenure status commensurate with qualifications). Candidates must have an earned doctorate from a CACREP accredited counseling program and must demonstrate an emerging or established research agenda and commitment to teaching. This position begins August 2021. Visit <http://uab.peopleadmin.com/postings/7382> for job description and application requirements.

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



Assistant Professor of Marketing


This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 30% teaching, 60% research and 10% service within the Department of Marketing and Supply Chain. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

Requirements include a Ph.D. degree in Business Administration, Supply Chain Management, Operations Management, or related field.

Salary, fringe benefits, and initial operating support are competitive.

CVs can be sent via email to Department Chair, Dr. David Hardesty at david.hardesty@uky.edu.

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



Knowledge that will change your world

The University of Alabama at Birmingham

Department of Human Studies School Counseling

The University of Alabama at Birmingham (UAB) Department of Human Studies (<https://www.uab.edu/education/home/graduate/counseling/>) is inviting applications from outstanding candidates at the rank of Assistant Professor or Associate Professor in School Counseling, Clinical Placement Coordinator (9-month appointment with rank and tenure status commensurate with qualifications). Candidates must have an earned doctorate from a CACREP accredited counseling program and must demonstrate an emerging or established research agenda and commitment to teaching. This position begins August 2021. Visit <http://uab.peopleadmin.com/postings/7380> for job description and application requirements.

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



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Assistant/Associate Professor of Educational Policy Studies with a Higher Education Focus (Log #22-001)

Learn more about the position and how to apply: education.gsu.edu/facultypositions

The Department of Educational Policy Studies at Georgia State University invites applications for the tenure-track position of Assistant/Associate Professor starting August 2021.

Qualifications: The successful applicant will have an earned doctorate with an emphasis on higher education, education policy, social or cultural foundations of education or another closely related field. There is a special interest in a critical scholar with a research focus in areas like racial equity, diversity and inclusion, first-generation college attendees, university-community relations, urban issues facing colleges and universities and/or economics/politics of higher education. The successful applicant will be expected to maintain an ongoing program of research and publication, seek external support for research when appropriate, advise and mentor Ph.D. and Ed.D. graduate students, work with diverse student populations, provide service to the university and profession and communicate effectively with educational partners. Preferred qualifications include teaching experience at a college or university and a record of publication.

Georgia State University is an equal opportunity employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.



Assistant Professor of Finance


This is a full-time tenure track position at the University of Kentucky in Lexington, Kentucky with an initial appointment of 30% teaching, 60% research, and 10% service within the Department of Finance. Job responsibilities include the pursuit of a vigorous research program and the delivery of high quality teaching to both graduate and undergraduate students.

Requirements include a Ph.D. degree in Finance, or related field.

Salary, fringe benefits, and initial operating support are competitive.

CVs can be sent via email to Department Chair, Dr. Chris Clifford, at chris.clifford@uky.edu.

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



Assistant Professor Asian American, Pacific Rim, & Transnational Asian Literature and Culture


The Department of English at Emory University, Atlanta, GA, invites applications for a tenure track, Assistant Professor position in the area of Asian American, Pacific Rim, & Transnational Asian Literature and Culture. Successful candidates for this position will present strong evidence of excellence in research and teaching, and have the Ph. D in hand by the start date. Interest in one or more of the following is desirable: experimental genres, aesthetics, digital humanities, disability studies, environmental studies, and the theories and politics of race and ethnicity. The 4-course per year teaching load includes courses in undergraduate composition, general education requirements, upper-level classes for majors, and graduate seminars. Review of applications begins on October 20, 2020. Full consideration will be given to all applications received by November 30, 2020. Interviews will be conducted on zoom, beginning mid-December and will continue on a rolling basis. Submit application letter, CV, and three letters of reference at <http://apply.interfolio.com/79061>. Please address your experience and vision regarding the teaching and mentorship of students of diverse backgrounds in the cover letter.

Emory University is an equal employment opportunity and affirmative action employer. Women, minorities, people with disabilities and veterans are strongly encouraged to apply.

The best candidates are the curious ones.

The smart ones. The inspired ones. The ones who not only pursue knowledge, but are compelled to share it. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

Find the brightest talent, only at *The Chronicle*.



SCHOOL OF DENTISTRY

The University of Alabama at Birmingham

Clinical Track Faculty Position

Division of Behavioral & Population Sciences


The Department of Clinical & Community Sciences, University of Alabama at Birmingham School of Dentistry, invites applications for a full-time, clinical track faculty position in the Division of Behavioral & Population Sciences.

Responsibilities include didactic and clinical teaching of pre-doctoral dental students in community outreach with an emphasis on geriatric dentistry. Priority will be placed on the management and treatment of medically complex patients while in geriatric rotations, geriatric outreach and multidisciplinary care for mature adults. Faculty will also be involved in supervision of dental students in pre-doctoral general dentistry clinics and the pre-clinical program. Administrative duties include managing the daily clinical operations of the states only dental clinic within an adult congregate living facility; a small community rotation site, and maintaining calibration and use of clinical and administrative protocols while providing instruction and feedback on student performance. All departmental faculty are encouraged to participate in and/or lead research activities.

The Division emphasizes departmental activities that are focused at the community level and the profession's role in taking responsibility for the population's oral health, rather than only the oral health of patients who enter the dental care system for direct clinical treatment. The Division is also research-intensive and faculty conduct research on a broad range of topics. The department is home to the national administrative center for the National Dental Practice-Based Research Network (NationalDentalPBRN.org).

Applicants must have a DDS/DMD degree and be eligible for a dental license in Alabama. Experience in general dental practice is required, with community/service experience and/or MPH degree preferred. Participation in intramural faculty practice is available. The successful applicant will be required to demonstrate innovation and collegiality within the academic environment. Excellent written and verbal English skills are required. The search will begin immediately and will end when the position is filled. A pre-employment background investigation is performed on candidates selected for employment. Academic rank and salary will be commensurate with qualifications and experience. Interested individuals are encouraged to apply online at <http://uab.peopleadmin.com/postings/7480>.

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



ELON

UNIVERSITY

SANDRA DAY O'CONNOR

PROFESSOR AT ELON LAW

Elon University School of Law seeks nominations of distinguished legal teachers, judges, practitioners and scholars for appointment as the inaugural Justice Sandra Day O'Connor Professor at Elon Law. The O'Connor Professor at Elon Law will be appointed for a visiting term and will be expected to participate fully in the life of Elon University and Elon Law although areas of teaching and scholarship are flexible.

The O'Connor Professor at Elon Law will reflect the tenets and values of Justice Sandra Day O'Connor who served for 25 years from 1981 to 2006 on the Supreme Court of the United States as the first female Justice and who presided over Elon Law's first Convocation when it opened in 2006. It is expected that the O'Connor Professor at Elon Law will honor Justice O'Connor's legacy of service to our nation with the following qualities:

Leadership and the Lessons of Experience
Justice O'Connor was a trailblazer as an attorney, legislator and judge. Her example as a pioneer is integral to Elon Law's innovative and highly engaged approach to legal education that appeals to creative students and faculty who aspire to leadership in the law.

Legal Method, the Rule of Law and the Judicial Process
Justice O'Connor embodied the principle of judicial independence. This approach to lawyering and judging coincides with Elon Law's focus to embed its students with the understanding of how the process and substance of the law organize civil society.

Coalescence of the Theoretical and the Practical
Justice O'Connor earned an economics degree that was intended to help run the family farm, contributing to her approach that theory must be applied practically to solve real problems for real people. Elon Law emphasizes practical application of theory by integrating classroom instruction with full time experience in the preparation of students for careers in the law.

Professionalism
Justice O'Connor's commitment to her profession and its role in our society is apparent from her decisions affecting the regulation of the bar and her high standards for her own conduct and the conduct of those with whom she interacted. Elon Law's own commitment to the highest standards of professionalism is reflected in our learning by doing ethos.

Diversity and Innovation
Justice O'Connor was a pioneer and a role model, providing a guiding light for the future. Elon Law has twice been recognized as an innovator in legal education and has exhibited a strong commitment to diversity, equity and inclusion, consistent with the examples established by Justice O'Connor.

A Model for Legal Preceptors
Justice O'Connor continues to inspire lawyers and judges, not to mention law students who admire and model her conduct and approach to life and the law. Elon Law's distinctive approach to legal education, focused on learning by doing with lawyers and judges serving as preceptors who offer meaningful coaching to students, provides iterative, immersive and integrated preparation that allows students, faculty, staff, lawyers, and judges to work and learn together.


Elon Law seeks a distinguished teacher, judge, practitioner or legal scholar to join its faculty at its Greensboro, NC, campus to teach, conduct research and share special expertise with the Elon community. With a focus on learning by doing, Elon Law is recognized for innovation in legal education through a highly experiential, 2.5-year curriculum that integrates traditional classroom instruction with unique course-connected, full-time residencies-in-practice in a logically sequenced program of professional preparation. Elon Law's groundbreaking approach is accomplished in seven trimesters and provides distinctive value that has reduced our graduates' debt and allows them early entry into the profession. Since adopting the new curriculum, Elon Law has experienced improvement in applications, enrollment, entering metrics, bar pass, and diversity with national recognition as a top law school for practical training, improvement in bar passage and reduction of student debt.

Elon University is an equal employment opportunity employer committed to a diverse faculty, staff and student body and welcomes all applicants.

Please send inquiries and nominations (including self-nominations) to Professor and Senior Scholar Steve Friedland at sfriedland2@elon.edu. The nomination period will end on December 1, 2020 so review of applications will begin immediately and continue until the position is filled. Inquiries and nominations will be held in strict confidence. All appointments are subject to rules of faculty selection at Elon University School of Law.

To learn more about Elon, please visit us at www.elon.edu

Elon University is an equal opportunity employer committed to a diverse faculty, staff and student body and welcomes all applicants.



SCHOOL OF EDUCATION

Knowledge that will change your world

The University of Alabama at Birmingham

Department of Human Studies

Clinical Mental Health Counseling


The University of Alabama at Birmingham (UAB) Department of Human Studies (<https://www.uab.edu/education/home/graduate/counseling/>) is inviting applications from outstanding candidates at the rank of Assistant Professor or Associate Professor in Clinical Mental Health Counseling (9-month appointment with rank and tenure status commensurate with qualifications). Candidates must have an earned doctorate from a CACREP accredited counseling program and must demonstrate an emerging or established research agenda and commitment to teaching. This position begins August 2021. Visit <http://uab.peopleadmin.com/postings/7331> for job description and application requirements.

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

The best candidates are the dedicated ones.

The smart ones. The inspired ones. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

Find the brightest talent, only at *The Chronicle*.



Multiple Openings

Drury University invites applications for the positions below beginning August 2021.

Tenure Track:

Assistant Professor of Communication
Assistant Professor of Marketing
Assistant/Associate Professor of Chemistry (2 positions – biochemistry and inorganic)
Assistant/Associate Professor of Biology (Exercise Physiology)

Non-Tenure Track:

Visiting Assistant Professor of History (2-year position)
Instructor of Communication
Instructor of Theatre (Scenic/Costume Designer)

Drury is a mid-sized private institution with over 3,000 students, including nearly 1,420 traditional full-time, undergraduate students, more than 1,200 undergraduate adult learners, and another 263 graduate students. Drury offers more than 50 majors and programs, 40 minors, 16 Fusion Certificates, and 5 graduate programs. The newly launched Your Drury Fusion is an innovative academic program with the power to merge professional goals and personal passion. The university is located in Springfield, Missouri, a city of 167,000 in the heart of the Ozarks, offering its residents a broad range of cultural and recreational opportunities. As a member of the New American Colleges and Universities, it is committed to the meaningful integration of liberal and professional learning to prepare students to participate responsibly in and contribute to life in a global community. Drury University (www.drury.edu) is a university that honors and effectively links liberal arts and sciences to the study of professional areas.

Review of candidates for these positions begins immediately and will continue until the positions are filled. For full details of the positions and application requirements, go to <https://www.drury.edu/academic-affairs/open-faculty-positions>

Drury is an Equal Opportunity Employer. Successful candidates will be able to assist the university in advancing its mission and strategic priorities, which includes institution-wide diversity and inclusiveness. Women and minorities are especially encouraged to apply.

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CALIFORNIA STATE UNIVERSITY
LONG BEACH

WWW.CSULB.EDU

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation's premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged individuals to join our faculty team that is committed to advancing the University's broad and forward seeking mission.

2020-2021 Tenured/Tenure-Track Searches

https://apptrkr.com/2009332

College of The Arts

- Dance (Hip Hop)-497553
- School of Art (Latin American Art History)-497581

College of Business

- Accountancy (Financial Accounting)-2630
- Information Systems (Cyber Security)-2619

College of Education

- Advanced Studies in Education and Counseling (Counseling Psychology)-497593
- Educational Leadership (PK-12)-497592

College of Engineering

- Computer Engineering and Computer Science-2632
- Electrical Engineering-2633
- Mechanical and Aerospace Engineering-2634

College of Health and Human Services

- Kinesiology (PETE)-2625
- School of Nursing (2 Positions)-2627
- School of Social Work-2626

College of Liberal Arts

- Chicano and Latino Studies (Latina/o Political Economy)-2622
- Geography (Remote Sensing)-2623
- Journalism (Mass Communication)-2621
- Linguistics (ASLD-Language and Culture)-2631
- Psychology (Human Factors)-2620
- Sociology (Latinx Communities)-2635

College of Natural Sciences and Mathematics

- Chemistry-Biochemistry (Organic Chemistry)-2624
- Physics and Astronomy (Theoretical Quantum Optics)-497646
- Science Education (Secondary Education)-2629

University Library

- University Library (Business)-2628

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veteran's status. CSULB is an Equal Opportunity Employer.

UNIVERSITY of WISCONSIN

UWMILWAUKEE

Multiple Faculty Openings

Sheldon B. Lubar School of Business

The Sheldon B. Lubar School of Business at the University of Wisconsin-Milwaukee invites applications for the following position to begin in the Fall of 2021.

Associate or Full Professor - Sheldon B. Lubar Professor – Finance
We are seeking a recognized scholar and respected teacher to enhance the ranks of our current faculty with their financial expertise and leadership gained from a distinguished career of progressive experiences. The Sheldon B. Lubar Professor's primary responsibilities will be to provide strong leadership for academic programs, teaching excellence, and scholarly research in Finance at the Lubar School of Business. Other responsibilities include providing guidance for doctoral students in the field of Finance.

The qualified candidate will hold a Ph.D. or equivalent degree in Business or a related field, with specialization in Corporate Finance or Investment Finance. Candidate must qualify for the rank of Associate or Full Professor with tenure and be a nationally recognized scholar in Finance. Required qualifications also include an outstanding record of publications in academic journals in the Finance field. Additionally, outstanding teaching credentials with the evidence of teaching excellence are required along with the ability to work collaboratively within the academic and business communities. Preference will be given to candidates who are nationally and/or internationally recognized for leadership in the Finance field.

Candidates seeking full consideration must apply at <http://jobs.uwm.edu/postings/30262> and submit application materials electronically to address Required and Preferred Qualifications by **October 31, 2020**. For further information please contact Search Committee Chair, Dr. Yianni Floros ivfloros@uwm.edu

Assistant Professor in Information Technology Management
Qualified candidates will possess a Ph.D. in Business or a closely related field, majoring in Information Technology Management/Management Information Systems or a closely related area, or anticipate completion by August 2021. Required qualifications include the potential for high-impact research and a strong interest in teaching courses in Information Technology Management. Preference will be given to candidates with demonstrated skills in Artificial Intelligence, Machine Learning, Cloud Computing, or Internet of Things; a demonstrated track record of research as evidenced by acceptance in high-quality journals and conferences; excellent communication skills as evidenced by teaching evaluations, along with an ability to work collegially and collaboratively within the university and the business community. Candidates seeking full consideration must apply at <http://jobs.uwm.edu/postings/30264> and submit application materials electronically to address the Required and Preferred Qualifications in their application materials by **Oct. 31st, 2020**.

Assistant Professor in Organizational Behavior/Human Resource Management
Qualified candidates must hold a Ph.D. in Business, Organizational Behavior, Human Resource Management, Industrial-Organizational Psychology or a closely related field that reflects competency in Organizational Behavior or Human Resource Management. The Ph.D. must be earned from an accredited university and must be completed by August 2021. Candidates must exhibit a solid potential to publish in top-tier journals, show strong evidence of teaching abilities and have a specific interest in teaching courses in Organizational Behavior, Human Resource Management or Leadership and Team Building. Preference will be given to those with publications in quality journals and/or a strong research pipeline, those with a background in research methods, and those who desire to work with doctoral students. Preferred candidates will also have excellent communication skills, as evidenced by strong teaching evaluations, and an ability to work collegially and collaboratively in the School, University and business community. Candidates seeking full consideration must apply at <http://jobs.uwm.edu/postings/30268> and submit application materials electronically to address the Required and Preferred Qualifications in their application materials by **Oct. 31st, 2020**.

Assistant Professor in Finance
Qualified applicants will possess a Ph.D. in Business or closely related field, majoring in Finance or an allied area and expect to complete the Ph.D. by August 2021. Required qualifications also include proven research skills or indication of strong research potential and teaching experience in the Finance area. Preferred qualifications include the capacity for teaching excellence and strong communication skills as evidenced in teaching evaluations and an ability to work collegially and collaboratively within the university and business community. Highly preferred qualifications include a research record of exceptional quality published in top peer-reviewed journals. Candidates seeking full consideration must apply at <http://jobs.uwm.edu/postings/30271> and submit application materials electronically to address the Required and Preferred Qualifications in their application materials by **Oct. 31st, 2020**.

The University of Wisconsin-Milwaukee is an AA/EEO employer committed to increasing diversity in recruitment and retention and advancing our University as an inclusive campus. The Lubar School is committed to equity and inclusion and we are particularly interested in receiving applications from members of underrepresented groups. All applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, sexual orientation, gender identity/ expression, disability, or protected veteran status. Under Wisconsin's open records law, request for confidentiality will be honored, except that the names and titles of all finalists must be disclosed upon request. All finalists for this position will require a criminal record review consistent with the Wisconsin Fair Employment Act. For information relating to the UWM Campus Security Report, see www.cleryact.uwm.edu or contact the Office of Student Life at (414) 229-4632 for a paper copy

The best
candidates
are the
informed ones.

The smart ones. The inspired ones. The ones who not only pursue knowledge, but are compelled to share it. Passionate about their fields and higher education, our readers are employees who will help advance your mission.

Find the brightest talent, only at *The Chronicle*.



Tenure-Track Faculty Position in Data Science
Department of Library and Information Science
Rutgers University - School of Communication and Information

We seek applications for one tenure-track position in the area of Data Science, from candidates who complement the strengths of our existing faculty and will fully engage with research, teaching, and administration.

The ideal candidate's scholarship in Data Science would focus in areas such as:

- designing artificial intelligence (AI) approaches for social good, with a particular focus on applications relating to communication, information, and media.
- developing human-centered machine learning in the context of issues of ethics, such as fairness, accountability, transparency, explainability, inequity, and the social impact of algorithms.
- computational social science – including developing data science methods to understand human behavior, to inform scientific inquiry, to aid theory development, and to support causal inferences.
- natural language processing – including deep learning approaches for language analysis, computational persuasion, and conversational AI.
- network science – including data intensive approaches to understand social networks, social contagion, and network dynamics.

The successful applicant will teach courses in areas such as data analytics, machine learning, social network analysis and natural language processing in an iSchool context. We especially invite candidates who will take leadership roles in our highly ranked Master of Information (MI), our rapidly growing Information Technology and Informatics (ITI) undergraduate major, and our inter-disciplinary Ph.D. program. We are a charter member of the iSchool caucus. We are currently in an exciting period of transformation and growth as we form a hub for data science across departments at Rutgers University.

Rutgers University's School of Communication and Information houses a dynamic and engaged community of scholars whose fields of library and information science, communication, and journalism and media studies intersect to address society's challenges. For more about the School, see comminfo.rutgers.edu. For queries regarding the position, please contact the Search Committee Chair Vivek Singh, Ph.D. (v.singh@rutgers.edu).

Qualifications: Ph.D. or equivalent doctoral degree in a relevant field is expected as of June 2021. Applicants should have a demonstrated record or strong likelihood of top-tier peer-reviewed publications and evidence of or preparation for effective teaching.

Requirements: Responsibilities of tenure-track faculty members include undergraduate and graduate teaching assignments, an active program of research in the candidate's area of scholarly expertise, and service contributions in accordance with the university policy for tenure-track and tenured appointments.

For detailed information and to submit an application: Applications should address the points above and clearly articulate the candidate's fit to specific departmental and school-wide research foci. Please include a letter of application, CV, three representative publications, a research statement, a teaching statement, and names and contact information for three referees (no letters at this time). Priority review of applications will begin on November 1, 2020. Apply at <https://jobs.rutgers.edu/postings/120336>.

Rutgers University is an AA/EEO employer - M/F/Veteran/Disability. For additional information please see our Non-Discrimination Statement at <http://uhr.rutgers.edu/non-discrimination-statement>.

ACCOUNTING

Assistant Professor of Accounting
University of Connecticut
Assistant Professor of Accounting The School of Business Department of Accounting at the University of Connecticut invites applications for a tenure-track position for an Assistant Professor of Accounting. For details and to apply, visit <https://academicjobsonline.org/ajo/jobs/16931>. UConn is an AA/EEO employer.

ART

Tenure Track Assistant Professor Position in Sculpture
Vassar College
The Department of Art at Vassar College invites applications for a full-time, tenure track position in sculpture at the rank of Assistant Professor to begin fall semester 2021. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. We

seek an innovative sculptor with a demonstrated commitment to teaching who is proficient in a broad range of sculptural processes, to teach both traditional and nontraditional approaches to sculpture including installation, interdisciplinary and public art. Candidates must be prepared to teach a basic drawing course; critique student work in a wide range of media and oversee the sculpture facility. Candidates should be knowledgeable in the history of the medium as well as contemporary practice and should be prepared to teach students with a range of artistic experience. The ability to teach other courses offered in our Studio Art curriculum such as printmaking, video, digital art, or computer animation is desirable. The position involves teaching all levels of sculpture and drawing. Responsibilities also include guiding senior projects and independent work, active participation in departmental critiques and service to the college. Candidates must have a strong record of professional accomplishment. An MFA or equivalent is required, as is significant college level teaching experience in the area of sculpture. To apply, please visit <https://apptkr.com/2009097> to link to the posting for this position. Review of applications will begin on December 1, 2020, and continue until the position is filled. Please contact art@vassar.edu with any inquiries regarding the position or the application process.

ARTS AND SCIENCES Multiple Positions
University of Southern California
The University of Southern California Dana and David Dornsife College of Letters, Arts and Sciences in Los Angeles, California, announces searches for research, teaching, and practice-track faculty positions at the rank of Lecturer, Senior Lecturer, Master Lecturer, Assistant Professor (Teaching), Associate Professor (Teaching), Professor (Teaching), Assistant Professor of the Practice, Associate Professor of the Practice, Professor of the Practice, Assistant Professor (Research), Associate Professor (Research), Professor (Research), Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor, Writer in Residence, and tenured and tenure-track faculty positions at the rank of Assistant Professor, Associate Professor, and Professor, in the departments and programs of American Studies and Ethnicity, Anthropology, Art History, Biological Sciences, Chemistry, Classics, Comparative Literature, Earth Sciences, East Asian Languages and Cultures, Economics, English, Environmental Studies, French and Italian, Gender and Sexuality Studies, General Education, History, International Relations, Latin American and Iberian Cultures, Linguistics, Mathematics, Middle East Studies, Philosophy, Physical Education, Physics and Astronomy, Political Science, Psychology, Religion, Slavic Languages and Literatures, Sociology, Spatial Sciences, Thematic Option, and the Writing Program.



2021-2022
Faculty Openings

Applications are invited for positions in the disciplines listed below. Faculty positions are tenure-track and being August 1, 2021 (unless otherwise specified). Complete position descriptions and applications can be found at the Austin Peay State University web site: <https://apsu.peopleadmin.com/>

- Allied Health** – Assistant Professor
- Biology (Genetics)** – Assistant Professor
- Business Law & Ethics**– Instructor
- Chemistry** – Assistant Professor
- Communication** – Assistant Professor
- Computer Science & Information Technology** - Assistant Professor
- Criminal Justice** – Assistant Professor
- Culinary Arts** - Instructor
- Economics** – Assistant Professor
- Engineering Technology** – Assistant Professor
- Health & Human Performance (Speech Language Pathology)** – Assistant Professor
- Languages & Literature** – English Education – Assistant Professor
- Languages & Literature** – Writing Center Director – Assistant Professor
- Management Information Systems** – Assistant Professor
- Music (Voice)** – Assistant Professor
- Psychological Sciences & Counseling** – Assistant/Associate Professor
- Psychological Sciences & Counseling** - Director of Training

For more information about Austin Peay State University (APSU) located in Clarksville, TN, go to APSU Fast Facts: <https://www.apsu.edu/about-apsu/fast-facts-about->

Austin Peay State University is searching for candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus equity, access, and inclusion efforts in alignment with APSU's mission for diversity by meeting the educational needs and interests of its diverse population.

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, creed, ethnic or national origin, gender (including pregnancy), sexual orientation/gender identity, religion, age, disability status, genetic information, and/or veteran status in its programs and activities. Inquiries or complaints regarding the non-discrimination policies should be directed to the Office of Equity, Access, & Inclusion at Nondiscrimination@apsu.edu.

Applicants should minimally have a Ph.D. (or Masters Degree for positions in writing, language teaching, or physical education, or equivalent experience for Practice positions) in appropriate field of study, research expertise and/or teaching abilities commensurate with rank and title, as appropriate. For more information regarding open faculty positions, please go to <https://usccareers.usc.edu/> to submit the requested materials. We are accepting applications, from qualified applicants only, until positions are filled.

BIOLOGY

Assistant Professor of Biology Tenure Track Position
Truman State University
Biology: Truman State University seeks applications for a tenure track position in Biology. Requires PhD in Biology or closely related discipline. PhD candidates (ABD) are welcome to apply. Completion of the PhD is required by May 2022. Full-time position teaching undergraduate level biology courses. For further information see <http://employment.truman.edu> . AA/EOE/ADA

BIOLOGY,

Junior and Senior Faculty Positions at the Department of Biology, SUSTech
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) is fast becoming one of the leading research universities in China. The Department of Biology of SUSTech was established in 2012 and now has a diverse group of 38 faculty members. With an ambitious goal to build a world-class center for biomedical research and education, we are actively recruiting faculty members at the ranks of the assistant professor, associate professor, and full professor in the following areas: 1. Cell Biology 2. Neurobiology 3. Plant Biology

4. Systems Biology 5. Structural Biology Please visit the website at <https://bio.sustech.edu.cn/en/> for more information about these subject areas. Faculty Positions in Biology The appointee will be required to: (a) Develop curricula, teach undergraduate students and graduate students, and mentor post-doctorate fellows; (b) Build up a vigorous research program, conduct cutting-edge research in important areas of biology, and publish papers in high profile journals; and (c) Contribute to departmental administration. Applicants should have (i) a doctoral degree in the field of Biology or a related discipline; (ii) relevant experience in teaching and research; (iii) a good publication track record in peer-reviewed international journals; (iv) good team spirit and the ability to work with other members in the university. Remuneration and Conditions of Service Rank and salary will be commensurate with qualifications and experience. An internationally competitive start-up package will be offered. Application Please submit application to biohire@sustech.edu.cn

CHEMISTRY

Full-time Tenure-Track Faculty
Walla Walla University
Walla Walla University's Department of Chemistry, College Place, WA seeks applicants for a full-time tenure-track faculty position. Teaching responsibilities would include physical chemistry, general chemistry and relevant upper division courses. In addition to teaching responsibilities it is expected the candidate would participate in academic advisement of students. Req: Doctorate in chemistry or related field. Must demonstrate a commitment to and participation in the Seventh-day Adventist Church. Please email resume or CV to erika.sanderson@wallawalla.edu or by mail to Erika Sanderson, Walla Walla University, 204 S College Ave,

College Place, WA 99324.

COMPUTER SCIENCE/ENGINEERING

Faculty Positions in Computer Science and Engineering
Southern University of Science and Technology
The Department of Computer Science and Engineering (CSE, <http://cse.sustech.edu.cn/en/>), Southern University of Science and Technology (SUSTech) has multiple Tenure-track faculty openings at all ranks, including Professor/Associate Professor/Assistant Professor. We are looking for outstanding candidates with demonstrated research achievements and keen interest in teaching, in the following areas (but are not limited to): Data Science Artificial Intelligence Computer Systems Software Engineering (senior positions only) Cognitive Robotics and Autonomous Systems Programming Languages and Compilers Applicants should have an earned Ph.D. degree and demonstrated achievements in both research and teaching. The teaching language at SUSTech is bilingual, either English or Putonghua. It is perfectly acceptable to use English in all lectures, assignments, exams. In fact, our existing faculty members include several non-Chinese speaking professors. The Department of Computer Science and Engineering at SUSTech was founded in 2016. It has 27 tenured or tenure-track professors, all of whom hold doctoral degrees or have years of experience in overseas universities. 24 of the 27 were recruited from outside the mainland China. Among them, three are IEEE fellows, two were editors-in-chief of IEEE journals. The department is expected to grow to 50 tenured or tenure-track faculty members eventually, in addition to teaching-only professors and research-only professors. In 2019, the department has secured external grants of RMB123.5 million

(approx USD18 million). The City and The University Es-
tablished in 2012, the Southern
University of Science and Tech-
nology (SUSTech) is a public in-
stitution funded by the municipal
of Shenzhen, a special economic
zone city in China. Shenzhen is
a major city located in Southern
China, situated immediately north
to Hong Kong Special Admin-
istrative Region. As one of Chi-
na's major gateways to the world,
Shenzhen is the country's fast-
est-growing city in the past two
decades. The city is the high-tech
and manufacturing hub of south-
ern China, home to the world's
third-busiest container port, and
the fourth-busiest airport on the
Chinese mainland. As a pictur-
esque coastal city, Shenzhen is
also a popular tourist destination
and was named one of the world's
31 must-see tourist destinations
in 2010 by The New York Times.
Shenzhen ranks 66th place on
the 2017 Global City Competi-
tiveness List, released by the
National Academy of Economic
Strategy, the Chinese Academy of
Social Sciences and United Na-
tions Habitat. At the end of 2018,
there were around 20 million res-
idents in Shenzhen. SUSTech
is a pioneer in higher education
reform in China. The mission
of the University is to become
a globally recognized research
university which emphasizes ac-
ademic excellence and promotes
innovation, creativity and entre-
preneurship. Set on five hundred
acres of wooded landscape in
the picturesque Nanshan (South
Mountain) area, the campus offers
an ideal environment for learning
and research. Terms & Applica-
tions SUSTech is committed to
increase the diversity of its faculty,
and has a range of family-friendly
policies in place. The universi-
ty offers competitive salaries and
fringe benefits including medical
insurance, retirement and hous-
ing subsidies, which are among
the best in China. Salary and rank
will commensurate with qualifica-
tions and experience. We provide
some of the best start-up packages
in the sector to our faculty mem-
bers, including one PhD student-
ship per year, in addition to a sig-
nificant amount of start-up grant
(which can be used to fund addi-
tional PhD students and postdocs,
research travels, and research
equipment). Application Proce-
dure To apply, please provide a
cover letter identifying the pri-
mary areas of your research and
listing your five best publications,
curriculum vitae, and research and
teaching statements, and forward
them to cshire@sustech.edu.cn.

COMPUTER/
INFORMATION SCIENCES

**Assistant Professor of
Computer and Information
Sciences**
Fordham University
The Department of Computer
and Information Science at Ford-
ham University seeks an Assistant
Professor of Computer and Infor-
mation Sciences to teach under-
graduate and graduate courses in
Computer and Information Sci-
ences and Data Analytics; con-
duct research, and provide service
to the university through active
participation in faculty and com-
mittee work at Bronx and NYC
campuses. Requires a Ph.D. in
Computer Science; record of ex-
cellence in academic scholarship,
research, and other scholarly ac-
tivities; strong commitment to
research and teaching. Please
send CV to: Attention Position
MA466862, The Office of Faculty
Personnel, Office of the Provost,
Cunniffe House 232, Fordham
University, 441 E. Fordham Road,
Bronx, NY 10458. Fordham Uni-
versity is an independent, Cath-
olic university in the Jesuit tra-
dition and welcomes applications
from men and women of all back-
grounds. Fordham University is
an Affirmative Action/Equal Op-
portunity Employer.

COUNSELING

Counseling Service Clinician
Mount Holyoke College
Counseling Service Clinician Per-
form intake assessment, referral,
outreach, and diagnosis. Perform
individual psychotherapy, group
counseling, and crisis assessment
and intervention (including after
hours on-call coverage). Con-
sult and collaborate with campus
partners. Teach classes on accu-
turation issues that occur in the
classroom or on-campus setting
and mental health issues affect-
ing international students. Mas-
ter's degree in Social Work, So-
cial Service Administration, or a
related field, and willingness to
perform after hours on-call cov-
erage as needed, required. Apply
to: Heidi Friedman, Human Re-
sources, Mount Holyoke Col-
lege, 50 College Street, South
Hadley, MA 01075. Reference
ID: CSC20. Mount Holyoke Col-
lege is committed to enriching
the educational experience it of-
fers 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, diver-
sity of viewpoints and experiences,
and relevance in a global society.
In furtherance of institutional ex-
cellence, the College encourages
applications from individuals from
underrepresented groups, includ-
ing faculty, staff, and adminis-
tration 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 commit-
ment to including diverse back-
grounds and perspectives

DEANS

**Associate Dean, Academic
Design and Innovation**
*University of California Berkeley
Extension*
Associate Dean, Academic Design
and Innovation - Berkeley, CA.
Develop, direct and administer
new forms of extension programs;
teach one or more extension
courses. Ph.D Business, Manage-
ment Sciences, or related field.
Interested persons must mail a
cover letter and CV to: Diana Wu,
University of California Berke-
ley Extension, 1995 University
Ave, Berkeley, CA 94720 within
30 days.

EARTH AND SPACE
SCIENCES

**Assistant/Associate/Full
Professors - Geophysics,
Structure Geology, Geodesy,
Space Physics, and Pla**
*Southern University of Science and
Technology*
The Department of Earth and
Space Sciences(ESS) at Southern
University of Science and Tech-
nology of China (SUSTech) in-
vites applications for tenure-track
(or tenured) faculty positions at
the ranks of Assistant, Associate,
and Full Professors. Applicants
must have earned a doctoral de-
gree in Geophysics,Structure
Geology,Geodesy,Space Phys-
ics,Planetary Science or closely
related fields. Successful appli-
cants will be expected to establish
a robust, externally funded re-
search program and demonstrate
strong commitment to undergrad-
uate and graduate teaching, stu-
dent mentoring, and professional
services. These positions will re-
main open until filled. For more
other information about ESS,
please go to the website [http://
ess.sustech.edu.cn/](http://ess.sustech.edu.cn/). SUSTech
is a public university founded in
Shenzhen, China. It is intended to
be a top-tier international univer-
sity that excels in interdisciplin-
ary research, nurturing innovative
talents and delivering new knowl-
edge to the world.SUSTech was
born in 2011 with a mission to
reform higher education in Chi-
na. Since then, it has been widely
regarded as a pioneer and inno-
vator in collectively moving Chi-
na's higher education forward to
match China's ever-growing role

in the international arena. Re-
search, Innovation and Entrepre-
neurship are the three pillars for
SUSTech to stand out with dis-
tinctive Characteristics. To apply,
please submit an e-mail applica-
tion that includes a cover letter, a
CV with a full list of publications,
a research statement, a teaching
statement and contact informa-
tion for three references to Prof.
Xiaofei Chen at [chenxf@sustech.
edu.cn](mailto:chenxf@sustech.edu.cn).

ECONOMICS

**Assistant Professor of
Economics**
Truman State University
The School of Social and Cul-
tural Studies seeks a diverse pool
of applicants for one (1) tenure
track faculty member in the De-
partment of Economics. A PhD
in Economics is required. For
further information see [http://
employment.truman.edu.EEO/
AA/ADA](http://employment.truman.edu.EEO/AA/ADA)

**Assistant Professor of
Economics**
University of Oregon
Teach graduate and undergraduate
courses in economics; conduct re-
search in the area of Big Data and
environmental economics; advise
students; and serve on departmen-
tal committees. Requirements:
Ph.D. or equivalent in economics
or related field. Send application
materials to: University of Oregon
Department of Economics 1285
University of Oregon Attn: Search
Committee Eugene, OR 97403-
1285 USA

ENGINEERING

**Assistant Professor
(Prescott, AZ)**
*Embry-Riddle Aeronautical
University*
Teach classes in the Dept. of
Aerospace Engineering, advise
students; provide service to the
academic department, university
& community. Requires: Ph.D. in
Applied Mathematics. Send re-
sume to: Send resume to: Emb-
ry-Riddle Aeronautical University,
Attn: S. Heffelfinger, HR, 3700
Willow Creek Rd., Prescott, AZ
86301.

ENGLISH

**Center for Language
Education Faculty Positions -
English Language**
*Southern University of Science and
Technology*
The Center for Language Educa-
tion (CLE) at Southern University
of Science and Technology (SUS-
Tech) invites applications for in-
structors to teach English to a di-
verse range of SUSTech students
(undergraduate and postgraduate).
SUSTech is a young public univer-
sity located in Shenzhen, Chi-
na, near Hong Kong. The primary
languages of instruction at the
university are Chinese and En-
glish. The mission of the Center
for Language Education (CLE)
is to foster SUSTecher's capacity
of English and other foreign lan-
guages through various language
programs and to contribute to the
internationalization of SUSTech.
CLE is dedicated to offering
high-quality teaching and the best
possible opportunities for foreign
language attainment by providing
a sustainable multi-dimensional
language learning environment.
The Center is rapidly expanding
and has a great need for teach-
ers with insight and experience
in English language teaching.
Responsibilities: 1.Teaching ac-
ademic listening, speaking, read-
ing, and writing at various levels;
2.Providing training for graduate
students and faculty members in
using English as an instructional
language; 3.Providing training for
the administrative staff to devel-
op English competency; 4.Cur-
riculum, assessment and materials
development; 5.Participating in
department meetings or program
support activities as needed. Qual-
ifications: 6.Candidates must have
a masters or doctorate degree in
TESOL, TEFL, Linguistics, Ap-
plied Linguistics or related field;

7.Minimum 3 years' experience
teaching English at the college/
university level; 8.Experience in
one or more of the following ar-
eas: EAP, curriculum develop-
ment, ESP for STEM, assessment,
teacher training, academic writ-
ing, educational technology; 9.Ex-
perience living/teaching abroad
highly desirable; 10.For applicants
with a doctorate degree, evidence
of research publication in the field
of English language education.
Conditions of Employment Em-
ployees in this job title are subject
to the terms and conditions of an
employment contract. Employ-
ment contracts are typically sub-
ject to review and renewal on an
annual basis. SUSTech provides
competitive compensation which
includes salary, medical insurance,
subsidized housing and other ben-
efits. Application materials: Send
CV, cover letter, contact details of
3 referees, scanned copies of ac-
ademic qualifications and any other
supporting materials to cle-hir-
ing@sustech.edu.cn. Review of ap-
plications will begin immediately
and will continue until the posi-
tions are filled, with an expected
start date in January, 2021. More
information about the Universi-
ty can be found at [http://sustech.
edu.cn/en/](http://sustech.edu.cn/en/) and about the CLE on
<http://cle.sustech.edu.cn/>

ENTOMOLOGY

**Associate or Assistant
Professor**
*Ohio State University - Agricultural
Technical Institute*
The Department of Entomology,
The Ohio State University invites
applications at the Associate or
Assistant Professor rank for a Spe-
cialty Crop Entomologist with a
strong focus on agroecology and
the improvement of sustainable
management practices in various
specialty cropping systems. This
is a nine-month, tenure track fa-
culty position with 60% extension,
20% research, and 20% teaching
appointment. The department
seeks an individual that comple-
ments existing expertise in ecol-
ogy, genetics, pollination, and pest
management. Ohio is a top pro-
ducer of specialty crops, and its
diverse landscape is conducive for
growing a wide array of fruits and
vegetables in both rural and ur-
ban communities. Specialty crop
production is rapidly expanding
in Ohio, facilitated by emerging
industries that include grapes,
hops and hemp. Individuals with
expertise in specialty crops, in-
vasive ecology, and pest manage-
ment are strongly encouraged to
apply. Complete posting: [http://
www.jobsatosu.com/Requisition
#461432](http://www.jobsatosu.com/Requisition#461432). Applicants should sub-
mit a letter of application, curric-
ulum vitae, statement of extension,
research teaching, and diversity
interests to the search commit-
tee chair dr. Luis canas, special-
ty crop entomologist search,108
thorne hall, 1680 madison ave,
wooster ohio, 44691, or [canas.4@
Osu.edu](mailto:canas.4@osu.edu) (cc to [parker.1390@osu.
edu](mailto:parker.1390@osu.edu), please).Review of applica-
tions will start october 31, 2020
but will continue until the position
is filled. The Ohio State Univer-
sity is committed to establishing
a culturally and intellectually di-
verse environment, encourag-
ing all members of our learning
community to reach their full
potential. We are responsive to
dual-career families and strong-
ly promote work-life balance to
support our community members
through a suite of institutional-
ized policies. We are an SNF Ad-
vance Institution and a member of
the Ohio/Western Pennsylvania/
West Virginia Higher Education
Recruitment Consortium. The
Ohio State University is an equal
opportunity employer. All quali-
fied applicants will receive consid-
eration for employment without
regard to race, color, religion, sex,
sexual orientation or identity, na-
tional origin, disability status, or
protected veteran status.

EPIDEMIOLOGY

Assistant Professor
University of Southern California
The University of Southern Cali-
fornia's Keck School of Medicine,

Center for Genetic Epidemiol-
ogy invites applications for ten-
ure-track Assistant Professors,
conducting research and teaching
in genetic or molecular epidemi-
ology. The position is based in
Los Angeles, CA. Ph.D. required.
To apply, please submit a C.V.,
brief summary of research inter-
ests, and names and contact in-
formation for three individuals
who are familiar with your aca-
demic accomplishments to Aman-
da Klitgaard, Program Manager
at aklitgaa@usc.edu. USC is an
equal-opportunity employer that
actively seeks diversity in the
workplace.

FINANCE
**Full time Assistant Professor
of Business Administration -
Finance -Tenure Track**
Truman State University
o Finance: Truman State Univer-
sity seeks applications for a tenure
track position in Finance. Re-
quires Ph.D. in Finance or closely
related discipline. Full-time posi-
tion teaching undergraduate level
courses. For further information
see [http://employment.truman.
edu.AA/EOE/ADA](http://employment.truman.edu.AA/EOE/ADA)

FINANCE/ANALYTICS

**Assistant Professor, Finance
and Analytics**
Tiffin University
Duties: Tiffin University, School
of Business, seeking an Assistant
Professor, Finance and Analyt-
ics to teach undergraduate and
graduate level courses in business
finance, risk management and in-
surance, investments, internation-
al finance, database design and
data modeling, applied statistics
for data analytics, advanced data
analysis techniques, and data visu-
alization. Requires ongoing schol-
arship through research; advising
of students; and service on univer-
sity committees. Requirements:
Qualified candidates must possess
a terminal degree in Finance or
closely related field and 1 year of
relevant professional experience
working with IBM SPSS Modeler
& SPSS Statistics, Tableau, IBM
Watson Studio, Python and/or R
and experience using complex fi-
nancial databases.

FINANCE/BUSINESS
ECONOMICS

**Assistant Professor of
Finance and Business
Economics**
Fordham University
The Gabelli School of Business at
Fordham University seeks an As-
sistant Professor of Finance and
Business Economics to teach un-
dergraduate and graduate cours-
es in financial economics, mac-
roeconomics, and econometrics;
conduct research; provide service
to the university through active
participation in faculty and com-
mittee work. Requires a Ph.D. in
Finance or Economics; record of
excellence in academic scholar-
ship, research, and other scholar-
ly activities; strong commitment
to research and teaching. Please
send CV to: Attention Position
HS466847, The Office of Faculty
Personnel, Office of the Provost,
Cunniffe House 232, Fordham
University, 441 E. Fordham Road,
Bronx, NY 10458. Fordham Uni-
versity is an independent, Cath-
olic university in the Jesuit tra-
dition and welcomes applications
from men and women of all back-
grounds. Fordham University is
an Affirmative Action/Equal Op-
portunity Employer.

FORESTRY

Assistant Professor
Mississippi State University
Assistant Professor. Teach forestry
management and economics and
related courses, advise students,
maintain an active research agen-
da, and perform faculty service.
Ph.D Forestry, Forest Economics,
or related field. Interested persons
should mail cover letter and CV
to: Donald L. Grebner, Chair, De-
partment of Forestry, Mississippi

State University, Mississippi State,
MS 39762.

INFORMATION SYSTEMS

**Assistant Professor of
Information Systems**
Fordham University
The Gabelli School of Business at
Fordham University seeks an As-
sistant Professor of Information
Systems to teach undergraduate
and graduate courses in Informa-
tion Systems in the Gabelli School
of Business; conduct research,
and provide service to the univer-
sity through active participation
in faculty and committee work at
Bronx and NYC campuses. Re-
quires a Ph.D. in Business; record
of excellence in academic scholar-
ship, research, and other scholar-
ly activities; strong commitment
to research and teaching. Please
send CV to: Attention Position
AF466850, The Office of Faculty
Personnel, Office of the Provost,
Cunniffe House 232, Fordham
University, 441 E. Fordham Road,
Bronx, NY 10458. Fordham Uni-
versity is an independent, Cath-
olic university in the Jesuit tra-
dition and welcomes applications
from men and women of all back-
grounds. Fordham University is
an Affirmative Action/Equal Op-
portunity Employer.

LIBRARY

**Map and Geospatial Data
Librarian**
University of Michigan-Ann Arbor
The University of Michigan Li-
brary (Ann Arbor) is looking to
fill a position of Assistant Librar-
ian to serve as librarian for Map
and Geospatial Data. Respon-
sibilities: Serve as Librarian for
Map and Geospatial Data: De-
sign and teach library instruction
classes in Geographic Information
Systems (GIS), incl. ArcGIS and
Omeka, to students; teach train-
ing sessions and workshops to the
university community regarding
diverse library resources on maps,
geospatial data, and digital schol-
arship. Provide specialized refer-
ence service and research consul-
tations for faculty and students.
Provide outreach to academic de-
partments and the local commu-
nity. Seek opportunities for part-
nerships with faculty and librarian
colleagues. Develop, manage and
assess the geospatial data and map
collections. Seek professional de-
velopment and provide service
to the university. Requirements:
ALA-accredited master's degree in
library and information science,
or equivalent; demonstrated expe-
rience using Omeka and ArcGIS
suites of software. To apply for
this position, please send cover
letter and resume to [libraryjobs@
umich.edu](mailto:libraryjobs@umich.edu) and include the name
of the position in the subject line.
The University of Michigan is an
equal opportunity/affirmative ac-
tion employer.

MANAGEMENT
INFORMATION SYSTEMS

**Assistant or Associate
Professor of Management
Information Systems**
University of Alabama at Tuscaloosa
The Culverhouse College of Busi-
ness at The University of Ala-
bama invites applications for two
tenure-track faculty positions at
the Assistant or Associate Pro-
fessor level in Management In-
formation Systems (MIS) in the
Department of Information Sys-
tems, Statistics, and Management
Science starting August 16, 2021.
Candidates must have complet-
ed a doctorate in MIS or a close-
ly related field by the start of the
appointment. Current Assistant
Professors are strongly encour-
aged to apply. Candidates should
demonstrate both an interest in
conducting high-impact research
and evidence of excellence in
undergraduate and/or graduate
teaching. Preferred candidates
will seek to publish in journals
featured on the UT-Dallas List,
the AIS Senior Scholars List, and/
or technical outlets such as IEEE
Software Engineering or Decision
Support Systems. We are open to

all IS research topics and methods, but prefer candidates whose work complements ongoing faculty research activity, which includes cybersecurity, healthcare, systems development and delivery, software engineering, and data science. Candidates with teaching interests in software engineering / programming, database management, data communications, or systems analysis and design are preferred. Having relevant professional experience is also a desirable trait for candidates. Salary is competitive and commensurate with experience and achievements. Prior to hiring, the candidate must successfully pass a pre-employment background verification. Applicants must apply online at <https://facultyjobs.ua.edu> and include a one-page cover letter, curriculum vitae, research statement, one representative example of a research paper, evidence of effective teaching, and a list of at least three references with contact information. Required documents not attached at the time of application will disqualify the applicant. The review of applications begins immediately, and applications will be accepted until the positions are filled. Direct all inquiries to the search committee chair, Dr. Allen Johnston at ajohnston@cba.ua.edu. The University of Alabama is an Equal Employment/Equal Educational Opportunity Institution. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, or protected veteran status, and will not be discriminated against because of their protected status. Applicants to and employees of this institution are protected under Federal law from discrimination on several bases.

MATERIALS SCIENCE/ENGINEERING

Tenure-track Faculty Positions in Materials Science and Engineering
Southern University of Science and Technology
The Department of Materials Science and Engineering (MSE) at Southern University of Science and Technology (SUSTech) in Shenzhen, China invites applications for multiple tenure-track faculty positions at the rank of Assistant or Associate Professor. We seek ambitious and creative candidates who have the vision and capability of carrying out interdisciplinary research, and contribute to the collegial and collaborative environment of the department. We are particularly interested in candidates with a strong record in our strategic areas of information materials and devices, as well as materials for health and medicines. Exceptional candidates in other areas will also be considered. We offer globally competitive salaries and start-up packages. Successful candidates should have a track record of research excellence, and are expected to build a strong research program, advise graduate and undergraduate students, publish in leading archival journals, teach both undergraduate and graduate courses, and serve the academic community in SUSTech and beyond. The MSE Department was established in July, 2013. We currently have 28 tenured/tenure-track faculty members, outstanding facilities, and vibrant researches in materials for information, health, and energy. In autumn of 2020, we will move into the brand new College of Engineering Building, opening an exciting new era for the department. More information about MSE can be found at <http://mse.sustech.edu.cn/en/>. Established in 2012, SUSTech is an emerging public institution in Shenzhen, one of the most prosperous cities in East Asia with vibrant high tech industries. Shenzhen has been tasked as one of the four national science hubs in China, and SUSTech aspires to be a world-class institution with a strong emphasis on student learning, cutting-edge research, and

entrepreneurship. More information about SUSTech can be found at <https://www.sustech.edu.cn/en/>. Applicants should submit the following documents to hr-mse@sustech.edu.cn: (1) A complete curriculum vita; (2) Statement of research interests and plan; (3) Copies of five representative research publications; (4) Name and contact information of 5 references.

MEDICINE

Assistant Professor of Medicine
Emory University
Emory University seeks Assistant Professor of Medicine in Atlanta, GA to participate in scientific sample analysis and provide research outcomes. Req MD or PhD in Biology, Toxicology or rlt. Send cover ltr & resume: tony.haney@emory.edu w/ job title in subj line.

Faculty Positions at the SUSTech Medical School for Advanced Study
Southern University of Science and Technology
Southern University of Science and Technology (SUSTech) (<http://www.sustc.edu.cn/en>) is outstanding for its missions which require the university to seek out modern university systems and a cultivating mode of innovative talents with Chinese characteristics for our higher education. Since its inception in 2012, SUSTech has quickly risen to a top 10 university in mainland China. Located in Shenzhen, arguably the most dynamic and vibrant city in China, we have unique advantages, including but certainly not limited to: 1) a new university with innovative spirits and little traditional barriers; 2) bilingual education with lectures conducted in English and/or Mandarin, attracting top global talents; 3) an internationally competitive start-up package that allows many PIs quickly build a team with dedicated researchers; 4) a highly collaborated environment with strong administrative and scientific support. SUSTech Medical School offers equal opportunity and welcomes applicants of all ethnic backgrounds who can contribute to the excellence and diversity of our academic community. Applicants must possess a Ph.D. and/ or M.D. degree, demonstrated research excellence, and strong teaching ability. Candidates with clinical background and a translational focus are encouraged to apply. A globally competitive start-up package will be provided to successful candidates. Salary and rank will commensurate with qualifications and experience. We sincerely invite you to join the medical school of SUSTech. Recruitment Field: Physiology, Neurobiology, Biochemistry, Genetics, Immunology, Pharmacology, Human Anatomy and Histology, Pathology, Pathophysiology, Epidemiology, Basic medicine, Clinical medicine, Life sciences and interdisciplinary fields. All applicants should submit the following documents to hr-med@sustech.edu.cn and remember to mark your application email by Name+Position: (1) Curriculum Vitae, (2) a Statement of Research and Teaching Interests. Additional Information Ms. Yajing Wang, Department of human Resources in School of Medicine; +86-755-8801 8031 For more recruitment information, please visit: http://med.sustech.edu.cn/index.html?locale=en_US

POLITICS

Assistant Professor in Identity and Politics
Marquette University
The Department of Political Science invites applications for a full-time, tenure-track position in Identity and Politics at the Assistant Professor level beginning in August 2021. The successful candidate will have a Ph.D. in hand or have fulfilled all requirements for the degree by the start of the appointment. The position is open

with respect to subfield. Candidates' scholarship should examine racial, ethnic, and/or indigenous studies. Possible topics include, but are not limited to, how identity should be conceptualized; how identities are represented politically; the intersection of racial and ethnic identities with other identities; race and public policy; and how the politics of race and ethnicity affects democratic governance. Marquette University, an EOE that values diversity, is a Jesuit, Catholic university with a wide range of undergraduate and graduate programs. We seek candidates who understand, respect and can contribute to the University's Mission Statement, which can be found at <http://www.marquette.edu/about/mission.shtml>. Candidates from underrepresented groups are especially encouraged to apply. Duties and Responsibilities: We seek a colleague with a record demonstrating the potential for excellent teaching and research. Faculty are expected to conduct research and publish scholarship in leading peer-reviewed outlets. The successful candidate will teach an introductory course in her or his subfield and will have the opportunity to develop undergraduate and graduate courses in her or his areas of expertise. The successful candidate will also offer a course for Marquette's new Race, Ethnicity, and Indigenous Studies (REIS) program on a regular basis. This course will be part of their teaching load, which will be commensurate with junior faculty in the Department of Political Science. The successful candidate will also serve on one of the two main departmental committees and engage in other departmental, university, and professional service as appropriate. Required Knowledge, Skills and Abilities can be found on Marquette University's employment website: <http://employment.marquette.edu/postings/13575>

PSYCHIATRY

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

QUANTITATIVE THEORY AND METHODS

Assistant or Associate Professor - Quantitative Methodologist
Emory University
The Department of Quantitative Theory and Methods (QTM) at Emory University seeks up to two faculty with expertise in causal inference, data science, and/or mathematical modeling. Ideal candidates should have a PhD in statistics, public policy, economics, machine learning, computer science or related fields and are both engaging in methodological innovation and applying these innovations to important disciplinary questions. The positions are tenure-track at the level of Assistant Professor or, for the extraordinary file, tenured at the Associate Professor level. Teach-

ing load is competitive. QTM is a new and rapidly growing interdisciplinary department at Emory building an intellectual community at the intersection of causal inference, data science, mathematical modeling, and analytic theory, with a focus on both methodological innovation and disciplinary application. The successful candidate must demonstrate excellence or the promise of excellence in both research and teaching, as well as an interest in contributing to and participating in QTM's intellectual mission. The candidate should have completed the Ph.D. by August 2021. A complete application will consist of a cover letter, research statement, curriculum vitae, graduate transcript, teaching portfolio, writing sample, and three letters of recommendation. Please submit (along with other materials) a brief statement that reflects upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds. Application review will begin on October 26, 2020. Applications received up to 30 days after review begins will receive full consideration. To apply for this position, visit <http://apply.interfolio.com/79099> and submit your materials free of charge through Interfolio. Emory University is an Equal Opportunity/Affirmative Action/Disability/Veteran employer. The Department of Quantitative Theory and Methods, Emory College, and Emory University are all strongly committed to recruiting female and minority candidates. Women, minorities, persons with disabilities and veterans are encouraged to apply.

SPANISH

Associate Professor
Dallas Baptist University
Associate Professor. Teach Spanish language and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Education, Foreign Language Education, or related field. Interested persons should send a cover letter and CV to: Christa Powers, General Counsel, Dallas Baptist University, 3000 Mtn. Creek Pkwy., Dallas, TX 75211.

STATISTICS AND DATA SCIENCE

Faculty Positions in the Department of Statistics and Data Science
Southern University of Science and Technology
The newly established Department of Statistics and Data Science invites applications and nominations for all ranks of tenured and tenure-track positions (Assistant Professor, Associate Professor, Full Professor and Chair Professor) in all areas of statistics and data science, with a start date of January 2020 or after. Candidates should have demonstrated excellence in research and a strong commitment to teaching. A doctoral degree is required at the time of appointment. Candidates for senior positions must have an established strong record of research and leadership in their research areas. The language of instruction can be either Chinese or English. Salary and start-up fund for long-term appointment are highly competitive and will be commensurate with experience and qualifications. Regular faculty members (tenured and on tenure track) will be provided with housing subsidies. To apply, please send curriculum vitae, a research statement and a teaching statement to this website. The teaching statement should include evidences of effective teaching. Candidates should also arrange for at least three letters of recommendation sent directly to this website. Applications will be accepted until the positions are filled. Applicants will be considered for interviews as soon as all application materials are received. About the University and the City: Established in 2012, the Southern University of Science and Technology (SUSTech) is a public institution fund-

ed by the municipal government of Shenzhen, a special economic zone in China. Shenzhen, a major city located in Southern China and situated immediately north of Hong Kong, is the high-tech and manufacturing hub of China. A picturesque coastal city, Shenzhen is also a popular tourist destination and was named one of the world's 31 must-see tourist destinations in 2010 by The New York Times. The Southern University of Science and Technology is a pioneer in higher education reform in China. The mission of the University is to become a globally recognized institution, emphasizing academic excellence and promoting innovation, creativity and entrepreneurship. Set on five hundred acres of wooded landscape in the picturesque South Mountain area, the new campus offers an ideal environment for learning and research. The University currently has over 300 faculty members in six colleges and schools: College of Science, College of Engineering, College of Life and Health Science, School of Humanity and Social Sciences, School of Innovation and Entrepreneurship, and School of Medicine. The university is growing at an impressive pace, and the total number of faculty members is expected to be more than doubled in coming years. The Department of Statistics and Data Science currently has 8 tenure-track and tenured faculty members. The total number of faculty members is expected to increase substantially in coming years. The department offers B.Sc., M.Sc. and Ph.D. programs in Statistics and is in the process of developing degree programs in Data Science. Application Materials Required: Submit the following items to statdshire@sustech.edu.cn: 1.Cover Letter 2.Curriculum Vitae 3.Research Statement 4.Teaching Statement 5.Publication List 6.Three or More Reference Letters (to be submitted online by the reference writers at this site) And anything else requested in the position description.

STATISTICS/DATA SCIENCE

Lecturer Positions in the Department of Statistics and Data Science
Southern University of Science and Technology
The newly established Department of Statistics and Data Science invites applications for several lecturer positions in statistics and data science with a start date of July 2020 or after. Candidates should have demonstrated excellence in teaching with substantial university teaching experience in statistics or data science. A doctoral degree is required at the time of appointment. The language of instruction can be either Chinese or English. Salary is highly competitive and commensurate with experience and qualifications. To apply, please submit a curriculum vitae and a teaching statement through this website, and also arrange for at least three letters of recommendation to be sent directly to this website. Applications will be accepted until the positions are filled. Candidates will be considered for interviews as soon as all application materials are received. About the University and the City: Established in 2012, the Southern University of Science and Technology (SUSTech) is a public institution funded by the municipal government of Shenzhen, a special economic zone in China. Shenzhen, a major city located in Southern China and situated immediately north of Hong Kong, is the high-tech and manufacturing hub of China. A picturesque coastal city, Shenzhen is also a popular tourist destination and was named one of the world's 31 must-see tourist destinations in 2010 by The New York Times. The Southern University of Science and Technology is a pioneer in higher education reform in China. The mission of the University is to become a globally recognized institution, emphasizing academic excellence and promoting innovation, cre-

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TECHNOLOGY

Director Data and Analytics, Extension
University of California Berkeley Extension
Director Data and Analytics, Extension - Berkeley, CA. Duties: Oversee marketing technology functions for Extension Dept. Teach one or more extension courses in marketing technology. Bachelor's Marketing, Computer Science, or Engineering. Interested persons must mail cover letter and CV to Diana Wu, University of California Berkeley Extension, 1995 University Ave Suite 200, Berkeley, CA 94704 within 30 days.

JOB SEARCH TIPS

Are you sure you want that interim job?

If you are approached about accepting an interim assignment, you might find it helpful to consider the following questions: Why am I being asked to serve in this capacity? What is the process for making this interim appointment? Can I be considered for the real role if I decide I am interested? What will I gain from this role? How will it feel to go back to my previous role?

Get more career tips on jobs.chronicle.com

Allison M. Vaillancourt is vice president for business affairs and human resources at the University of Arizona.



New Chief Executives



Joseph I. Castro, president of California State University at Fresno, has been named chancellor of the California State University system. He will succeed Timothy P. White, who plans to retire, and will become the first California native and Mexican American to serve as chancellor.



Margo DelliCarpini, vice provost for strategic educational partnerships and dean of the College of Education and Human Development at the University of Texas at San Antonio, will become chancellor of Pennsylvania State University at Abington on January 4.



Minh-Hoa Ta, dean of business and work-force development at San Jose City College and a former vice president for student services at Ohlone College, has been named president of the University of the West.

Chief executives (continued)

APPOINTMENTS

Michael T. Benson, a visiting professor in the department of history of science and technology at the Johns Hopkins University and a former president of Eastern Kentucky University, will become president of Coastal Carolina University on January 2.

Sharon B. Clay, director of school and community partnerships for Junior Achievement of Central Carolinas, has been named the first campus president of St. Andrews University at Charlotte, a branch of Webber International University.

James W. Crawford III, a retired admiral and a former judge advocate general in the U.S. Navy, has been named interim president of Felician University.

Michele Shirley, vice president for administrative services at North Georgia Technical College, has been named interim president following Mark Ivester's death.

RESIGNATIONS

The Rev. Philip L. Boroughs, president of the College of the Holy Cross, plans to step down in June 2021.

Ronald A. Crutcher, president of the University of Richmond since 2015, plans to step down in 2022.

Jay Golden, president of Wichita State University since January, has resigned after less than a year in office.

Mary B. Marcy, president of Dominican University of California since 2011, plans to step down next year.

John Thrasher, president of Florida State University since 2014, plans to step down.

RETIREMENTS

Roger N. Casey, president of McDaniel College since 2010, plans to retire in June 2021.

Bruce Harreld, president of the University of Iowa since 2015, plans to retire.

Carol A. Taylor, president of Evangel University, in Missouri, since 2013, will retire on November 25.

Chief academic officers

APPOINTMENTS

DoVeanna Fulton, dean of the College of Humanities and Social Sciences and a professor of history, humanities, and languages at the University of Houston-Downtown, has been named provost and vice president for academic affairs at Norfolk State University.

Fotis Sotiropoulos, dean of the College of Engineering and Applied Sciences at Stony Brook University (SUNY), has been named interim provost.

Keith M. Williamson, dean of the School of Business and Technology at Fitchburg State University, has been named vice president for academic affairs at the Maine Maritime Academy.

Other top administrators

APPOINTMENTS



ANGELA ABRAHAM

Angela Abraham, an assistant clinical professor at the New England College of Optometry, has been named its first diversity and inclusion liaison.

Tanika Busch, interim vice chancellor for finance and administration and chief financial officer at the University of Missouri at St. Louis, has been named to the post permanently.

Gregory L. Cascione, a former vice president for university advancement at the University of Detroit Mercy, has been named special assistant to the president for development and alumni relations at Lawrence Technological University.

Charles Cotton III, senior director of admissions at Alma College, has been named vice president for enrollment management at Clarke University.



JILL FRIEDMAN

Jill D. Friedman, vice chancellor for public affairs at Washington University in St. Louis, has been named vice president for marketing and communications at Clark University.

Anne Garcia, interim senior vice president and general counsel in the Office of Legal Affairs at Ohio State Univer-

sity since November 2019, has been named to the post permanently.

Anand Padmanabhan, chief technology officer at Whittle School & Studios, a global school for students aged 3 to 18, and former senior vice president and chief information officer at the New School, has been named vice president and chief information officer at Fordham University.

Robert Roberts, interim vice chancellor for university affairs at the University of Wisconsin at Oshkosh since January 2019, has been named to the post permanently.

Lori Weaver, vice president for major gifts and campaign operations at Bethany College, in West Virginia, has been named vice president for advancement.

Deans

APPOINTMENTS

Carmen Aguilar, dean of the Center for Workforce and Community Education at Bristol Community College, has been named dean of the School of Continuing Education at Providence College.

Maria Aristigueta, director of the Joseph R. Biden Jr. School of Public Policy and Administration at the University of Delaware, has been named its first dean.

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

dean of the School of Business at Molloy College.

Michael Chajes, director of the Honors Program at the University of Delaware, has been named first dean of the Honors College.

Prabhudev Konana, associate dean of instructional innovation and a professor in the McCombs School of Business at the University of Texas at Austin, will become dean of the Robert H. Smith School of Business at the University of Maryland at College Park on January 2.



JAMES KONOPACK

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

Karen Kopera-Frye, a professor in public-health sciences at New Mexico State University, has been named dean of the College of Arts and Sciences at the University of Hawaii at Hilo.

Kenneth Randall, founder of iLaw Distance Education and a former dean of the School of Law at the University of Alabama, will become dean of the Antonin Scalia Law School at George Mason University on December 1.

Louis Rossi, chair of the department of mathematical sciences at the University of Delaware, has been named dean of the Graduate College and vice provost for graduate and professional education.

Dee Schilling, interim dean of the College of Health Sciences at the Western University of Health Sciences, has been named to the post permanently.

Donald Simpson, a former director of the master's program in medical science at Lake Erie College of Osteopathic Medicine, in Florida, has been named dean of the University of Louisiana at Monroe's College of Health Sciences.

Suzanne Tilleman, interim dean of the College of Business at the University of Montana since May 2019, has been named to the post permanently.

Yong (Tai) Wang, dean of the College of Nursing and Health Sciences at the University of Texas at Tyler, will become dean of the College of Health Sciences and Technology at the Rochester Institute of Technology in January.

RESIGNATIONS

Michael Lairmore, dean of the School of Veterinary Medicine at the University of California at Davis, plans to step down in June.

Linda D. Norman, dean of the School of Nursing at Vanderbilt University, will step down in June 2021.

RETIREMENTS

Leslie Kirwan, dean of administration and finance for the Faculty of Arts and Sciences at Harvard University, will retire this spring.

Other administrators

APPOINTMENTS

Tim Edelen, an advancement-services coordinator in the School of Law at the University of North Carolina at Chapel Hill, has been named assistant director of annual giving and donor relations in the university libraries.

Steve Farmer, vice provost for enrollment and undergraduate admissions at the University of North Carolina at Chapel Hill, will leave at the end of the semester to become vice provost for enrollment at the University of Virginia.

Amy Folan, executive senior associate athletics director at the University of Texas at Austin, has been named associate vice president and director of athletics at Central Michigan University.

Submit items to
people@chronicle.com

Adriana Gonzalez, an associate professor and head of the department of academic services at Kansas State University, has been named associate dean of research and learning in the university libraries at the University of Arkansas.

Parneshia Jones, editorial director for trade and engagement at the Northwestern University Press, has been named director. She is only the second Black woman to lead a university press in the United States.

Shawntae Jones, former professional-development chair of the Hallmark African American Leadership Council at Hallmark Cards, has been named director of diverse talent and inclusion at the Kansas City Art Institute.

John Leonard, a professor of hema-

tology and medical oncology at Weill Cornell Medicine, has been named senior associate dean of innovation and initiatives.

Peggy A. McCready, associate vice president for IT services and support at Northwestern University, has been named associate vice provost for technology and digital initiatives at the University of Pennsylvania Libraries.

Sean Quimby, director of the Rare Book & Manuscript Library at Columbia University, has been named associate university librarian and director of the Jay I. Kislak Center for Special Collections, Rare Books, and Manuscripts at the University of Pennsylvania Libraries.

Faculty Members

APPOINTMENTS

Claudia Rankine, a poet who won the National Book Critics Circle Award in Poetry in 2014 and received a MacArthur Grant in 2016, will become a professor of creative writing at New York University next summer.

Kendra Scott, founder and CEO of Kendra Scott LLC, will co-teach Women in Entrepreneurship in a new faculty appointment as a professor of practice in the College of Fine Arts at the University of Texas at Austin.

Organizations

APPOINTMENTS

Reza Fakhari, vice president for internationalization and strategic initiatives at St. Francis College, in New York, has been named chair of the Board of Directors of Amnesty International USA.

Michael Goldsten, founder and senior counsel of the higher-education practice at Cooley LLP, has been named

managing director of the new Center for Higher Education Transformation at Tyton Partners.

Deaths

Stephen F. Cohen, a historian and professor emeritus of Russian studies at Princeton University and New York University, died on September 18. He was 81.

William H. Danforth, chancellor emeritus of Washington University in St. Louis, died on September 16. He was 94. Danforth was chancellor from 1971 to 1995, when he retired and became chairman of the Board of Trustees. He joined the university's School of Medicine faculty in 1957 and later became vice chancellor for medical affairs and president of the Washington University Medical Center.

Arthur A. Dugoni, dean of the School of Dentistry at University of the Pacific from 1978 to 2006, died on September 23. He was 95. The school was renamed the Arthur A. Dugoni School of Dentistry in his honor in 2004, while he was still dean.

Martin Johnson, dean of the Manship School of Mass Communication at Louisiana State University, has died. He was 50.

Sally Engle Merry, a professor of anthropology at New York University and winner of the 2019 Franz Boas Award from the American Anthropological Association, died of lung cancer on September 8. She was 75.

Geoffrey Nunberg, a linguist and professor in the School of Information at the University of California at Berkeley who was a regular commentator on NPR's *Fresh Air*, died on August 11. He was 75. Nunberg taught at the University of Rome, and later at the University of California at Los Angeles and Stanford University.

— COMPILED BY JULIA PIPER

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Helen Norris,
Vice President and CIO
at Chapman University
and Educause Board Member

HERE TO LEAD BOLDLY.

HOW TO LEAD IN A CRISIS? DON'T WAIT FOR THE CRISIS.

Meet **Helen Norris**, the IT leader who kept chaos at bay at Chapman University, thanks to solid relationships built long before the pandemic hit.

"If the university had come to us during 'normal' times and asked us to move our workforce remote, it would have been an 18-month project. But necessity forces creativity. Relationships my department forged before the crisis were invaluable. We had credibility and didn't need to build them on the fly. Build relationships now, before you need them."

— Helen Norris —



CHAPMAN UNIVERSITY

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