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OF HIGHER EDUCATION

May 14, 2021
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THE CHRONICLE OF HIGHER EDUCATION

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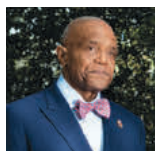
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Higher Ed's Reset

"BECAUSE I WAS WRESTLING WITH SO MUCH, I immediately thought, 'I am the dumbest person here, so I'm going to shut up, observe, and listen,'" said a former student, who was the first in her immediate family to attend college.

She described how growing up poor in a Black family in rural Mississippi left her feeling estranged as a Stanford University undergraduate. "I was second-guessing myself as soon as I walked into the classroom."

Such emotions can be common among first-generation students and students of color. And hearing it from Jesmyn Ward — a two-time National Book Award winner, a recipient of a MacArthur "genius grant," and a professor at Tulane University — felt striking.

Ward spoke during *The Chronicle's* recent leadership summit, Higher Ed's Reset, in April. The three-day virtual event focused on how college leaders can rethink teaching, student support, and how they prepare their institutions for the future.

The summit was an extension of the virtual panels we've been producing almost weekly since Covid-19 shut down campuses last year. The Reset event included a range of speakers: five college presidents, including Michael Crow of Arizona State University and DeRionne Pollard of Montgomery College; and experts on teaching or student success like Cathy N. Davidson, a professor of English at the Graduate Center, City University of New York, and Anthony A. Jack, an assistant professor at the Harvard Graduate School of Education.

While the speakers emphasized the need for new ways of operating and educating post-pandemic, 70 percent of the 736 attendees who voted in an online poll the first day said their institutions were only "somewhat prepared" to make changes.

But among the hundreds of questions and comments that came in during the event, many audience members expressed optimism that their institutions can change. Not only for the sake of their institutions' viability and reputations, but for the sake of all the young Jesmyn Wards who are planning to take a big step away from their homes and onto campuses during such an uncertain time.

In our next issue, we plan to feature excerpts from the summit. To watch a recording of the Reset event or register for forthcoming virtual events, visit chronicle.com/virtual-events.

Thanks.

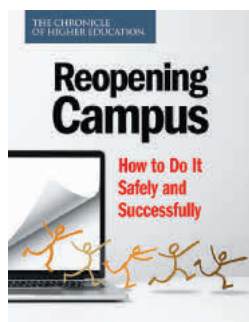
— IAN WILHELM, ASSISTANT MANAGING EDITOR



CHRONICLE PHOTO

New from the Chronicle Store

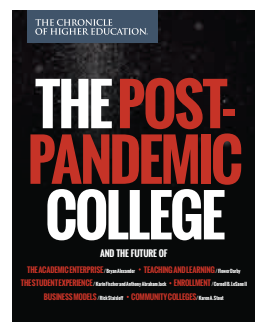
Bringing students back to campus is a top priority for many colleges as Covid-19 vaccines become widely available. But planning for your campus reopening won't be easy. **Learn how to support the faculty during the transition and how to communicate with students** about the new college experience.



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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.



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Rutgers Professors Win National Book Critics Circle Awards

Each year, the National Book Critics Circle presents awards for the finest books published in the United States.

Rutgers Congratulates Our Two Professors for Receiving This Honor



Nicole Fleetwood

Professor of American Studies and Art History



Award for Criticism

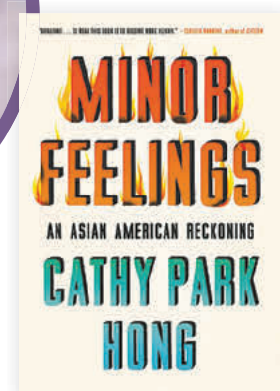
"A blistering critique of the penal system and ultimately a testament to human flourishing in spite of it. Thoughtful and ambitious, Fleetwood never loses sight of visibility and humanization as her goals."

—Justin Rosier, Chair, NBCC Criticism Committee



Cathy Park Hong

Professor of Creative Writing



Award for Autobiography

"This courageous, unblinking, innovative, gorgeous, and furious book invites readers to begin to understand the experiences of the completely non-homogenous group of people lumped together as Asian Americans."

—Marion Winik, Chair, NBCC Autobiography Committee

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FIRST READS

College affordability | Outlawing 'indoctrinator' | Board brouhaha | Spring enrollments

College affordability

A Free-for-All?

PRESIDENT BIDEN'S PLAN for two years of free community college, which could make postsecondary education more affordable and accessible to millions of Americans, is being praised as a long-overdue step forward. But depending on how it's structured, some experts also caution that it could end up hurting disadvantaged students by diverting them to colleges where they're less likely to succeed, and that it could provide free tuition to those who can already afford it.

The American Families Plan, which Biden unveiled last month, includes \$109 billion for two years of free community college, for "first-time students and workers wanting to reskill." Democrats have been promoting the idea for years, and President Barack Obama proposed making community college free for millions in 2015. With their party narrowly controlling both the House and the Senate, as well as the presidency, the measure's chances of passage are stronger today than six years ago. Still, the costly proposal, which is a key feature of a

\$1.8-trillion economic-stimulus package, is likely to draw steep resistance from Republicans.

Some progressives argue it doesn't go far enough; they'd like to see four, not just two, years of tuition-free college. Others say that if it doesn't include income requirements for recipients, it will give away too much, providing free tuition to students from families who can afford to pay.

Some experts also worry about the potential impact of giving students incentives to not start in a four-year college. They argue that students who start out in community colleges — including minority and first-generation students — are less likely to end up with four-year degrees, largely because many of their credits fall through the cracks when they transfer to a four-year institution. Studies have shown that about 80 percent of students entering community colleges plan to earn a bachelor's degree, but fewer than 15 percent end up with one.

"If free community college is a reality, it's possible even more students will enter and

even more students will be stymied in their pursuit of a bachelor's degree," said Loni Bordoloi Pazich, program director of the Teagle Foundation.

The Biden plan includes extra money — \$39 billion — to address such concerns. It would provide two years of subsidized tuition to historically Black colleges, tribal colleges, and other minority-serving institutions for students from families earning less than \$125,000 a year.

It also would provide more money di-

rectly to low-income students and to bolster supports at community colleges. It would set aside more than \$80 billion to raise the maximum Pell Grant, for the nation's lowest-income students, by \$1,400. That would bring the maximum to \$7,900. Over the last 50 years, the Biden plan points out, the maximum Pell Grant has shrunk from covering nearly 80 percent of the cost of a four-year college degree to less than 30 percent, forcing students to take on more debt.

Free community college is already a reality in many parts of the country. According to the advocacy group College Promise, there are now 368 free-college programs, including 31 that are statewide. Most are "last dollar" programs, which means the money kicks in only after all grants and scholarships are applied. Pell Grants alone cover tuition costs for most low-income students, so for them, two years of community-college tuition is already free.

"If the goal is just access, we pretty much have that already," for low-income students, Pazich said. Still, she said, "there's something powerful about the message" of free college. "It's unambiguous."

The plan has been warmly received by many higher-education-policy groups. Some four-year colleges do, however, worry students will be siphoned away from their campuses. Barbara Mistick, president of the National Association of Independent Colleges and Universities, released a statement to *The Chronicle* saying colleges that serve large numbers of low-income students from their communities are particularly concerned about enrollment declines.

Laura W. Perna, a professor of education at the University of Pennsylvania who studies free-college plans, said it's important that the plan serve not only recent college graduates but also older adults. "A lot of these free-tuition programs target students moving from high school directly to community colleges," said Perna, who is also a vice provost for faculty. That leaves out older learners who are retooling for a different job or re-entering the work force after raising families.

— KATHERINE MANGAN



SAM KALDA FOR THE CHRONICLE

Outlawing 'indoctrination'

Idaho Targets Its Colleges

THE TENSION in Idaho over whether colleges are “indoctrinating” students with a left-ist agenda was codified into law last month. Gov. Brad Little signed a bill that bars public schools and institutions of higher education from directing or compelling students to “affirm, adopt, or adhere” to what the state Legislature views as the principles of critical race theory.

“The claim that there is widespread, systemic indoctrination occurring in Idaho’s classrooms is a serious allegation,” the Republican governor wrote in a letter to the speaker of the state’s House of Representatives. “Most worryingly, it undermines popular support for public education in Idaho.”

The Idaho State Board of Education did not take a position on the bill, but Matt Freeman, its executive director, said in an emailed statement that “the board has not received any documented evidence of systematic ‘indoctrination’ occurring in Idaho’s public schools or our public higher-education institutions.”

The new law outlines what the Legislature believes are “tenets” found in critical race theory and says that they “exacerbate and inflame divisions on the basis of sex, race, ethnicity, religion, color, national origin, or other criteria in ways contrary to the unity of the nation and the well-being of the state of Idaho.”

Those tenets, according to the Legislature, include the idea that people “are inherently responsible for actions committed in the past by other members of the same sex, race, ethnicity, religion, color, or nation of origin.” The law states that students cannot be distinguished or classified based on their race — while also saying the legislation would not interfere with requirements to collect students’ demographic data. And it outlaws teaching the idea that “any sex, race, ethnicity, religion, color, or national origin” is su-

perior to any other or can be used to justify treating people adversely.

The *Idaho Press* reported that the lawmakers who objected to the bill said that it would detract from classroom conversations and that antidiscrimination protections aren’t needed because Idaho already has them. But the newspaper reported that conservative lawmakers in the state are afraid that white students are being taught that they should be ashamed of “past wrongs carried out by earlier generations, such as slavery.”

Higher education has been under fire in Idaho. In March the Legislature cut \$409,000 from Boise State University’s appropriation — the amount the institution said it spent on social-justice programs. The same week, a group of mandatory diversity classes were temporarily suspended at the university so that it could investigate an incident that officials believed had taken place in one of the classes. Officials said they had heard about the incident only second- and thirdhand.

Recently, the advocacy arm of the Idaho Freedom Foundation, which calls itself a free-market think tank, has been peppering the state’s residents with robocalls and radio ads that say public colleges are teaching students “to hate America,” *The Chronicle* reported.

In a statement responding to the new law, a Boise State spokesman said the university supports “academic freedom and the free exchange of ideas on our campus.” He quoted the board’s policy, which states that Boise State is committed to its mission to “foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression.”

Critical race theory has also been attacked by Republicans on the national level. Last September, President Donald J. Trump issued an executive order banning funding for diversity and inclusion training. The order included critical race theory as one of the “divisive concepts” that should not be taught with federal dollars.

But critical race theory is not diversity and inclusion training. Its founding is closely intertwined with the work of Kimberlé Crenshaw, a law professor at Columbia University and the University of California at Los Angeles who studies issues of race, racism, and the legal system.

The American Bar Association called it “a practice of integrating race and racism in society that emerged in the legal academy and spread to other fields of scholarship.” This practice “critiques how the social construction of race and institutionalized racism perpetuate a racial caste system that relegates people of color to the bottom tiers.” It does not teach that any one race or ethnicity is superior or inferior to another, as the Idaho law suggests.

President Biden rescinded Trump’s executive order on the new president’s first day in office, but the Idaho law indicates that issues of diversity and inclusion may still be legislated at the state level.

Freeman, the executive director of the state’s Board of Education, said it took the Legislature’s concerns seriously and

would “soon begin a comprehensive review of its governing policies related to academic freedom and responsibility for both faculty and students.” The board will also conduct campus-climate surveys of students.

— NELL GLUCKMAN

DARIN OSWALD, IDAHO STATESMAN VIA AP



Board brouhaha

Trustee Fight Reaches the Supreme Court

THE NATION'S highest court said last month that it would take up a First Amendment clash about college governance, evaluating whether a public-college board had the grounds to censure one of its members in a case that could have broad implications for boards and free speech.

The case centers around David B. Wilson, a member of the Houston Community College Board of Trustees from 2014 to 2019. Board members voted to censure him in 2018. At that point, Wilson had filed several lawsuits against the college, and he had also backed robocalls protesting college operations in Qatar and arranged a private investigation into whether a board colleague lived in her district.

The board's chair at the time, Carolyn Evans-Shabazz, called his conduct "inappropriate" and "reprehensible." As part of the censure's sanctions, Wilson would be unable to hold board leadership positions or get reimbursed for board travel. He also would need additional approval for community-affairs spending.

To Wilson (below right), the vote was a violation of his First Amendment rights. He was punished, he argued, for speaking out on issues of public concern, and it caused him mental anguish.

Individual trustees were welcome to disagree with his constitutionally protected speech, Wilson told *The Chronicle*. But a censure from a government body like the board over a matter of speech is overstepping, he said.

A district court disagreed, but the U.S. Court of Appeals for the Fifth Circuit sided with Wilson. Elected officials should speak out on matters of public concern, that body wrote.

The college's lawyers petitioned the Supreme Court for further review. A censure is

a "quintessential form of government speech," they wrote in an appeal, and the First Amendment does not bar someone from criticism. The appellate court's decision "implausibly holds that elected officials suffer a constitutional injury when they are criticized for their performance in office," they wrote. (A lawyer for the college did not respond to an email seeking comment.)

Robert Glaser, the board's chair, told *The Chronicle* that during his time as a trustee, the board has rarely voted to censure, outside of the Wilson vote. "We had to spend additional time and resources on issues that were brought up by Trustee Wilson," he said. "It did take away from the normal duties."

Glaser, who voted against the 2018 censure, said his colleagues are closely watching the case, *Houston Community College System v. David B. Wilson*, No. 20-804. "We knew it was in play, that it was a possibility," he said. "I don't think anyone would have imagined it would have got to this."

Melissa M. Carleton, a partner at Bricker & Eckler who focuses on education law, said the censure is a "go-to tool" that boards use to take action against "problem children." (Sometimes, she added, these trustees have legitimate points, and "the board is the problem child.")

The case might not split along party lines, she added. Wilson's argument that he suffered mental anguish "strikes me as a little bit of a snowflake argument," Carleton said, but one could also characterize the case as one

about government shutting down speech.

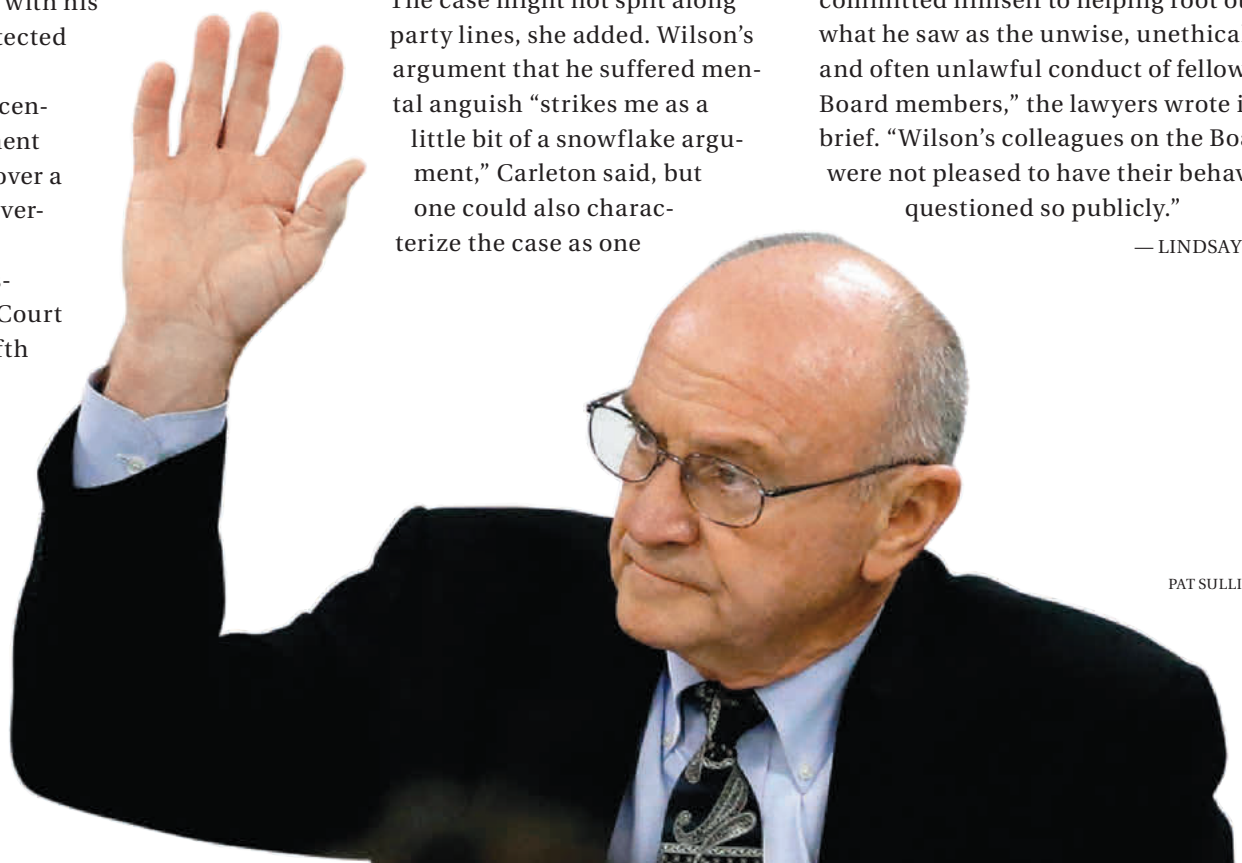
A ruling in favor of Wilson could undermine a common understanding among governing boards — that members should act as one and avoid personal crusades. Groups that advise boards tend to oppose so-called rogue trustees who go it alone in processes separate from official board forums. The Association of Community College Trustees urges board members to "govern as a singular unit and speak with a single voice." Elected trustees in particular, the group advises, should "avoid bad publicity for the college, the board, and for themselves."

The group specifies that individual board members should not conduct investigations into college businesses. "Even though trustees may have concerns about the college's management, they need to be prudent in their requests to avoid their own mismanagement or micromanagement."

But there was plenty for Wilson to protest, his lawyers argued in a brief to the Supreme Court. Mere days before Wilson's censure, a former board member was sentenced to prison after a judge said he took \$225,259 from people seeking contracts with the college.

"As a member of the Board, Wilson committed himself to helping root out what he saw as the unwise, unethical, and often unlawful conduct of fellow Board members," the lawyers wrote in a brief. "Wilson's colleagues on the Board were not pleased to have their behavior questioned so publicly."

— LINDSAY ELLIS



PAT SULLIVAN, AP

Spring enrollments

Undergrad Drop Is Steepest Since Pandemic Hit

NEW SPRING ENROLLMENT DATA from the National Student Clearinghouse Research Center show the steepest decline among undergraduates since the pandemic began.

The data, which reflect enrollments through March 25, indicate that undergraduate attendance fell 5.9 percent compared with the same time last year. Overall enrollment this semester is down 4.2 percent from a year ago.

While fewer undergraduates are enrolled in college this spring — particularly at community colleges, which saw an 11.3-percent decline from a year ago — graduate-student enrollment continued to grow. It's up 4.4 percent from the previous year.

The drop in undergraduate attendance played out among all racial and ethnic groups, with Native American students — a 0.6 percent share of enrollment this spring — declining the most. The 13-percent decrease in Native American undergraduates from a year earlier outpaced the drop of Black, white, and Latino/Latina students, whose attendance fell 8.8 percent, 8.5 percent, and 7.3 percent, respectively, this spring.

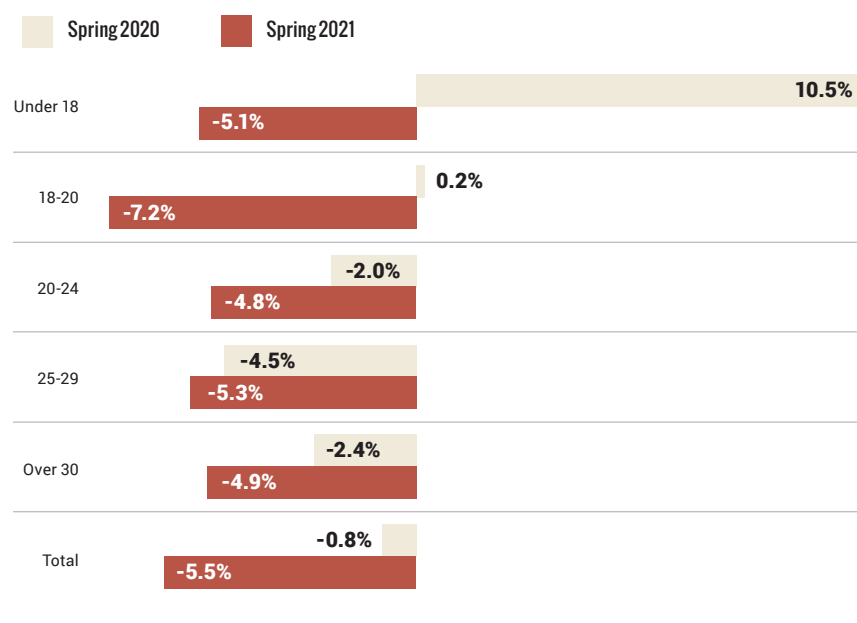
The center's enrollment results are based on 12.6 million students and 76 percent of the nearly 3,600 institutions that report to the clearinghouse.

Here are four takeaways from the data:

— AUDREY WILLIAMS JUNE

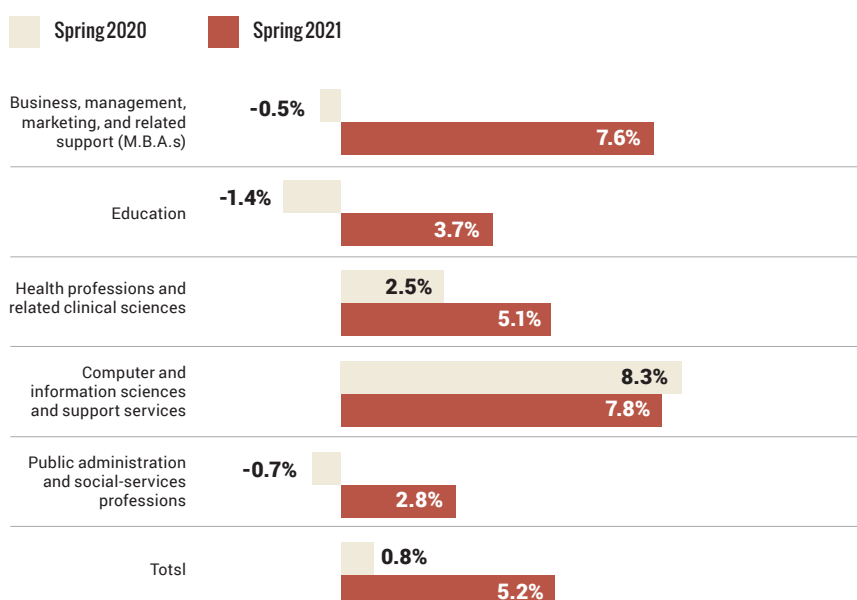
A Downturn in Traditional-Age Students

Undergraduate enrollment in all age groups declined this spring, but 18- to 20-year-olds fell the most.



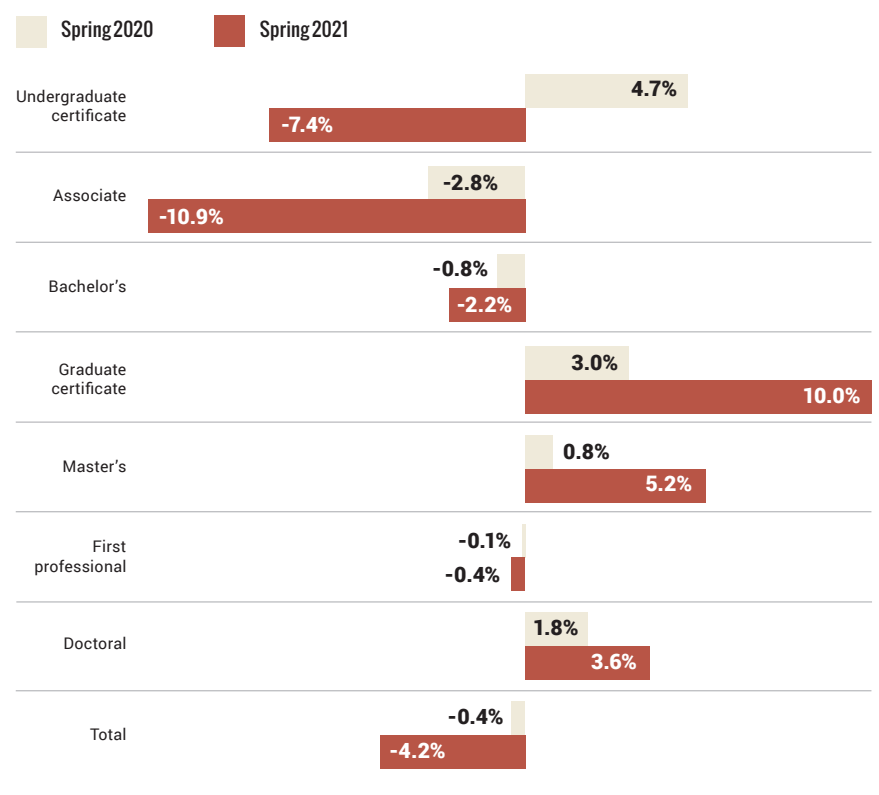
Demand for Master's Degrees Is On the Rise

Enrollments in M.B.A. programs were declining in the spring of 2020 but have risen nearly 8 percent since then.



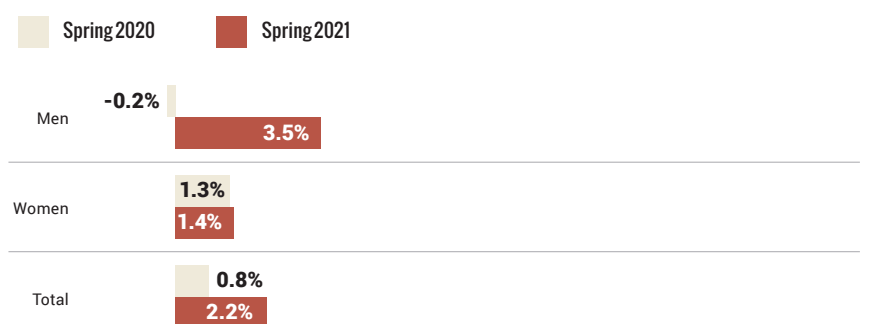
Enrollments: Up and Down

Master's and Ph.D. enrollments are up, while associate- and bachelor's-degree enrollments are down.



A Bright Spot in Male Enrollment

Primarily online institutions are the only colleges where undergraduate men haven't fallen behind women during the pandemic.



Note: At primarily online institutions, more than 90 percent of students enrolled exclusively online before the pandemic.

Source: National Student Clearinghouse Research Center



THE REVIEW

The Collapse of the College Dream Machine

**Our blind faith in the transformative power
of higher ed is slipping. What now?**

BY CHAD WELLMON

IN THE WEEKS following the U.S. presidential election in November, Twitter was aflutter with the suggestion that a Biden-Harris administration could issue an executive order canceling student-loan debt. The responses ranged from the moralizing — “Why should I pay for other peoples’ poor choices?” — to the hortatory — “Higher ed is a right!” — to the pedantic — “Historian of higher ed, here.” And then there was the sociologist Tressie McMillan Cottom, quote-tweeting those who couched their opposition to student-debt forgiveness as a concern about the majority of Americans without the “luxury” of a college degree:



McMillan Cottom’s tweet distilled the argument she had first made in her book *Lower Ed* (2017): The explosive growth of for-profit colleges has been fueled in part by federally backed student loans, a wildly disproportionate share of which are owed by Black men and women. Elite higher ed, in her words, “legitimizes the education gospel while” Lower Ed “absorbs all manner of vulnerable groups who believe in it.”

What must one believe in to be willing to borrow tens of thousands of dollars in order to pursue a certification of completion — a B.A.? What would a college have to promise in order to compel someone to do that? What would a bank have to believe to extend this person credit? Or the U.S. government, to guarantee such loans en masse — now roughly \$2 trillion? And what would a society have to believe to sustain the system that keeps it all going?

The word *credit* comes from French and Italian words meaning “belief” or “trust,” and it is related to the Latin noun for “loan” or “a thing entrusted to another” (*crēditum*) and the verb “to trust” or “to believe” (*crēdere*). Credit is a form of trust that one person or group has in another, and that serves as the basis for the former to provide the latter some thing (typically goods or money), with the expectation that the person so entrusted will within a certain period of time return it. In a relationship based on credit, belief and trust become practice. In the United States, it’s just this type of relationship that underpins the financing of higher education.

Colleges have for centuries benefited from the belief that they could provide prospective students, as well as institutions (the Roman Catholic Church, the state, the military, aristocratic classes) with particular goods (social recognition, status or class membership, discrete skills or knowledge, money, prestige). But it wasn’t until the middle of the 20th century in the United States that a belief arose in the capacity of colleges to transform not just the lives of social elites but the lives of all people — and also to directly change society.

Where did this belief come from? How did it become, in the United States at least, nearly universal, almost assumed? Who made use of it, and to what ends?

This belief was bolstered by a particular Cold War mixture of lib-

eral humanism, a progressive theory of history, global finance, and technocratic governance. Together, these four facets made up an ideology meant to modernize not just the United States, Canada, and Britain but the postcolonial world that constituted a former crumbling empire. Few spread the gospel of higher ed more authoritatively than Clark Kerr, who served as chancellor of the University of California at Berkeley (1952-57), president of the University of California (1958-67), and chairman of the Carnegie Commission on Higher Education (1967-73).

But that gospel is no longer news. It’s an ossified dogma that obscures the pact structuring American society since the middle of the 20th century and continues to misshape our lives.

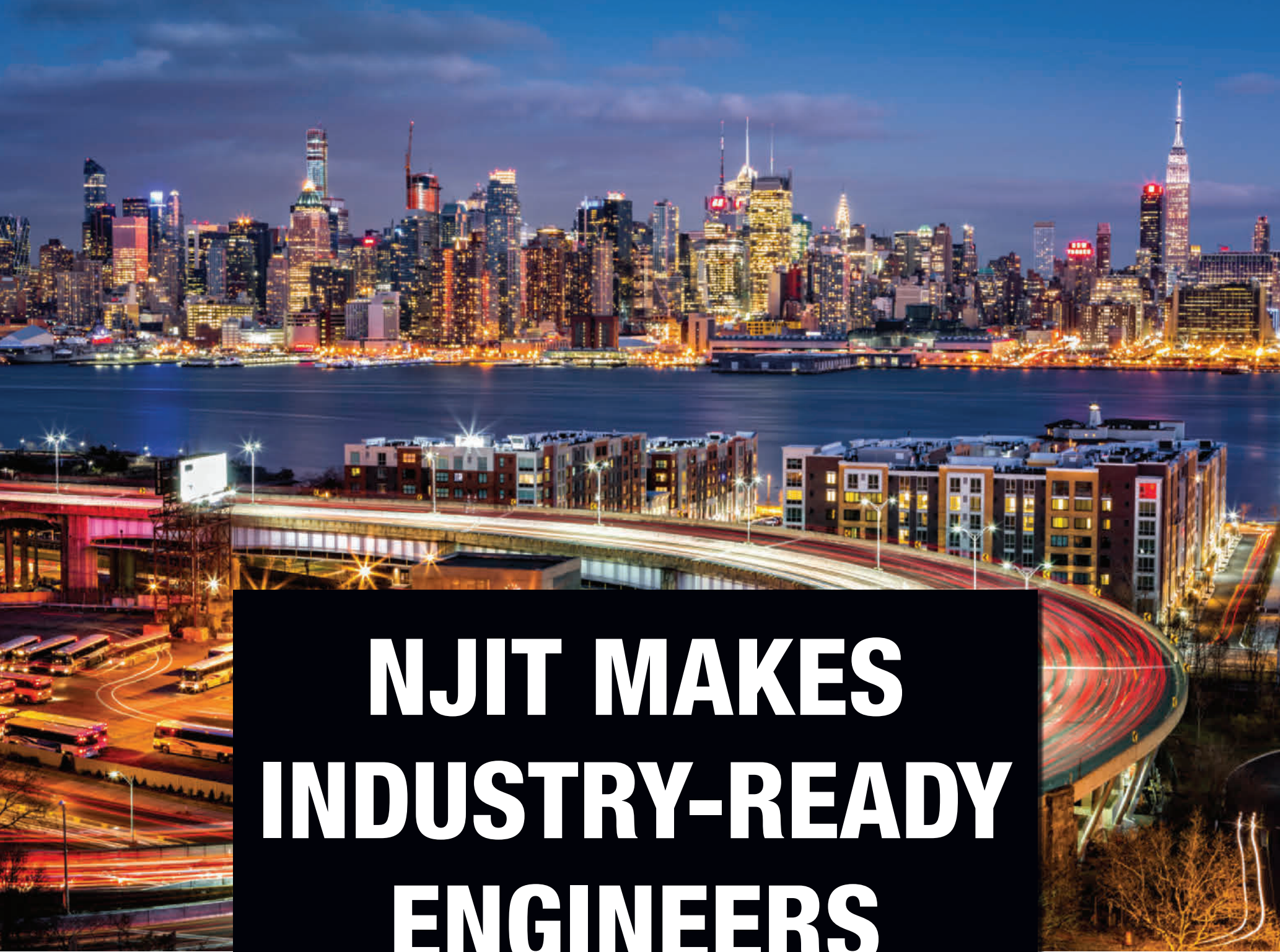
IN AN ESSAY based on his inaugural address as chancellor of the University of California at Berkeley, in 1953, Kerr explained to the faculty, of which he had been a member since 1945, that it was party to an implicit contract that set the terms of the university’s relation to society. In return for the provision of laboratories, libraries, and the freedom to practice the “calling of the scholar,” universities provided society with ideas and a labor force trained for the industrial age — the “raw materials of progress.” By accepting industrial society’s material and moral infrastructure, Berkeley’s faculty members obligated themselves to produce knowledge for it.

The implicit compact between university and society drew its force from history itself. Society supported faculty members and the university, contended Kerr, “in the belief that they are part of a process by which men are able to discover the truth and, through this truth, control their destiny.” Kerr acknowledged how untimely such a belief was. Speaking in the early years of the Cold War, when fears of fascism and totalitarianism constrained political hopes, and fatalisms of both the Christian and the existentialist sort cultivated a debilitating hopelessness, Kerr described the present “age of doubt” as a capitulation to a theory of history that dressed despair up as mature realism. In fact, he said, such despair betrayed a fear that human beings could not control their own futures. This disposition was especially detrimental to the university because it eroded the confidence necessary to fulfill its function: to serve as the intellectual agent of development and modernization.

Kerr exhorted Berkeley’s faculty members to recognize the existential challenge that confronted them and to accept their historic responsibility, a call they could heed only if they believed in progress and the university’s singular role in realizing it. “The university of today,” announced Kerr, “is founded on the faith” that people can consciously direct human progress and control the future. Without this faith, there would be no role for the university in industrial modernity.

Kerr delivered his address on “The University in a Progressive Society” several years after the publication of such liberal classics as Reinhold Niebuhr’s *The Nature and Destiny of Man*, Lionel Trilling’s *The Liberal Imagination*, and Arthur Schlesinger Jr.’s *The Vital Center*. Presenting the future as a dangerous course between the Scylla of communist utopias and the Charybdis of fascist totalitarianism, these works shaped the “bleak liberalism” that the scholar Amanda Anderson has shown was common among American intellectuals between 1930 and 1950. Writing in 1957, Judith N. Shklar, then a young professor of philosophy at Harvard and now best known for her decidedly bleak “liberalism of fear,” identified, like Kerr, a melancholia among American liberals. They had concluded that, as Schlesinger put it, “man was, indeed, imperfect.” Shklar diagnosed American liberals as lacking political faith, a faith in the “power of human reason expressing itself in political action.”

Shklar sought a new politics — one propelled by radical hope and uncowed by liberal anxieties about totalitarian threats and the dangers of wanting too much. Kerr, who trained as a labor economist, took a different path. He hoped that higher education might facilitate a competent managerial and scientific elite, a technocra-



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cy, powered, as he put it in 1969, by “the largely hidden hand of the experts in the offices of government agencies, corporations, trade unions, and nonprofit institutions working with cost-benefit analysis, with planning, programming, and budgeting.” Such a system would coordinate minds and matter, and bring about the end of ideology and political conflict. Kerr’s address was an early statement of the belief in the individually and socially transformative power of colleges and universities to reduce inequality and ensure unending economic growth. It was also an articulation of a Cold War liberalism whose imprint lives on in the institutional norms, ideals, and infrastructures of contemporary higher education.

For Kerr, all of these benefits were couched in terms of an explicit theory of history, one that guided his academic leadership: what he called, in his 1953 address, the “continuing upward movement of our Western civilization.” The university was not only a trove of accumulated knowledge but also a source of confidence, a consoling

societies and people as they progressed toward the highest stage of human development: industrial modernity.

In so doing, Kerr and his fellow mandarins of modernity (*the* phrase is Nils Gilman’s) articulated the fixed function colleges and universities played in this historical and social process of global development. They cast the university as the central institution in a system of collective, “evolutionary” rationality, a system whose functions included not just the transmission of knowledge and the production of ideas but also “the instruments whereby men control their environment.” The university was the instrument of post-ideological social management.

Reflecting decades later on his wartime work as a labor economist — during World War II, he had served as the West Coast director of wage stabilization for the National War Labor Board — Kerr wrote that war had compelled him to eschew academic and political theories and to focus instead on pragmatic, even experimental, approaches to increasing the nation’s production. This purported rejection of “ideology” led economists such as himself to jettison economic dogmas from classical economics and Marxism to Friedrich Hayek’s early, philosophically inflected neoliberalism, and to become, as Kerr put it, “more unified in outlook and more neutrally professional.” Neither pro-labor nor pro-management, those economists sought “workable policies” for immediate problems, not ideas for “the best of all possible worlds,” not “Procrustean beds for facts from theories and ideologies.” These were the dispositions that would shape his tenure in higher education, too.

The postwar university created ideas and knowledge by producing particular types of people — “experts,” as Kerr explained in a 1968 lecture, who “help settle the inevitable conflicts of interest on the basis of facts and analysis.” These experts were the guardians of knowledge and the agents of progress, and, regardless of their particular industry or economic sector, they were purveyors of the belief that American universities were essential to both. This elite was distinguished not only by its technical skills but more basically by its induction into the all-enveloping “web of rules” — conventions, norms, and moral values — that structured industrial modernity and safeguarded its global markets. Universities educate the kinds of people required by the industrial age, inculcating the requisite ethos and moral aspirations: choice, consent, adaptability, and consumerism.

As Kerr envisioned it, this system would eventually give rise to a global meritocracy, one that amplified the homogenization of elites and experts, and increased their financial and social distance from everyone else. “The elites,” wrote Kerr and his co-authors in *Industrialism and Industrial Man* (1960), “become less differentiated, the ideologies become more pragmatic; the old culture becomes dimmer in the memory. The elites all wear gray flannel suits; the ideological controversies become more barren; the cultural patterns of the world intermingle and merge.”

KERR claimed to be observing a rearrangement of the global social order and a new stage in the history of capitalism. Whereas the feudal lord had faced the peasants and the industrial capitalist had confronted the working class, now the professional manager — whether managing a bit of the federal or state bureaucracy, a division of GM, or a university — faced “knowledge workers.” This made college campuses, not the manor or the factory, the contemporary locus of social and political conflict. Technological advances and increased access to higher education, observed Kerr, had created a new “intellectual class,” one dissatisfied with the distribution of authority of earlier forms of capitalism. (Kerr encountered such “dissatisfaction” directly on his own campus when, in 1964, the Free Speech Movement denounced him and the “machine” he managed.)

Kerr believed that the administrative and managerial methods he had helped to devise and enact in postwar American universi-

The implicit compact between university and society drew its force from history itself.

sign of the historical necessity of the path of progress as it had developed over the past “three centuries of Western thought.” With this forward-looking narrative, which rendered “the West” synonymous with “science” and the “scientific revolution,” Kerr countered Cold War worries about cultural decline.

This path was moral as well as intellectual. Kerr propounded a liberal perfectionism — a modern faith that absolved human beings of their finitude (or sin) and legitimated a belief that the future was ours to master. In the modern system of higher education, the function of “ethics” was to make moral sense of the work that scientists and technologists had already done, and the function of the humanities was to provide “leisure” for a largely satisfied society of the university-educated middle class.

Like other liberal institutions — competitive markets, democratic governance, and a free press — the Cold War American university was part of a system that sustained, as Kerr put it, a “permanent revolution” meant to drive humankind to ever greater heights of well-being, as measured by economists and other social scientists. Over the course of his career, Kerr attempted to induce trust not so much in individual humans’ capacity to reason and deliberate, but rather in competitive markets and the expert systems that protected those markets from outside interference. Systems, not human beings, make reason rational; science, not scientists, creates knowledge; markets choose, not people. Individual ideas are of “no value at all” until they have been processed. Reason only becomes real in the “hidden hand” of processes and systems.

OVER THE NEXT TWO DECADES, in what he would retrospectively dub the “golden age” of American higher education, Kerr developed his progressive theory of history into a detailed, normative account of modernization. In *Industrialism and Industrial Man* (written with three other labor economists), *Marshall, Marx and Modern Times*, myriad lectures and short essays, and the more than 160 reports and publications he oversaw as chairman of the Carnegie Commission, Kerr and his colleagues described, measured, and defended what they considered to be the “necessary” path of social development, not just for the United States but for all



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ties could be applied at much greater scales and across the globe. Decentralization, human-capital development, and administrative and managerial reforms borrowed from General Motors and Shell Oil (and adapted by Cresap, McCormick, & Paget, one of the first higher-ed consulting firms, during Kerr's tenure as UC president) weren't only efficient mechanisms for economic growth — they were forces capable of propelling all properly modern social structures and of producing, as Schlesinger put it, a “a wide amount of basic satisfaction and ... a substantial degree of individual freedom.” These processes would necessarily spread across the globe, especially the decolonizing world.

Between 1950 and 1970, Kerr's belief in higher education was buoyed by research on the correlation between educational attainment and life “outcomes” as measured by prospective employment and earnings. The belief was institutionalized by unprecedented state and federal investment in public research universities and the creation of a vast tier of

the claim that higher education could solve economic and social inequality. But when this faith in the link between the university and society began to erode as student protests raged and the oil shocks and economic turmoil of the early 1970s hit, the question of who benefits, who pays, and who should pay became a cultural and political fault line.

AFTER Ronald Reagan's election as governor, in 1966, and, to his delight, the UC Board of Regents' subsequent dismissal of Kerr (Reagan had cast Berkeley as the epitome of irresponsible university radicalism), the belief in universities as central agents of modernization persisted, but in new and different forms. In 1972, Kerr, in his new position as chair of the Carnegie Commission on Higher Education, traveled to the University of Nairobi, where he delivered a lecture titled “Education and National Development.” With colleges in the United States facing, as one Carnegie Commission publication was titled, a “new depression,” Kerr asked if higher education, first in the United States and now possibly



four-year state and community colleges — all subsidized by student-grant and -loan programs.

These state and federal investments were premised on the idea that colleges raised the individual student's employment prospects and future earnings, drove economic growth, and would therefore lead to social equality. The Servicemen's Readjustment Act of 1944 (the GI Bill) introduced a decades-long series of federal-university joint ventures that eclipsed such previous efforts as the Morrill Act of 1862 and the New Deal's more limited 1930s investments in colleges. The 1950s brought the National Science Foundation, several new institutes for the National Institutes of Health, and research dollars, plus large state investments in colleges in California and New York. The year 1965 saw the Higher Education Act, which, when reauthorized in 1972, introduced means-tested Pell Grants (then called Basic Educational Opportunity Grants) and helped to reduce direct tuition expenses for low-income students at the lowest-cost institutions.

The faith that universities could generate rising incomes and social equality was hard won. For several decades, Kerr and his allies worked to identify the university with society generally, thereby obscuring the interests of the university itself. For a brief time, this was rhetorically effective because it transformed the internal functions and problems of the university — everything from its finances and governance to curricular battles and student protests — into general cultural concerns. What happened on college campuses was a microcosm of the larger culture and society. This was the basis for

in Kenya, had proved to be “another god that had failed.”

As in the United States, across Africa a “revolution” in higher education, noted Kerr, had brought unprecedented enrollments; between 1950 and 1970, the number of colleges between the Sahara and the Limpopo grew from four to 30. In both the United States and East African nations such as Kenya and Tanzania, however, doubts about the contribution of higher education to economic growth and “development” had increased as underemployed college graduates “flooded” cities and “shunned agricultural and manual labor.” Standing squarely in the future he had once so confidently predicted, Kerr counseled his audience in Nairobi and across the decolonizing world to engage in a “more realistic” appraisal of the role higher education played in shaping society.

Kerr's postcolonial revision of higher education's historical function included a major correction of one of Cold War liberalism's basic tenets: the presumed close correlation between higher education, economic growth, and individual earnings. Now, in 1972, he described the connection between the two as “loose.” Yet he professed the same belief he had for two decades, namely that higher education was a “necessary condition” for national and global progress. Economic data would not be allowed to weaken the faith. What mattered more than measures like average annual earnings or GDP, argued Kerr in Nairobi, was peoples' “attitudes toward modernization,” their trust in “political, scientific elites,” and their own confidence as consumers. The belief in higher education mattered not because it nurtured intellectual desire or bound scholarly communities togeth-



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er but rather because it remade people in the image of Cold War liberalism and consumer capitalism.

With American universities facing apparent financial ruin and postcolonial universities figuring out what their social role ought to be, Kerr suggested a change in the system: The private benefits of higher education, he explained, had “so outrun” the social benefits that it was now necessary to reduce “social costs” by shifting the financial burden away from society as a whole and onto private interests — students and their families. He even approvingly cited a proposal in Kenya’s 1964 Development Plan to move toward loans as “a means of financing higher education.”

Kerr’s revision of the contract between the university and society at the dusk of the short-lived “golden age” of American higher education maintained the liberal belief in higher education but adapted it

Kerr et al. converted intellectual desire into a market for student debt.

to the political and economic conditions of the late 1960s and early 1970s — and to newly ascendant concepts about competitive markets and the moral values they prioritized: private self-interest and choice. In so doing, Kerr helped to transform this belief into a justification for student debt.

In January 1967, Governor Reagan had proposed that California’s higher-education budget be cut by 10 percent and, to make up for it, that California’s public colleges charge tuition for the first time since 1900. His plan echoed the views of some of UC’s own faculty members, such as the UCLA economists Armen A. Alchian and William R. Allen, who argued that advocates of zero tuition overlooked the “bonanza” enjoyed by the rich in such a system, in which the “residents of Watts subsidize the residents of Beverly Hills.” As Alchian and Allen explained:

College-calibre persons are, in fact, rich in their inherited mental talents. Such “human capital” is wealth, and for the talented, this wealth is of great magnitude. Further, slighting such human wealth is to ignore the difference between wealth and current earnings. A man with a pool of untapped oil is rich — although he is not now marketing his resource. Similarly, the current earnings of an intelligent youth student may be small, but his wealth — present value of his future earnings — is large. College students, even those with little present income, are not poor. Subsidized higher education gives the student a second windfall — a subsidy to exploit his inherited windfall of talent. This is like subsidizing drilling costs for owners of oil-bearing lands.

Access and equal opportunity could be provided by encouraging students to borrow against their future income, which “will presumably be enlarged by their present training.” It’s here that belief in higher education is transformed into financial speculation. Trust and belief become creditworthiness.

Alchian and Allen’s argument marked a shift in how a belief in the potential economic advantages of a college education could be used. (And they make no mention of anything having to do with intellectual ideals and virtues, or the value of truth-seeking.) It shifted the burden of debt away from public responsibility in the form of state and federal tax dollars, and toward private responsibility and personal choice. Three years later, in 1971, the founding father of law and economics, Henry G. Manne — a self-described acolyte of Alchian — argued that if colleges were forced to compete in a free market and rely on market solutions, students would finally be liberated to become who they were always meant to be: “sovereign consumers.”

The idea of the “sovereign student consumer” was not entirely incongruous with ideas Kerr and like-minded Cold War liberals had championed for the previous 20 years: Higher education was not just efficient at expanding the national GDP, but also constituted a profitable investment in individuals. When President Lyndon B. Johnson signed the Higher Education Act of 1965, he emphasized the “personal value of college” and the “increased personal reward,” and then clarified the nature of that value and reward: “The nation couldn’t make a wiser or more profitable investment.” The HEA doubled the federal government’s annual budget for colleges and universities, and the almost \$2 billion in student aid it provided helped, among other things, to increase by threefold the number of Black students enrolled in colleges and universities from 1968 to 1978.

It also adopted the economic and moral logic that Kerr had sought to institutionalize for over a decade in California. Taking on debt to finance the surest path to a middle-class American life didn’t require the faith of a mustard seed, but it did demand a desire to become middle class. Becoming (or remaining) middle class also meant trusting the experts like Kerr and his colleagues on the Carnegie Commission, who in 1971 declared that American students ought to become “accustomed to the idea of borrowing ... against future earnings” to finance their college educations.

Kerr’s explicit embrace of a previously implicit market logic around 1970 marked the beginning of a two-decades-long transformation of the university into a system that leveraged faith in higher education to create markets for student credit and debt. By coupling students’ aspirations for financial success to the financial interests of colleges, the system sustains an asymmetric alliance. One party has dreams and hopes, and the other decades of data, professional know-how, and, as middlemen in the federally underwritten student-aid financial complex, plausible deniability about their own role in the system.

IN 1960, Kerr was on the cover of *Time* magazine, where an article dubbed him the “master planner,” a phrase Kerr had adopted in the “Uses of a University” lectures to describe the leader of the modern “multiversity.” But later he said that the more accurate title for a university president was “image maker.” Fundamental to the presidential persona was an ability to enchant, to make potential students, and society at large, believe in not only a particular university but in the liberatory promise of higher education as such. The irony of the image of Kerr as the “master planner” and technocratic manager of the multiversity was the degree to which he understood that technocracy, like any system of authority, required faith. This faith motivated individuals seeking a better life and shaped institutions that would come to constitute the American system of higher education.

Without this faith — or, rather, credulity — the gradual shift from public to largely private financing of U.S. higher education would not have been possible. Taking higher education’s liberatory promise as their premise, university leaders compared human capacities to untapped oil reserves and urged aspiring students to “invest” in themselves, to put themselves and their families up as collateral for cash to pay for college. The original Higher Education Act of 1965 had established, among other things, the Guaranteed Student Loan Program, which committed the federal government to repaying a loan if a student defaulted. It also cemented credit, debt, and finance as foundational features of the American system of higher education. With every reauthorization of the HEA — from the establishment of Sallie Mae as an independent financial corporation for incentivizing private loans (1972) and the Middle Income Student Assistance Act (1978) to the PLUS parent loans (1980) and unsubsidized Stafford loans (1992) — Congress expanded the market for student debt.

By the time Sallie Mae devised the first securitized pools of student loans, in the mid-1990s, that market was booming. From 1989 to 2020, total federal loans for undergraduate and graduate students increased from just over \$20 billion to over \$87 billion annually (in 2019 dollars), an increase of 328 percent. The quantity of



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Dear Graduate and Professional School Admissions Manager:

I write you today on behalf of the graduates of Emory University in the Classes of 2020 and 2021. Please consider this a letter of recommendation.

If you are looking to admit graduate and professional students who are resilient, dynamic, empathetic, forward-thinking, and driven, then I recommend you consider our thousands of graduates who completed their Emory degrees under extraordinary circumstances. These graduates have excelled in their broad coursework and experiential learning, completing rigorous academic programs that are ranked among the finest in the world.

Each one of them aspired to achieve a long-held dream—to earn an Emory degree. And when a global pandemic forced them to leave campus last year, they balanced study and research with family responsibilities, adapted to online learning, and reconfigured their lives. They did not waver. Instead, they pulled together—not only to continue thriving in their education, but to support one another and maintain their community and shared purpose in spite of everything they faced.

The graduates of the Classes of 2020 and 2021 brought new meaning to the Emory mission: to create, preserve, teach, and apply knowledge in the service of humanity—and I couldn't be prouder of them.

I know you are looking for talented, high-performing graduate and professional students who are creative, collaborative, and resilient, and that's exactly who our Emory graduates are. They have my highest recommendation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Greg Fenves".

Gregory L. Fenves
President
Emory University



EMORY
UNIVERSITY

loans produced by the system, however, can obscure how differentiated and stratified its burden is across lines of class and race. For example, in 2019, the share of student loans whose current balance exceeded the loan's original balance was 74.2 percent in Black-plurality communities, compared with 47.5 percent in white-plurality communities, according to statistics gathered by the Jain Family Foundation Report.

Many factors have contributed to the growth and differentiated effects of student debt: the nearly constant decline in state appropriations, the steady increase in tuition at public and private colleges, and the proliferation of for-profit higher education, which began in the mid-1990s. Kerr, Alchian, and Manne may not have envisioned such a staggering market for student debt, but they leveraged public belief in the progressive promises of higher education into a debt-fueled, ac-



quisitive, speculative system whose primary purpose is to maintain itself.

By the early 1970s, Kerr had recognized these trends, and by the end of the decade had begun to argue that the future of higher education ran “through the marketplace,” where some colleges would compete for students who could pay full tuition, and others would bring in federal dollars, whether as guaranteed loans or direct payments. Turning competition, debt, and private returns into widely recognized norms, making competitive market values university values, wrote Kerr in 1979 in the final Carnegie Commission report, the industry’s only “road to survival.”

He also understood that in order for that future to be widely accepted, the morals of the marketplace had to be fused with the felt legitimacy of a meritocratic system most fully realized in the highly stratified system of American higher education. Were that belief ever to falter, the entire system risked collapse.

This system now consists of over 4,000 different institutions, but each in its own way relies on a faith in the individually and socially transformative power of college. These institutions are compelled to participate in social policies and institutional norms that every year

induce students and families to believe that college is worth it — no matter the financial costs or the actual goods of the education itself.

ATOP THIS PYRAMID SCHEME sit institutions like my own, the University of Virginia, which masks its constant competition for more — more money, more status, more prestige — as a belief in higher learning. Given the goals they set for themselves, UVA and other wealthy institutions need the system of higher education to continue just as it is. They profess to do so out of a faith that meritocracy’s hidden hand will watch over their graduates, ensuring the liberal, progressive order. And they hire professionals to manage that faith, such as UVA’s recently appointed vice provost for enrollment, who will ensure the most efficient use of students’ hopes in higher education to maximize revenues.

Kerr didn’t create the American system of higher education. But he was its prophet. The banality of his rhetoric, his training as an economist, his proud professionalism and unwavering commitment to expertise, and his matter-of-fact liberalism belied the audacity of his basic premise: that the Cold War university was the necessary path for individual, national, and global flourishing. The liberal belief that colleges can change lives for the better was not simply a delusion or an ideology; it came from a desire to imagine and build a better future. Yet this desire was from its first formulations bound to a belief that the path to such a future was fixed. It just had to be rationally managed by the experts who deserved not only trust but deference.

McMillan Cottom has shown the effects of the higher faith on the lives of those preyed on by for-profit colleges. Caitlin Zaloom has shown its effects on individual students and their families. What Zaloom calls the “student finance complex” shapes the lives of students, families, and communities across the country. It subjects students and their families to the ideals, norms, and values of credit, tying their worth to the determinations of the higher-ed financial complex and its judgment about who deserves to be trusted.

It also shapes our colleges and universities. That the “golden age” of U.S. higher education coincided with the “golden age” of U.S. capitalism should give us pause about elegies for a now-lost democratic institution. It is true that in those mythic decades, Kerr and company largely realized their vision of a system of higher education that was the engine of economic and technological production. But the sheen of success has blinded us to the political and spiritual costs of the system: a corrupt meritocracy and the systematic rejection of the liberatory promise of education. American higher education has produced many goods. But it also launders privilege, luck of birth and circumstance, and financial and social greed into socially acceptable status under the rubric of merit. And it now exacerbates persistent and worsening financial and social inequalities.

Its greatest failure is moral and political. It manufactures the illusions of merit that make individual mettle a marker of worth and dignity. It transforms political conflicts over truth, values, and visions of different futures into unassailable moral differences, matters not of collective action but of individual choice and preference. Yes, the radical expansion of public universities and growth of new tiers of higher education were instrumental to U.S. technological advances, economic growth, and “upward mobility,” but by reconceiving of higher learning as human capital development and universities as competing interests in an economic system called higher education, Kerr and his allies transformed them into acquisitive market actors seeking new revenue sources and the fleeting consolations of prestige — vices legitimated by the global import of the higher faith. Kerr et al. converted intellectual desire into a market for student debt. ■

Chad Wellmon is a professor of German studies and history at the University of Virginia. His latest book, Permanent Crisis: The Humanities in a Disenchanted Age, will be published this summer.



SOUTHWESTERN UNIVERSITY

A Message from Southwestern University's Board of Trustees

After a year like no other, we wanted to take a moment to thank the Southwestern University community—our students, parents, staff, faculty, alumni, and friends around the globe—for your resiliency, creativity, and loyalty. This University stood strong and successfully navigated an unprecedented pandemic. Approximately 70% of Southwestern classes took place on campus and in person. Just when it felt like the worst was behind us, our mettle was tested once again by the ice storm and days-long power outages that gripped Texas in mid-February, causing extensive damage to our facilities and beautiful campus. Once again, we pulled together with grit and determination, and we persevered.

We approach the end of our academic year with gratitude and anticipation. For 181 years, Texas's first university has heralded each graduating class with a very special ceremony. On May 8, 2021, we will continue this tradition and celebrate in person the accomplishments of two graduating classes: the class of 2020 and the class of 2021. Their achievements are considerable and noteworthy: both classes include Phi Beta Kappa inductees, Fulbright and Kemper scholars, Newman civic fellows, and a record number of athletic All-Americans. Our speaker at the two commencement ceremonies is corporate leader, attorney, philanthropist, and musician Paula Boggs, <https://www.paulaboggsband.net>.

Our newly minted graduates will join the ranks of thousands of alumni who have entrusted their education to Southwestern. Our course of study ensures that all students can graduate in four years, and within 10 months of graduation, 86% of our students are accepted to graduate school or enter the workforce.

When our athletic conferences (ASC and SCAC) cancelled fall and winter competition, our students and coaches worked hard

to train and prepare for the spring season. They underwent rigorous COVID-19 testing and followed stringent health protocols. For the first time in Southwestern's history, all men's and women's athletic teams competed in a single semester, and we honored our graduating student-athletes in meaningful ways.

In addition to lauding the accomplishments of our students and our ability to stay the course through difficult times, we also wish to thank and recognize the important work done by the campus community in creating a five-year tactical plan that will commence July 1, 2021. The Board of Trustees approved this exciting and ambitious plan that will increase student financial aid; add new student, staff, and faculty diversity and professional student advisors; lead to the construction of a new mixed-use first-year residence hall; increase campus amenities, including recreational spaces and food venues for students; and provide for additional opportunities for high-impact experiences, such as undergraduate research, study abroad, paid internships, and increasing community engagement. Our 700-acre campus in Georgetown, Texas, provides us with space to learn, teach, and live. It also serves as a gateway to the energy and innovation of Austin as well as the tranquil beauty of the Texas Hill Country. Our focus on the environment and sustainability has earned Southwestern designation as a Bee Campus USA and recognition from the Arbor Day Foundation's Tree Campus Higher Education program.

As we look forward to the fall, Southwestern remains the #1 liberal-arts university in Texas and one of the most selective and diverse liberal-arts institutions in the state. We are grateful to President Laura E. Skandera Trombley, our first woman president, and to all our community members for their steadfast loyalty and commitment that have enabled Southwestern not just to survive but to thrive during this most challenging year.





He is a serial stalker
He is a psycho and a threat to people around
She sexually assaulted
and grievously injured me
can't be employed
I am consulting legal options
I have blocked her electronic
and reported her to the police

The Damage Campaign

Caught up in a storm of false accusations, professors found themselves fighting to clear their names.

BY SARAH BROWN AND MEGAN ZAHNEIS

CASSIA ROTH remembers March 9, 2020, very clearly. It was her birthday. It was a week before a nationwide Covid-19 lockdown led her university to move its classes online.

It was also the day she found herself facing some of the most serious accusations imaginable in the academy.

An email sent to nearly a dozen people at the University of Georgia, where Roth is an assistant professor, alleged that she had plagiarized parts of her master's thesis and doctoral dissertation, stealing the work of the sender, another young female scholar.

Then the accuser went further: Roth, she wrote, had stolen the sender's syllabi, and was posting her photo on pornographic websites.

"She is an imposter, a serial plagiarizer," the sender wrote of Roth, "and she needs to be held accountable for her actions."

Roth recognized the name of the sender. It was a former graduate-school classmate of hers, someone she'd considered a friend when they studied history together at the University of California at Los Angeles.

The accusations shocked her. They didn't even make sense, she says. Roth studies Latin American and Brazilian history, but the work she'd supposedly copied was about the Indian diaspora. The claims about pornographic websites were even stranger. But the email triggered a campus investigation.

And, Roth later learned, she wasn't the only target.



MELISSA GOLDEN, REDUX FOR THE CHRONICLE

Cassia Roth, of the U. of Georgia, was cleared of the allegations in an online-harassment campaign but fears she'll be linked to them forever.

The Chronicle is not naming the woman at the request of Roth and others she targeted, who are concerned about her well-being. This article will call her by an initial, R.

From late February to May last year, R., then an assistant professor of history at Union College in New York, leveled serious accusations against at least 16 people, including 13 former Ph.D. students at UCLA. The vast majority of the victims were women, and most of them are now faculty members at institutions across the country. The frenzied email-harassment campaign included allegations of plagiarism and sexual misconduct that, according to the targets, are completely false. (The victims who spoke with *The Chronicle* have been exonerated by their employers.)

The harassment campaign prompted weeks-long investigations and upended the scholars' lives for much of the spring semester, at a time when the pandemic was also causing professional and personal upheaval. What's more, almost none of the targeted scholars had tenure.

Even though their institutions cleared them months ago, Roth says, she and others fear they could now be associated — forever — with the false claims. The accusations they faced are the sort that can derail careers and permanently damage credibility.

The women sought help from Union College, their own institutions, the local police, even the FBI. But they felt they couldn't get

much recourse. And even months later, the question remained: Who is responsible for cleaning up this mess, anyway?

LAST SPRING Jyoti Gulati Balachandran had just finished her first book. Balachandran, an assistant professor of history at Pennsylvania State University, was supposed to be celebrating that pivotal moment in her academic career.

But then R. accused her of plagiarism and harassment. In an email sent to seven Penn State administrators, R. alleged that Balachandran had plagiarized R.'s master's and doctoral dissertations, and lifted R.'s experiences for her own CV.

"This fabrication of information is not new to her," the email, sent from R.'s campus address, claimed. R. also threatened to report Balachandran "to various conference committees and academic organizations."

Faculty members across the country, from New York University to the California Institute of Technology, were facing similar claims.

"She did not write a single page of that dissertation or did any research," read another email accusing a faculty member of plagiarism and stealing syllabi. "Also, she has been sending across fake CVs to institutions and at conferences where my published articles are being cited as her own."

Early on, those were the most common allegations. Then Roth and

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other victims discovered fake email accounts and online profiles in their names. In some cases, messages from those accounts accused other victims of stalking, harassment, and sexual assault. In others, the accounts falsely accused scholars around the world, primarily in the field of history. The victims unanimously believe R. was responsible.

Natasha J. Baker, a lawyer who often works on faculty-misconduct investigations, says she's never heard of a case like this before. She's seen situations in which people outside an institution have filed complaints against faculty members, but few, if any, have been completely baseless. "This seems pretty extreme," Baker says.

R.'s motives for sending the emails are unknown. Her first accusations were made against Union College employees, and the institution placed her on leave in March 2020. By May, she was no longer employed there. The same month, the accusatory emails appeared to

scholars she'd supposedly accused of sexual assault. She had never met some of the faculty members in question. No, she wrote back over and over again, that wasn't me.

That's what happened to Naomi Taback, too. Taback, an assistant professor at Temple University, heard from three colleges in a two-day span about allegations she'd purportedly made. Initially, Taback thought she'd been targeted by a computer virus. "It is so embarrassing to be supposedly emailing all of these chairs of a history department," she says. She told them she hadn't sent any such emails.

Taback thought about all the leading historians "reading these unhinged emails in my name." What if those same scholars ended up evaluating her next conference proposal or publication?

"Even though I'm not at fault," she says, "the first thing that these important historians in our field are going to think about when they see my name are these accusations of stalking."

"The first thing that these important historians in our field are going to think about when they see my name is these accusations of stalking."

stop. Law-enforcement officials declined to pursue criminal charges.

"This case involved a complex, rapidly evolving, and atypical pattern of behavior," Phillip J. Wajda, a spokesman for Union College, wrote in an email.

R.'s whereabouts are unclear. Repeated attempts to contact her were unsuccessful.

In what appears to be a blog post written by R. last June, she denies that she wrote the emails. Other people used her name to create fake email accounts and send disparaging messages, she wrote.

While the victims' institutions have well-oiled systems for handling plagiarism and Title IX accusations, the processes were ill suited to respond to R.'s repeated false claims. Department chairs wanted to support their faculty members, disregard R.'s missives entirely, and move on. But they were required to report the allegations to campus investigators, triggering research-misconduct and Title IX probes, some of which took weeks to resolve.

Enduring a plagiarism investigation was the last thing an untenured junior scholar like Roth wanted to be doing. But anytime the University of Georgia receives such a complaint, it is automatically referred to the research-integrity office.

The investigator told Roth that he had seen a lot of crazy things in his career, but this was "one of the craziest."

After nine days, the office cleared her.

A month later, the situation intensified.

Emails from professors and administrators around the world — some of them senior scholars in her field — flooded her inbox. They were all asking the same question: Had Roth sent them a message, from a non-university account, accusing someone of plagiarism and sexual assault?

The messages, coming from accounts like cassiaroth@yahoo.com, rothcassia@yahoo.com, and cassiaroth123@yahoo.com, bore almost identical language:

"She sexually assaulted and grievously injured me."

"I have blocked him electronically and reported him to the police."

"She is unfit to be employed in an academic institution."

"He is a psycho and a threat to people around him."

Roth started hearing from Title IX offices at the institutions of the

It would have been one thing to have credit-card information stolen, she says. It was another to watch a former close friend try to ruin her academic reputation. "This was so personal, and it was so difficult to stop it."

AS THE FALSE ACCUSATIONS PILED UP, some of the victims started connecting the dots. Roth got in touch with Balachandran, Taback, and other victims. They realized they had been implicated in emails with nearly identical language; some had even supposedly written emails accusing one another. They had all gone to graduate school together at UCLA. And they had all known R. Some had even been her friends.

The women gathered, first on an email chain and then on Zoom, to share their experiences. They uploaded all the accusatory emails to a shared Google Drive folder and posted a statement on Facebook.

As the young scholars feared the worst, their department leaders tried to run interference.

From the start, said Carla Pestana, history-department chair at UCLA, R.'s allegations didn't read like "measured complaints." One of Pestana's faculty members had been accused of plagiarizing R.'s dissertation. But when Pestana spent a weekend reading both 300-plus-page texts, she found they had only a single article citation in common.

Pestana felt a "fierce protectiveness" over her faculty member. But she also couldn't fail to report serious allegations, which would immediately raise alarm bells for campus officials. Even the strangest-sounding claims had to be funneled through the proper channels.

Plagiarism allegations went to the research-integrity office. Sexual-misconduct claims went to the Title IX office. Investigations were opened. The university bureaucracy started to churn.

After Pestana alerted UCLA investigators to the allegations, she wrote a departmentwide email. She couldn't say much. Personnel records were confidential, and given that Title IX complaints frequently lead to lawsuits, university lawyers advised Pestana to be cautious. But Pestana wanted to avoid rumors both within the department and outside it. Don't respond to any strange-sounding emails, she told her colleagues, and don't forward them.

Pestana estimates that she spent at least 100 hours trying to contact every person who had been accused or had supposedly sent an

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When a faculty member is falsely accused, colleges should be prepared to respond.

email with false allegations, and replying to administrators on other campuses.

And yet there was only so much she could do. She reported all of the illicit emails and blocked the sender. But a new account could be created in minutes.

As the barrage of emails continued, Balachandran was subjected to plagiarism and Title IX investigations based on the false accusations. In the moment, she worried about the fact that one of the complaints had gone to her dean. "I don't want to have that association, right? That when the dean thinks of me, he's like, Oh, you're the one who was accused."

Her department head, Michael Kulikowski, tried to reassure her. But "like all very large universities, Penn State is very bureaucratic," he says. Anytime a complaint is filed, officials conduct a thorough investigation.

"One would love to be able to simply say, No, this is quite clearly just wrong, and throw it out the window," Kulikowski says, but "the university has to do its due diligence." When a faculty member is falsely accused, he says, it's important for those accusations to be aired and proved false beyond a doubt. The plagiarism investigation into Balachandran was closed within a month. "For something this potentially complicated," Kulikowski points out, that "is relatively efficient." Balachandran says Kulikowski and others at Penn State supported her throughout the ordeal.

Still, Kulikowski wishes that Penn State could have done something more to "proactively defend Jyoti's reputation."

While personnel matters are always confidential, a college could, with the targeted professor's permission, issue a public statement, says Baker, the employment-law expert. "There are ways to make the process feel better, depending on how you approach it," she says.

Several Georgia administrators signed a boilerplate letter for Roth to use, instead of drafting a response every time an accusation came her way. "Here at the University of Georgia, Dr. Roth has established herself as an exemplary educator and scholar," the letter reads in part, "and her reputation should not suffer as a result of these distressing incidents."

But that letter wouldn't prevent other colleges from looking into the complaints. And some investigations were already in the works by the time Roth received the letter. In one case, Roth says, it felt as if

a Title IX investigator was more concerned about the false sexual-assault claim than about the fact that Roth was the victim of online harassment.

Even if this kind of online harassment is relatively uncommon, the victims say, it's not unheard of. They point to a *New York Times* article last year that detailed another professor's experience dealing with false allegations by a fellow scholar. Colleges should be prepared to respond, they say.

That's a lot easier said than done. Years of attention to sexual misconduct in higher ed have increased the pressure on colleges to take all complaints seriously. It's hard to imagine a policy that draws a satisfactory line between accusations that seem bizarre but could have merit, and false allegations designed to smear someone's reputation.

At the very least, the victims believe colleges and law-enforcement agencies should have intervened to help them, as well as R. herself. But no one seems to know who exactly should have done so.

ROTH TRIED CONTACTING Yahoo to have the fake accounts in her name shut down, to little effect. She filed a report with the local police department in Schenectady, N.Y., where Union College is located, and another with the FBI's Internet Crime Complaint Center. And she urged Union College to do something.

From Union College's standpoint, there wasn't much the institution could do.

On the small campus of 2,000 students, the public-safety office's primary duties include issuing parking tickets, registering vehicles with the college, and reporting potential student-conduct problems. Now its director, Christopher Hayen, was shouldering the burden of a potential criminal case against R.

In late April last year, Hayen wrote to R.'s victims several times, according to emails shared with *The Chronicle*. In one update, he told them that he'd met with an FBI agent and an investigator on the Schenectady police force, and he acknowledged the possibility of civil litigation. He promised the victims that he'd update them as soon as the outside agencies had reviewed the matter, and he urged them in the meantime to "enjoy the weekend the best you can."

The next week, Hayen emailed the victims again, saying that the agencies would have had to subpoena R.'s computer to prove she had

NeuroReality™: Using Technology to Make Us More Human



CASE WESTERN RESERVE UNIVERSITY INSTITUTE EXTENDS HUMAN TOUCH—AROUND THE WORLD

On the first day of classes last August, Case Western Reserve University graduate student Luis Mesias held a banana.

Then, when he felt someone else pulling on the fruit, he relaxed his grip and let it go.

As mundane as the moment sounds, it's one Mesias will never forget.

Because he was in Cleveland, and the banana ... was in Los Angeles.

Mesias was part of a demonstration of what Case Western Reserve Biomedical Engineering Professor Dustin Tyler calls NeuroReality™, an approach that applies advanced technology to extend our reach—and increase our humanity. The concept has proved so compelling that Tyler's team is one of 38 worldwide to qualify for the \$10 million Avatar XPrize competition, which aims to create an avatar system that can transport human presence to a remote location in real time.

"The Avatar competition isn't the end point for us, but it is the embodiment of what we're trying to do," Tyler said. "That is, to think about and develop the symbiotic relationship between the machine and the human."

For the Ohio-to-California presentation, Mesias wore a high-tech ring that linked his human hand to a robotic one at the University of California, Los Angeles (UCLA).

Without being able to see the device 2,300 miles away, Mesias responded as his California counterpart tapped one of its fingers—"that seems light"—then pressed on it—"hard."

Later, Mesias relied on the robotic fingers' feedback to avoid crushing the banana, and also to recognize when to open his hand in response to the UCLA person's attempt to take it.

FROM FUNCTION TO FEELING...

When Tyler first came to Case Western Reserve as a graduate student nearly three decades ago, his work centered on the use of electrodes to activate nerves—which, in turn, could stir muscles stilled by spinal cord injuries or other damaging events.

In time, he began to apply his expertise to prosthetics for people who had lost limbs—with generous support from federal agencies including DARPA and the U.S. Department of Veterans Affairs.

Before long, though, he realized that even significantly restoring function would not be enough: A substantial portion of people with powered prosthetics stop using them because the artificial limbs feel so foreign and separate from them.

So Tyler turned his attention to developing ways to provide not just movement but sensation as well.

The task for Tyler and his colleagues? Finding a way to translate the signals that our limbs send to the brain—say, whether a surface is rough or smooth, an item square or round, or whether the prosthetic limb itself is applying pressure that is heavy, medium or feather-light.

"The electrical stimulation can mimic, come very close to what you have with your normal hand," Tyler said. "We've learned the electrical language to do that."

For study participant Keith Vonderheuel

"Imagine the next version of emojis," Tyler said. "Rather than sending a smiley face to your loved one, you can actually reach out and hold their hand."

of Ohio, the advances meant he no longer had to worry about inadvertently hurting his granddaughter because he could not tell how much pressure he exerted when holding her hand.

For Brandon Prestwood of North Carolina, the moment came when he showed his wife what he could do with the new prosthetic system Tyler's team developed.

"She reaches out and grabs my [prosthetic] hand," Prestwood recalled, voice breaking. "In that moment, I was complete. I was whole. ... I can't explain in words most of the time how much a simple touch can affect your soul, but for me it does."

...TO FAR BROADER APPLICATION

As Tyler and his team continued to advance technology's ability to convey human sensation, the researchers and participants alike increasingly recognized the far wider potential of their work. The electronic prosthetic did not have to be directly attached to the individual to send signals to the brain—or to receive them.

While many see immense opportunities in such advances, Tyler recognizes others will be wary—understandably so. Such advances have more than scientific implications, but also ones involving ethics, philosophy, privacy, information security, equity of access and more.

To capitalize on opportunities in deliberate and responsible ways, Tyler launched the Human Fusions Institute at Case Western Reserve. In addition to collaborations with UCLA, the institute also involves researchers at Carnegie Mellon University, Cleveland State University, Tuskegee University and University of Wyoming.

Teams are exploring applications in such areas as health care, the military, space and more. While the pandemic has led to dramatic increase in the use of telehealth options, for example, much of medicine still involves physical examination.

"We're working on this health care avatar concept now," Tyler explained. "How do we build a remote system where the doctor is now, through neural reality ... working with the patient directly?"

For his part, Prestwood imagines surgeons in the U.S. being able to perform life-saving surgeries in third-world countries, or military explosive experts located miles away to use an electronic hand to delicately assess and defuse bombs.

"I want to see this technology improve humankind," Prestwood said, "not just certain parts or demographics."

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

sent the emails with false allegations. But law-enforcement officials didn't have the authority to do so, he said, because the incident was at most a "violation," not a crime. "There is no further action that law enforcement is taking at this time," he wrote, and further questions should be directed to the FBI, the state police, and the local police. (Hayen did not respond to repeated interview requests from *The Chronicle*.)

In early May, the chair of Union College's history department, Andrea R. Foroughi, sent Roth an email. "I want to offer my sincere apology for the damage that a former member of my department has wrought against you, and against other historians," she wrote. Legal restrictions hampered what she was allowed to say, but Foroughi emphasized that she and R.'s former colleagues were "appalled." She included a copy of a message she said was being sent to all the history departments she'd heard from about the case.

Signed by Foroughi and Union's vice president for academic affairs, the letter assured recipients that Union was investigating the matter, providing support and resources to victims, and cooperating with law-enforcement authorities.

But that response felt inadequate to Roth. She and the other victims wanted the college to issue a definitive statement refuting the

Chronicle, "the letter sought to alleviate the burden on affected individuals of explaining their part in a larger pattern of similar, unsupported allegations against multiple faculty at different institutions across the country."

The victims knew Union was in a bind. But if the college couldn't clear their names, they'd have to do it themselves.

THROUGHOUT THE SPRING of 2020, Balachandran would often wake up at 5 a.m. to work on her research. The Penn State professor had an article with an April deadline. But she knew more false accusations could appear later in the day and require her immediate attention, taking away crucial writing time.

As the pandemic hit, Balachandran was also tending to her in-laws, who had just moved in, and supervising her two young children, then in kindergarten and second grade, as they acclimated to virtual learning. Any spare moment was spent talking to the police, contacting former colleagues she hadn't spoken to in years, and fighting to protect her reputation.

"We felt a shared sense of responsibility to reach out to those people who might have been accused," Balachandran says. But often, the

"I sympathize with your frustration; I have urged the college to take action for the past two months."

allegations, and to get R. the help they felt she needed. Roth hadn't heard from her since the summer of 2019. That fall, several scholars who knew R. saw that she had blocked them on social media.

"I feel Union College has really done too little too late," Roth wrote to Foroughi on May 4. "I know these decisions are out of your control, but this ongoing harassment has caused considerable damage to my ability to work over the past two months, not to mention emotional distress in an already distressing time."

Foroughi replied: "I sympathize with your frustration; I have urged the college to take action for the past two months." She was slowed by bureaucracy — personnel law, Title IX regulations, and digital-harassment laws.

In an email to *The Chronicle*, Foroughi said she'd immediately notified human-resources officials and other administrators at Union once she'd learned what was happening. She'd spoken with victims and connected them to Union officials, and corresponded with department chairs at other institutions who had emailed her. Early on, Foroughi said, "the person named by those individuals" was placed on a leave of absence, and her access to her college email account was revoked.

Roth's frustration was not with Foroughi but with Union College. That exasperation boiled over when an outside lawyer, hired by the college, questioned whether R. had used her Union account to send accusatory emails. "It is not our responsibility as victims," Roth wrote to the lawyer, "to keep Union College up to date on [R.'s] actions."

In late May, the lawyer sent Roth and other victims a letter acknowledging that the plagiarism claims "did not include any direct evidence," and that all of the misconduct accusations "follow a similar pattern." It didn't honor Roth's request for a clear statement that the accusations were all false.

That wasn't possible, said Wajda, the Union College spokesman, because the college didn't investigate any claims made against people outside the institution. "However," he wrote in an email to *The*

exhaustion of constantly monitoring the situation would overwhelm her. "There was one point in late April that pretty much every single day, somebody in the group would say, 'Hey, today I received like five emails from this university asking me if I sent out an email,'" she says.

For weeks, she and other victims remained tethered to their inboxes, in simultaneous dread and anticipation of the next message from R., from department chairs, or from the police. Once law-enforcement agencies declined to take action, the women felt as if they were out of options to stop the harassment.

By late May, the emails seemed to dissipate. But the women were shaken by what the ordeal had wrought.

Late April, when R.'s harassment peaked, was already a difficult time for Roth. It marks the anniversary of her husband's death. Usually, she takes a couple of days off work and goes on a short solo trip.

In 2020, getting away wasn't possible, and not only because of the pandemic. A Title IX office somewhere was emailing Roth about sexual-misconduct allegations. She had to respond.

Soon, Roth will go up for promotion, and then for tenure. Her personal website lays out a long list of academic positions and research projects. But for the past year, those accomplishments weren't the first thing readers saw. Instead, they were met with a statement about R.'s harassment.

Roth just took down that statement this month. But in her email signature, above her faculty title and a promotion of her new book, there's a boldfaced disclaimer saying any messages from personal email accounts alleging to be her could be fraudulent.

She doesn't plan to remove that anytime soon. ■

Sarah Brown covers campus culture, including Title IX, race and diversity, and student mental health. Follow her on Twitter @Brown_e_Points. Megan Zahneis, a staff reporter for The Chronicle, writes about graduate-student issues and the future of the faculty. Follow her on Twitter at @meganzahneis.

Progress on Gender Equity Requires Commitment and Accountability



Briana Brown, Stony Brook University Class of 2013

Through programs like Women in Science & Engineering (WISE) and movements such as HeForShe, Stony Brook University maintains a longstanding commitment to gender equity that has led to more women in leadership positions, STEM majors and male-dominated industries.

In 2014, Stony Brook University joined the UN Women's HeForShe movement's IMPACT 10x10x10 global initiative as one of 30 key enterprises across three sectors — countries, corporations and universities — that prioritized advancing gender equity. Stony Brook was one of just two U.S. institutions cited as an IMPACT Champion. This was an honor, but also a mandate — to **“drive change from the top”** — that challenged the leaders of the major research university to foster the success of women, improve outcomes and work tirelessly toward gender equity.

This led to a host of new initiatives, including a required workshop on gender awareness and inclusion for all new students as part of their orientation experience; a partnership with athletic and Greek organizations to educate students on equity, consent and healthy choices; and a vibrant HeForShe student organization. In addition, first-year students take an additional class session dedicated to gender awareness and inclusion in their required first-year seminar, a 14-week, one-credit course. A 2019 UN report cited Stony Brook's progress in opening doors for and supporting women in STEM majors.

Seven years later, the university remains steadfastly committed to the HeForShe movement. On May 10, 2021, Stony Brook President Maurie McInnis will be a panelist in a streaming HeForShe summit in which she will detail the university's efforts to engage the leaders of tomorrow — students — and focus on the critical aspects of gender equality.

Although the university is ever mindful about keeping an eye on the future, it also has taken steps to reshape the present, starting with its leadership. In 2020, the University Council — composed of Stony Brook's senior academic and administrative leaders — achieved gender equity. This represents a 27-percentage point increase in women in those

roles. The proportion of women in full-time faculty positions is up 7 points, to 45 percent.

Sejal Mehra learned this when she arrived at Stony Brook as a first-year student in 2017. Once an aspiring lawyer, Mehra had discovered a coding immersion program, thanks to her mother, and never looked back.

“I loved it!” she says. “I was like, ‘Coding is everything. I need this.’ I’ve always been good with tech, setting things up, fixing things, but I had never seen that as a career. But my mom kind of always knew and supported me.”

Once on campus, Mehra found herself surrounded by support. The university's WISE program helped her join a small group of other young women also planning to study computer or electrical engineering. The program also connects women across STEM disciplines, such as physics, civil engineering and other programs in which women are underrepresented. By combining the vast resources of a major research university with the close bonds of a small community, WISE ensures that female students in STEM programs know that they are not alone.

WISE is a flagship program of the university to recruit, retain and empower women in science and engineering. The WISE program now enrolls 416 students, substantially increasing the number of women in engineering and other STEM fields on campus. The one-year retention rate for entering WISE students was 95.6 percent, compared to 90 percent for the general population. The WISE program now reaches high school and middle school students as well through a cooperative of Long Island school districts.

“Many of these students are in disciplines where they represent only 10 or 15 percent. And many are first-generation students, and they might not have gotten support in their households or from counselors at their high schools. So the mentoring program is crucial. It can be a game-changer for them,” says Monica Bugallo, WISE faculty director and a professor in the Department of Electrical and Computer Engineering. But it's more than just reaching out to individual students, Bugallo stresses. In keeping with the HeForShe

commitment, Stony Brook has fostered a culture of support that permeates the entire campus. She cites the undergraduate and graduate students who, like Sejal Mehra, become mentors themselves.

“It's like a mentoring pipeline,” she says. And it doesn't stop at graduation. Alums return frequently for formal and informal events, and the Women in STEM Leadership Program serves early- and mid-career STEM researchers (as well as Stony Brook researchers and graduate and postdoctoral students).

Briana Brown, a 2013 graduate now working as a program manager at GE Aviation, credits Stony Brook with preparing her not only through academics, but through its holistic, clear-eyed approach to supporting women embarking on careers in male-dominated fields.

“There have been plenty of times where there are no other women in a meeting I'm in,” she says. “Or I'm the only Black person and the only woman. Stony Brook did a really great job of bringing in people from outside to talk about that. Because sometimes in college you're in a bubble, and it's really helpful to have someone from an industry come in and be like, ‘This is what it's going to look like when you step into a room to lead a meeting.’”

“Those are the sorts of things that I was taught in college that were not a part of any curriculum,” Brown says. “And all of those skills that I learned were instrumental to me securing a job, and then coming in more prepared than someone else who would have just graduated from college.”

In addition to speaking to Stony Brook classes, Brown has started two foundations — in New York, where she grew up, and in Miami, where she has worked — to help more young people from underrepresented groups pursue their academic and career dreams.

Faculty have also joined the effort. By speaking to students in the WISE honors curriculum (which focuses on career development, experience and leadership skills) and inviting students to participate in their research projects, they are doing their part to motivate and uplift women in STEM. Similarly, Stony Brook offices like Undergraduate Research & Creative Activities, the Center for Inclusive Education and the Career Center have become valuable partners.

Relationships, and a commitment to continuous improvement, Bugallo explains, form the foundation of the entire effort.

“I know that not all institutions can provide the same infrastructures or the same resources,” she says. “But simple activities like talking to their students and having plain conversations about their challenges, or to provide guidance about opportunities, that's how it starts, and that's what matters.”

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

'Everybody Is a Target Right Now'

A president sacks his toughest faculty critic, and outrage goes national.

BY TOM BARTLETT
AND JACK STRIPLING



DANIEL POLLACK-PELZNER'S WORK-ISSUED MACBOOK froze in the middle of a Zoom call on a recent Tuesday afternoon. At first Pollack-Pelzner, who was working from home, thought it might be his internet connection. Then the laptop restarted, and he saw a message saying he had been locked out. He checked his work email on his phone and discovered he was locked out of that, too. Concerned, he emailed his work account from a personal account, and received the following auto-reply: "Daniel Pollack-Pelzner is no longer an employee of Linfield University."

And that's how Pollack-Pelzner, a tenured professor of English, found out that he had been fired from the university where he'd worked for more than a decade.

Pollack-Pelzner's unceremonious dismissal followed months of conflict with the university's leadership. That war of words became public in March, when the professor posted a thread on Twitter in which he accused the university's president and its Board of Trustees of abusing their power. His complaints centered on how allegations of sexual misconduct against several members of the board had been handled. In addition, Pollack-Pelzner, who is Jewish, said that he had been "religiously harassed" by the president.

It's an ugly, complicated dispute, replete with charges and countercharges about proper university procedure and what, exactly, was said during closed-door meetings and in casual conversations. But there have already been reverberations beyond Linfield, a 1,900-student college in McMinnville, Ore., about an hour's drive from Portland. So far the Anti-Defamation League has urged the president to resign; a chapter of the National Association for the Advancement of Colored People has determined that the president was treated unfairly "due to being a Black man"; the Foundation for Individual Rights in Education has issued a statement saying it is "seriously concerned" about the situation; and the American Association of University Professors has called on the university to reinstate the professor. In addition, a board member who says she was "appalled" by the professor's firing has resigned.

And there remain plenty of questions to be answered, chief among them: What does it say about the state of tenure if a full professor can, without any hearing or warning, be fired on a Tuesday afternoon?

THE TROUBLE STARTED as soon as they met. Pollack-Pelzner was introduced to Miles K. Davis, the university's president, in 2018, not long after he took over as Linfield's leader. At that first meeting, the professor told the president that he was discussing *The Merchant of Venice* in one of his classes. Pollack-Pelzner is a Shakespeare scholar who has published articles about the Bard in scholarly journals and more popular outlets, including *The New Yorker*. He told Davis, he says, that teaching that particular play, as a Jewish professor, was "important and complicated for me." (The character of Shylock in *The Merchant of Venice* is a Jewish moneylender, and his name is sometimes used as an anti-Semitic slur.)

Then, according to Pollack-Pelzner, Davis brought up Jewish noses and how they were similar in length, he believed, to Arab noses. The professor found the remark out of place at the time, but he decided to let it go. He cited it in the thread he wrote in March as part of what he sees as a pattern of troubling remarks by the president, including — according to Pollack-Pelzner — minimizing the significance of swastikas found on dorm whiteboards in late 2019.

A campus investigation last August into the nose comment, along with other matters, called it a "he said, he said situation" and stated that Davis had denied saying it. But in an interview with *The Chronicle*, Davis confirmed that he had indeed made the comment about Jewish and Arab noses, which he said had been

informed by the time he'd spent in the Middle East. He also insisted that the remark was part of an academic discussion and wasn't meant to be offensive. Davis said he didn't remember Pollack-Pelzner's mentioning he was Jewish. As for minimizing the significance of the swastikas, Davis denied that allegation, and the campus investigation found that the complaint "could not be substantiated."

Another comment by Davis has also raised eyebrows. Two psychology professors at Linfield, Jennifer R. Linder and Tanya Tompkins, said they recalled Davis, during a meeting in 2018 about transparency and budget cuts, making an off-color analogy about the Holocaust. "You don't send Jews to the shower with soap," Linder recalled him saying. (Tompkins remembered a slightly different phrasing.) No one reported the comment at the time, though the professors talked about it among themselves afterward. "We were sort of so shocked, and I remember a couple of us making eye contact," Linder said. "We are in a vulnerable position. We wanted to endear ourselves to the president."

For his part, Davis told *The Oregonian* that he didn't remember making the comment but that it was similar to an analogy by a professor of his comparing people who were fired to Jews entering a gas chamber. Davis said he would have attributed the comment to that professor if he had made it.

Contacted by *The Chronicle*, three people who had worked with Davis at Shenandoah University, where he was previously dean of the business school, said the allegations of anti-Semitic language sounded entirely out of character for the person they knew. "I could see the

What does it say about the state of tenure if a full professor can, without any hearing or warning, be fired on a Tuesday afternoon?

possibility of a misunderstanding, but I also could see the possibility that this is completely fake," Clifford F. Thies, a professor of economics and finance at Shenandoah, said in an interview. "Those seem to me the only two possibilities."

Bogdan Daraban, an associate dean and professor of economics at Shenandoah, and Ralph T. Good, an emeritus professor, both said they had never known Davis to display the kind of insensitivity of which he's being accused.

ANOTHER SOURCE OF FRICTION between Pollack-Pelzner and the president was how the university had dealt with allegations that members of the Board of Trustees have engaged in sexual misconduct. The professor has accused the board and Davis of suppressing those allegations and failing to thoroughly investigate them. He's also criticized what he sees as a lack of sufficient training for the university's leaders in guarding against sexual harassment.

The most serious allegations are against David Jubb, who left the



Miles K. Davis, president of Linfield U.

TIMOTHY D. SOFRANKO

board in 2019. Jubb has been accused of sexual misconduct by multiple students. In one instance, according to *The Oregonian*, Jubb allegedly reached under the skirt of an undergraduate who was serving as a student representative on the board following a trustee dinner (the allegations were detailed in a lawsuit filed by the student). Jubb has pleaded not guilty to eight criminal charges, including one felony count of first-degree sexual abuse.

Pollack-Pelzner said his months-long attempts to persuade the university to take more action and to change policies fell mostly on deaf ears. Along with training and more-stringent guidelines, he argued for “alternate formats for social events where it’s not getting drunk at a country club late at night.” Pollack-Pelzner said parts of a report he put together on sexual harassment had been censored by the board.

So he went public, on Twitter, laying out a number of the allegations in a 23-tweet thread that concluded with his contention that the “president and board will continue to abuse their power until someone with more authority stops them.”

Pollack-Pelzner posted that tweet on March 29. Almost exactly one month later, he was fired by the university. First, he received an email the morning of his firing from the provost, Susan Agre-Kippenhan, asking him to attend a Zoom meeting that afternoon to “discuss your employment at Linfield.” The professor said he had told the provost that he would like to have a lawyer present at the meeting if it was going to be about his employment, and that he would need time to retain one. As it turned out, though, there would be no meeting. Instead, a few hours later, Pollack-Pelzner’s work laptop was disabled, and a day later he received a FedEx delivery that contained a termination letter.

Pollack-Pelzner had tenure and held an endowed professorship. While he had publicly criticized the university, and aroused the ire of the president, he was a faculty member in good standing, as far as he knew. He said there had been no complaints about his scholarship or teaching. Could he be fired just like that?



COURTESY OF DANIEL POLLACK-PELZNER

Daniel Pollack-Pelzner

Not according to the university’s faculty handbook, which lists a number of steps, drawn from the AAUP’s recommendations, that seem mandatory, including having a faculty committee review all allegations against a professor under threat of dismissal. The handbook also says that such charges must be presented in writing at least 20 days before a hearing. None of that happened in this case.

When asked whether the faculty-handbook procedures had been followed in Pollack-Pelzner’s firing, Davis said that the handbook had “not been updated” and that there are a “number of things in that handbook that are not valid.” The handbook says “Fall 2020” on its title page, and the most recent update was in January of this year.

“If a person walks up and punches a student in the face, you’re telling me I need to go convene a group of people before I take any action against them?”

The president said he was unaware of the guidelines, hadn’t seen the most recent version of the faculty handbook, didn’t know who had updated it, and didn’t believe it had been approved by the administration.

“I’ve been kind of dealing with the pandemic and keeping the institution open and going forward,” Davis said. “Our legal representation feels very comfortable with the basis for his termination.”

As for whether there should have been a period during which Pollack-Pelzner would have had a chance to respond to the charges against him, Davis replied with an analogy. “If a person walks up and punches a student in the face, you’re telling me I need to go convene a group of people before I take any action against them?” Davis said. The president added that Pollack-Pelzner’s allegations against him

had caused pain for “my entire family and everybody in the institution who cares about truth.” Davis, who is Black, also argued that it was “very likely” that the allegations had been prompted in part by unconscious bias that white people, like Pollack-Pelzner, have toward “people who look like me in positions of power.”

So what did Pollack-Pelzner do to merit his dismissal? The president said that it had nothing to do with his fitness as a teacher or a researcher (though that’s the standard, according to the faculty handbook). Instead, he said, it was a result of Pollack-Pelzner’s having made a “number of statements that were blatantly false.” The example he cited is the professor’s stating, in a recent email to Linfield faculty members, that Jubb, the former trustee, faced eight felony counts. In fact, there is one felony charge against Jubb, along with seven counts of third-degree sexual abuse, which is a misdemeanor in Oregon. So eight criminal charges total, not all of them felonies.

Linfield’s position, officially, is that Pollack-Pelzner was fired for “serious breaches” of his duty to the university. Agre-Kippenhan, the provost, wrote in an email to the university that, “as a matter of policy and privacy, personnel matters are confidential, but maintaining that is not always possible — particularly when the precipitating events involve false public accusations that have, sadly, harmed the university.” In an interview, she said that Pollack-Pelzner had been fired from the university under his status as an employee, not as a tenured professor, and that the faculty handbook needed to be revised because many of the provisions in it were “not entirely useful.”

SOME OBSERVERS have come to see the drama unfolding at Linfield in Shakespearean terms, as powerful forces appear to be working in concert to protect a compromised leader. In this version, Pollack-Pelzner, the scholar of Shakespeare, is the tragic hero, and Davis is the wicked king — and everywhere are signs of his armies at war with his challengers. “Daniel’s firing is very Shakespearean,” said Reshmi Dutt-Ballerstadt, an English professor at Linfield. “The drama that has unfolded — I was telling Daniel the other day, ‘How many acts is this play?’”

Firing Pollack-Pelzner, said Dutt-Ballerstadt, sent a clear signal to anyone who would challenge the administration: “Everybody is a target right now.”

Days after the dismissal, the chairman of Linfield’s English department resigned that post, “effectively immediately.” In an email to the dean of arts and sciences, David T. Sumner, the chairman, said he was stepping aside for health reasons. “I have been fielding emails from Daniel’s students,” he wrote. “But because I am no longer chair, I will now be forwarding those inquiries to you.” Sumner did not respond to an interview request.

After several professors, including Dutt-Ballerstadt and Pollack-Pelzner, publicly criticized the president, they were surprised to find themselves singled out for interviews with investigators from the area chapter of the NAACP. The faculty members first learned of the investigation in an April 20 email from Linfield’s director of human resources. They were subsequently informed that an administrative assistant from their college would help to schedule their interviews with the Salem-Keizer branch of the NAACP. In its report, the NAACP chapter said it had begun the investigation after being contacted by Davis, who raised concerns about “racial animus” at Linfield, though in an earlier interview with *The Chronicle*, Davis denied contacting the NAACP initially and said he didn’t know who had.

The report concludes that Davis had been treated unfairly on the basis of his race. “President Davis has been accused of being divisive, intimidating, combative, aggressive, disrespectful, and abusive. This coded language plays off racist and toxic stereotypes with a long history in this country.” The report goes on to criticize six professors for declining to participate in the NAACP chapter’s inquiry, a char-

acterization that the professors dispute. Email exchanges between the chapter and the professors, which were provided to *The Chronicle*, show that Pollack-Pelzner questioned the timing of the investigation. “Subjecting employees of a university to immediate outside investigation after they have reported harassment and retaliation — no matter how well intentioned the investigation — is itself an act of retaliation,” he wrote.

“It did not feel like an external investigation,” said Linder, the psychology professor. After she went public with the Holocaust story, she was asked to meet with the investigators. Both subtly and overtly, critics at Linfield say, they’re getting the message that dissent isn’t welcome at the university.

In April the College of Arts and Sciences voted no confidence in Davis and the board’s chairman, David C. Baca. The college’s dean, Joe Wilferth, sent an email to his colleagues, noting the “glaring contrast” between the accomplishments he sees the university making and the “other narratives that bombard our inboxes daily.” The dean wrote that he was “perplexed” by the “vetting” of Linfield on social media and in news articles.

“In truth, I’ve never experienced anything quite like this,” Wilferth wrote, “and I struggle to make sense of it all — viz. the gaslighting while denouncing gaslighting, the calls for justice while denying due process, the use of divisive rhetoric to denounce alleged divisive rhetoric, and so on. I trust that this communication dynamic and the means by which we (or some of us) choose to communicate is not somehow a part of the ‘Linfield way’ or the new normal. I want no part of it, and I will actively work for a different and better way forward.”

Dutt-Ballerstadt described the email as a “horrific” effort to “silence us all.” Asked about that reaction, Wilferth said that his email “was not intended to silence dissent.”

“It’s unfortunate that a colleague took it that way,” Wilferth wrote in an email to *The Chronicle*. “To be fair, numerous colleagues responded and expressed gratitude for my message and the leadership it communicated.” In a follow-up email, Wilferth wrote that any mention of the no-confidence vote should note that 59 faculty members had voted in favor of it, while “37 voted against or did not attend the meeting wherein the vote took place.”

In another move that some professors have interpreted as an effort to silence critics, Linfield paused access to campus email lists, citing the use of such lists to send “unsolicited messages.” (Previously, someone had used such a list to share research, from a nonprofit group called the Center for Institutional Courage, positing that perpetrators often blame victims.)

As for Pollack-Pelzner, he said he hadn’t slept in the nights since his dismissal. He’s still not sure what will happen with the students in his Shakespeare and British-literature courses, who were supposed to turn in their final projects on the same day he was fired. When news of his dismissal spread, some professors put up signs in their office windows on campus in support of Pollack-Pelzner that were subsequently removed by the administration. In a statement, the university said the signs had been removed by the director of public safety because they could be seen by those attending graduation ceremonies, an event that is “supposed to be a celebration for graduates and their families.”

Meanwhile, some students condemned the decision to fire Pollack-Pelzner by writing messages in chalk on campus sidewalks. A memo followed to resident advisers, *The Oregonian* reported, warning that at Linfield University sidewalk chalk can be used only with authorization. The messages were washed away by a staff member with a hose. ■

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Ronald Crutcher's Racial Reckoning

How the University of Richmond's first Black president found himself at odds with student activists.

RONALD A. CRUTCHER is acutely aware that his presence as the first Black president of the University of Richmond is a sign of progress. When he graduated from high school in 1965, his race barred him from even enrolling at the campus he now leads, an institution sprawled across 350 acres of a former plantation in what was once the capital of the Confederacy.

Crutcher, 74, will step down this summer as president of the private liberal-arts institution of 4,000 students but will remain on the faculty. A classical cellist and professor of music, he has listened to the crescendo of discordant voices on his campus as battles have raged over building names tied to slavery and segregation.

BY KATHERINE MANGAN

His own voice is soft and conciliatory. But he is less inclined than many of his white counterparts at other colleges to agree to the demands of student activists: He decries “cancel culture,” dislikes the term “marginalized,” which to him implies powerless, and thinks many people are too quick to take offense at perceived slights or “so-called microaggressions.” His position on the building names left many in the campus community dissatisfied.

Crutcher says he's more convinced than ever of the importance of bringing people together across ideological divides to discuss some of the most deeply polarizing issues of the day. But events have repeatedly tested his optimism that the result will be mutual understanding.



Protesters on campus at the U. of Richmond

BEN WASSERSTEIN

Early last year, as he addressed a crowd of national higher-education leaders in Washington, D.C., he said that the student body was continuing to rapidly diversify. Richmond was on its way, he felt, to being a model of true inclusivity where conversations across race and class would be welcomed.

The next day, a Black student found the N-word scrawled on her name tag outside her dorm-room door. A student from Pakistan discovered “PAKI” written on hers, and another from Afghanistan had a reference to terrorism scrawled on his.

It was, the president writes in a memoir published in February, “the bitterest evidence of how far we had yet to go.”

This spring, while colleges around the country were expunging the names of slaveholders and segregationists from buildings and monuments, the University of Richmond planned a different approach.

Crutcher supported the Board of Trustees’ decision in February to retain the last names of the Rev. Robert Ryland and Douglas Southall Freeman on an academic hall and dorm, “braiding” them with the additional names of former slaves as a way to educate students about the institution’s complex racial history. Ryland, the university’s first president, was the pastor of a church that included slaves, but he also enslaved people. Freeman, a prominent trustee, supported racial segregation and eugenics.

The backlash, from students, faculty, staff, and alumni, was swift. The administration ultimately declared a moratorium on any changes in the names while a commission was set up that would include broad cross-campus input.

In a video message in mid-April, Crutcher conceded that he hadn’t fully understood concerns about retaining the names. “It is clear that the Board of Trustees and I did not handle the process or decision as well as we should have,” he said. “For that, I am sorry.”

The concession didn’t satisfy everyone, but it temporarily quieted the protests. Activists who fiercely opposed the president’s posi-

tion said they respected how he had commissioned research into the backgrounds of the two men and ultimately called for more community input.

Crutcher is accustomed to ruffling feathers in his efforts to get students to openly confront, rather than, as he sees it, hide from viewpoints and historical events that trigger strong feelings. He understands that, as someone who lived through the civil-rights movement, he’s speaking across a generational divide.

“Nonetheless, we are an educational institution, and I am an educator,” he says. “We have to recognize that for some students, it is very painful — perhaps even ‘traumatic’” — he signals with air quotes — “but I think we will have failed our students if we allow them to remain there. We need to help them get beyond the pain, the trauma, whatever it is. Otherwise, we will not have served them well when they go out.”

WHEN the stresses of his job mount, Crutcher turns to music. After the pandemic took hold last spring, he played two of his favorite pieces in a musical interlude on YouTube. He acknowledged how isolating, frustrating, and at times frightening the moment was. Music, he said, was his “salve.”

Music also introduced him to the world of higher education that his devoutly religious parents, neither of whom had graduated from high school, knew little about. His father was a stern disciplinarian prone to angry outbursts, his mother a stickler for proper English and impeccable manners. Crutcher felt stifled by their strict rules and ashamed of his father’s crass way of speaking.

Singing in the school choir at age 14, Crutcher was offered the opportunity to play a musical instrument, and he chose the cello. He was an overweight, introverted teen, and the instrument was one he figured he could hide behind on stage.

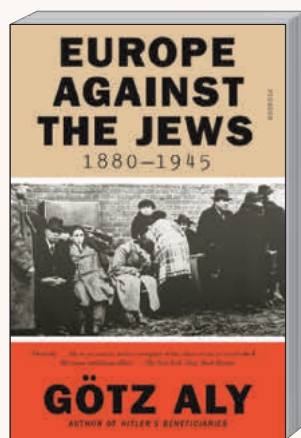
He fell in love with the cello, ignoring the laughter of other kids as he carted it back and forth over the hills of Cincinnati between home and school. Eight months after starting the instrument, he performed in a state music competition at Miami University, in Ohio, where a white college professor in the audience was impressed with his talent. The professor, Elizabeth Potteiger, took Crutcher under her wing, gave him three years of free cello lessons, and remained a mentor and friend until her death in 1998.

Crutcher went on to double major in music and German at Miami University, where he was one of about 80 Black students in a student body of 10,000. The experience, he says, was alienating, but he never spoke about it with his family, his mentor, or other Black students. His father had urged him to avoid spending time only with Black people because he said Ronald deserved to be in the same circles and have the same opportunities as white people. In retrospect, he writes in his memoir, he spent little time getting to know his Black peers, some of whom probably considered him arrogant. "I am certain that

**"I had no idea you were Black."
The comment shocked
and angered Crutcher
at first, but he ended up
using it as the title
of his memoir.**

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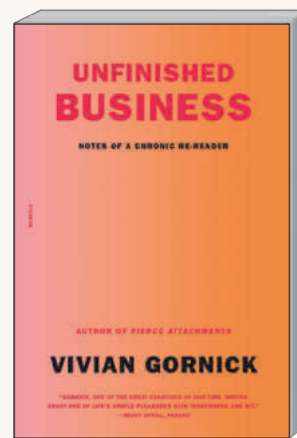
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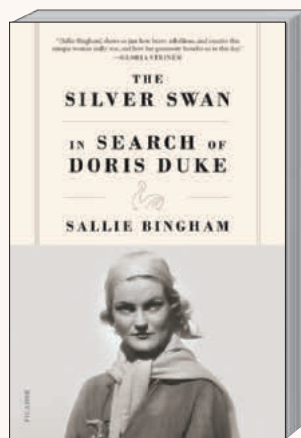


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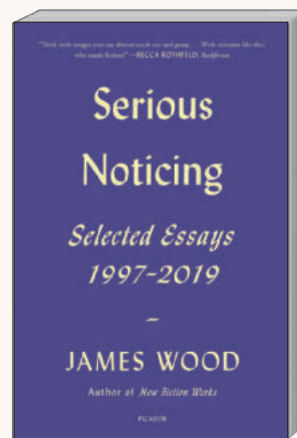
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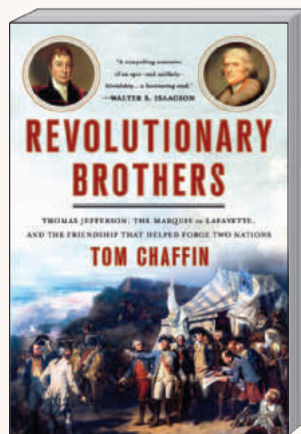
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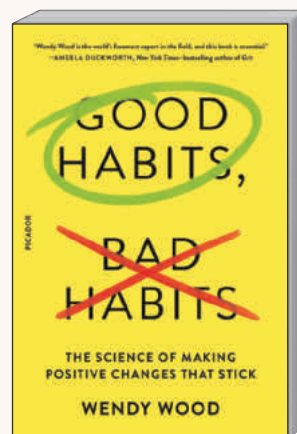
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JULIA RENDLEMAN FOR THE CHRONICLE

Ronald Crutcher, president of the U. of Richmond, plays the cello at his home.

some called me ‘Oreo,’” he writes in his memoir. He was a bit of a loner, he says, and didn’t let it bother him.

AFTER reading *The Autobiography of Malcolm X* during his junior year in college, he began to realize that not talking about race had prevented him from asking crucial questions. Was his father right when he angrily confronted a bus driver for not picking his family up? Or was his mother’s more restrained approach — dressing her young sons in suits and bow ties so no one would have a reason to demean them — more appropriate? Why, he demanded in a letter he wrote to his mentor after his col-

lege graduation, hadn’t she talked to him about race? As he began to think more about becoming a college professor, as well as a professional musician, he vowed that he’d be a mentor who didn’t shy away from tough topics. He has kept that promise; he and his wife, Betty Neal Crutcher, mentor groups of first-year students at Richmond, meeting monthly to talk about current events and other topics, including race.

After earning a doctorate in music at Yale University and a Fulbright to study cello in Germany, Crutcher returned to the U.S. and began his climb up the academic ranks. He served as provost at Miami University and as president for 10 years at Wheaton College.

As a Black leader at overwhelmingly white institutions, he found that race was never far from the surface. In the mid-90s, as director of the School of Music at the University of Texas at Austin, he met with the CEO of an oil company to ask him to support a scholarship for violin students. The first words out of the executive’s mouth when he saw Crutcher? “I had no idea you were Black.” The professor was shocked and angry. He thought about walking away, and when he tells the story to students now, some say that he should have, that the words were unforgivable.

Instead, he decided to listen. The man talked about how he and his wife had attended the Aspen Music Festival for several years and had rarely seen string players of color. He wondered if the classical-music community could do more to nurture that talent. By the end of the conversation, which touched on their shared love of classical music, the scholarship was in the works.

Crutcher tells the story to illustrate the benefits of withholding judgment and hearing someone out when they say something that, on its face, sounds offensive. He ended up using the executive’s comment as the title of his memoir.

CRUTCHER was attracted to the job at Richmond because of its growing diversity and commitment to a need-blind admissions policy. Students of color had nearly tripled as a percentage of the population under his predecessor, Edward L. Ayers, while the number of low-income students had nearly doubled.

But while their numbers had increased to 26 percent of the undergraduate population by 2015, students of color didn’t always feel welcome. Black students talked about feeling they were being asked to represent their race in class discussions. It brought painful memories to Crutcher of his own college experience.

Still, he finds it frustrating that debates about racial justice are often framed as binary. “Either you support the Black students or you support white supremacy,” he says. “Of course, it’s more complex than that.” This binary thinking shows “the real need for dialogue and the realization that we are in an incredibly polarized country now.” Not only are people living in bubbles, he says, but they tend to vilify anyone outside that bubble.

Crutcher has suggested that students are too quick to retreat into safe spaces where they're sheltered from views that offend them. He'd rather see them take advantage of being in the most diverse place many of them have lived in to hone the tools to respond, whether it's through counterarguments or just honest conversations with people who don't share their ideologies. Colleges can encourage that, he says, by welcoming speakers with diverse, even controversial views and facilitating ways for students to interact with classmates from different races, economic backgrounds, and sexual orientations.

"The world our students will enter after graduation is riven with difficult discussions and peopled by those with whom they will disagree," he writes. "As campus leaders, we have a duty to lead by example and prepare our students, not isolate them like hothouse flowers."

He can sound like conservative critics of higher education. But even people on campus fighting to change the building names say that Crutcher has a clear commitment to racial justice and an appreciation of how much work lies ahead.

Thad Williamson, an associate professor of leadership studies and head of the Faculty Senate, says the president may not have fully understood "the sense of existential threat" many students of color feel "in an era of Trump." When Crutcher says that students are being oversensitive, "I sometimes disagree, but I'm rarely offended," Williamson says. "People know him to be a kind and caring person."

Mary Kelly Tate, a professor of law who works to identify and exonerate wrongfully convicted people, and who, like Williamson, is white, calls Crutcher "a man with great gravitas who I frequently disagree with on these very important issues."

The president's call for viewpoint diversity "is a virtuous aim," she says, "but not at the expense of making students of color feel alienated" by continuing to honor historical figures tied to slavery and eugenics. "To point out structural racist realities is not evidence of being fragile," she adds. "It's quite the reverse."

Shira Greer, a junior, was an author of a statement from the Black Student Coalition decrying the refusal to rename the buildings. The commission, she says, is probably a stalling tactic and a way to dodge the issue for now. Still, she says, "I think there has been progress made under his tenure, taking a school that has always been backward and catching up. He's been respectful of students."

Crutcher concedes that it hasn't always been easy taking a position that puts him at odds with many faculty and students of color. Shortly after a white-nationalist rally in Charlottesville, Va., turned deadly, he was moderating a panel discussion in which a Black sociologist, Bedelia N. Richards, described students being terrorized by a noose found hanging in the theater department the previous year. Crutcher responded that it was unfortunate an inanimate object had sparked such fear. He had always been taught, he said, "that sticks and stones may break my bones, but words will never hurt me." When he saw the aghast expressions in the audience, "I realized I'd really stepped in it." After the session, he said he apologized to Richards.

Interviewed this week, Richards, a race and ethnicities scholar who has a consulting group that helps people talk about race, said Crutcher spoke to her briefly after the panel, but she doesn't remember an apology. She said that while she thinks he is more careful about what he says now, she's not convinced he's any more sensitive to the realities of racism on his campus.

"The way he frames freedom of speech, it's almost like he sees two kids on a playground throwing insults at each other and they're on

equal footing," she said. "What I was arguing is that there's nothing equivalent to a noose that you can throw back at a white person that has the same impact." The president's "sticks and stones" comment, she said, "communicated to white people that you can say what you want. Black students just have to toughen up and take it."

Richards said she feels "a sense of betrayal" when a Black president questions whether microaggressions are real and whether safe spaces are needed. As a Black man, "he can say things and it's harder to criticize him for it."

One thing they agree on is that talking across difference is important. They just disagree on how to go about it.

CRUTCHER is a proponent of the university's "Sharp Viewpoints" series that pairs speakers from opposite sides of the aisle tackling hot-button issues. One of his favorite pairings was Cornel West, a left-leaning activist and former Harvard professor, and Robert P. George, a conservative professor of jurisprudence at Princeton University, talking about how they remained close friends despite their sharply opposing political views.

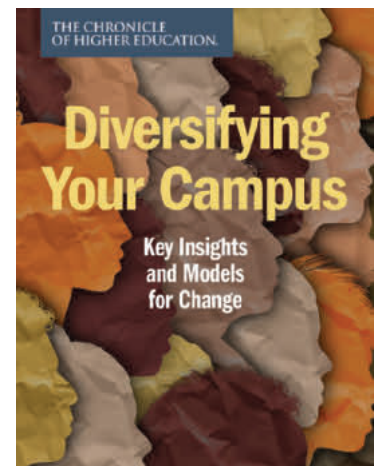
He's also encouraged employees to participate in the University of Michigan at Ann Arbor's Program on Intergroup Relations, which describes itself as a social-justice education initiative. He takes those lessons to heart in his own interactions on campus.

"Leaders need to be patient," he says. "If you're in a conversation and students say, 'I'm not happy with what I'm hearing from you. If you're not going to do XYZ, there's no point in going forward,'" take a deep breath, and say, 'Maybe we can return to it later,' because it doesn't do any better to push it. That's just going to exacerbate the situation."

A lot has changed during his lifetime, Crutcher says, and the pace of change seems to be accelerating. Still, he finds it disheartening that some students today are experiencing the same racism he faced in the 1960s. But in his day, conversations about divisive issues were loud and welcomed, he says. Today, controversial speakers are disinvited, potentially painful debates avoided.

"What I find most hopeful is that students of color and their allies are saying, 'We no longer want to be educated in a culture where we feel like a guest in someone else's home,'" he says. "Some people would say, 'If you're not happy, just leave.' No. We're here. We're going to challenge you to change the culture." But to do that, he believes, everyone needs to listen. ■

Katherine Mangan writes about community colleges, completion efforts, student success, and job training, as well as free speech and other topics in daily news.



FROM THE CHRONICLE STORE

This Chronicle report examines Explore key questions surrounding the lack of racial diversity in higher ed with insights from campus leaders who have made changes to the status quo. Learn what it takes to bring more diversity to campuses and how to tackle the structural barriers that hinder people of color. [Get this and other products at Chronicle.com/Browse](https://www.chronicle.com/Browse)

"We have a duty to lead by example and prepare our students, not isolate them like hothouse flowers."

The ‘Flagship’ Folly

The metaphor is a poor classifier of colleges but a clear signal of higher ed’s status obsession.

AMERICAN higher education is full of jargon. We have all kinds of bamboozling lingo to categorize different types of colleges: SLACs, HBCUs, R1s, MSIs, PWIs, “mega-universities” — the list goes on. While many of these terms are helpful, others are less so. Consider, for instance, “elite” colleges. This term suggests everyone has agreed on which institutions are “elite” and what their features might be. That, of course, is not the case. Another misfire, somewhere near the top of this pantheon of parlance, is “flagship.”

The term is pervasive. In an analysis of segregation of Black and Latina/o students, the Education Trust dove into the data by identifying 50 public universities as flagship campuses. The Urban Institute’s “Understanding College Affordability” project simply identifies flagship public universities as “generally doctoral institutions.” *The Hechinger Report* recently examined the recruitment, enrollment, and campus racial-climate issues of specifically the more selective flagship campuses. *The Chronicle* also uses the term widely, in referring to quite diverse public universities with varying resources, selectivity, and academic and research offerings.

“Flagship,” then, is a confusing term, and those of us who work in higher ed should probably avoid it altogether unless we can settle on a clear definition of what it means. In our research, we found that while academic researchers seem to be able to identify which universities are flagships, they often don’t know why.

We identified nearly 350 articles in 12 academic journals that used the term “flagship” to refer to colleges since 1980. Of those, only 29 — slightly more than 8 percent of all articles we examined — included any definition of what constitutes a flagship college. None of the articles offered a clear and compelling definition of the

term. When researchers did define it, they used phrases like “selective” (58.6 percent of the time) or “research-intensive” (31 percent), or they identified a specific university as a concrete example.

The term’s academic origin similarly fails to clarify its meaning. The term “flagship” institution barely appeared in print before 1980.

In our sample of academic research, approximately five articles a year mentioned flagship universities from 1980 to 2005. From 2006 to 2015 the number of articles using the term crept up to between 10 and 15 articles a year. Since 2015 the usage of “flagship” university has skyrocketed — there were 40 articles in 2020 alone. A third of all articles mentioning the term “flagship” in regard to a university in the journals we examined have been published since 2015.

The early scholarship we identified doesn’t help much to define the term or pinpoint its origins. A 1982 *Review of Higher Education* article identified a flagship university as one with credibility, resources, and “carefully constructed prestige.” A book from 1985 recognized flagship universities as public universities with the “highest classification” in a state, allowing for multiple flagships per state, and identified 65 in total. But a 1987 book said that each state could have only one flagship. So, again, no agreement.

More recently, the higher-ed scholar John Aubrey Douglass has championed the model of the new flagship university. Douglass’s idea pushes back against the research-first notion of the world-class university, which became popular in the early 2000s — right around the time the Shanghai and *Times Higher Education* world rankings emerged. He distinguishes a “flagship” college from a “world class” one as emphasizing access and civic engagement in addition to research. Douglass traces the flagship concept



DAVE PLUNKERT FOR THE CHRONICLE

to the 1800s in the United States, but provides no specific origin. The oldest university in a state, land-grant universities, and normal schools are all named as part of the flagship tradition. Just about anything virtuous about public universities seems to be part of the flagship tradition.

The flagship concept is not always synonymous with virtue, however. The Education Trust shows how flagship universities abandoned their public mission, operating as engines of inequality and segregation. Exclusionary admissions prioritize wealthy, mostly white students from out of state who can pay full freight. Flagships fail to sufficiently serve Black, Latina/o, Native American, Asian, and low-income students. Other research has come to similar conclusions. So much for community and opportunity as distinguishing characteristics.

The extreme malleability of the flag-

ship concept and category sets it apart from other taxonomies of higher ed. The Carnegie Classifications are technical and rarely used in public conversation, and don’t seem to capture much of what people discuss about flagship status. Other terms convey information about history, mission, culture, and curriculum. “Historically Black Colleges and Universities” is a historical and legal category imbued with social meaning about race and education in America. Liberal-arts colleges refer to a distinctive mission and curriculum, even if there is no dispositive way of identifying all the liberal-arts colleges. Those categorical concepts come with a clarity that eludes “flagship.”

IS IT STILL POSSIBLE to produce a list of flagship universities? The Education Trust reports do, and the lists are credible. But are they conclusive?

One issue is whether there can be only one flagship per state. Flagship is a nautical metaphor. The flagship is the grandest vessel in a flotilla, the leader. In this metaphor, the flagship is the “top” campus in a university system. For some states, this makes sense. The University of Wisconsin at Madison leads the University of Wisconsin system. In other states, two universities claim flagship status, such as the Berkeley and Los Angeles campuses for the University of California system. Some states have two or more major university systems. The University of Texas at Austin is the University of Texas system’s flagship, but the College Station campus is the Texas A&M system’s flagship.

Some states seem not to have a flagship at all. The State University of New York system does not have a clear leading campus. The Education Trust says the University at Buffalo is the flagship, but it could also be Albany or Stony Brook. The University of Wyoming is the only four-year university in its state. Taking the analogy literally: What fleet of institutions is Wyoming leading? Delaware has two public universities: the University of Delaware and Delaware State University, an HBCU. It took a court order to persuade the state to desegregate in *Parker v. University of Delaware* (1950). What sort of historic leadership is that?

Alternative flagship lists could include the oldest public university in the state, but that would produce some odd results. The College of William & Mary was founded more than 120 years before the University of Virginia, but it was private until the Commonwealth of Virginia saved it from financial ruin, in 1906. How would one rank that? Should Ohio University, which opened in 1808, steal “flagship” status back from Ohio State?

Sometimes flagship universities are associated with the Morrill “land grant” Acts that included the theft of land from Indigenous communities to fund institutions. Again, little consensus appears. Few think the land-granted Michigan State University should be a flagship instead of the Ann Arbor campus of the University of Michigan. Several HBCUs

are also land-grant institutions, but HBCUs seem never to be honored with the flagship designation. Nor are any two-year institutions called “flagship,” even though some community colleges are part of large systems. In short, our selective use of the term undervalues important educational communities.

Writers often define flagship universities as selective. Yet plenty of campuses typically identified as flagships admit more than half of all applicants. According to 2019 data, the University of Vermont admitted two-thirds of applicants, the University of Arizona admitted 85 percent, and the University of Kansas admitted 93 percent. Most people think the University of Kansas is a flagship, but no one believes a 93-percent admit rate could be characterized as selective.

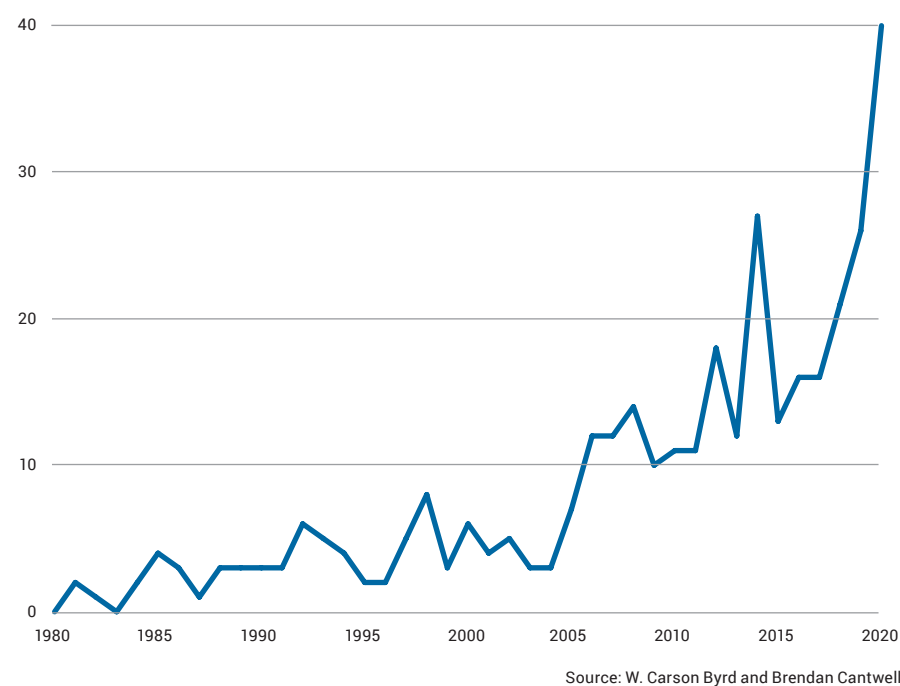
Others associate flagships with research intensity. And certainly, some places typically identified as flagships do a lot of research. The University of Michigan and the University of Washington are among the world’s largest research-performing universities. But things don’t always work out that way. The nonflagship University of Pittsburgh has almost six times the research funding of its regional neighbor

and flagship-labeled West Virginia University. Down South, the Georgia Institute of Technology is both more selective and more research intensive than is the state-identified flagship, the University of Georgia.

Analysts and policy advocates sometimes compare flagships to measure how accessible, affordable, or equitable public higher education is in different states. A 2019 Institute for Higher Education Policy report about college finance and educational opportunity made such comparisons and characterized flagships as those that “tend to be the most selective, academically rigorous, and well-resourced public school in each state.” The goals behind these comparisons makes sense to us. But the utility of the categorization is less clear across research. States vary too

The Growth of ‘Flagship’

The number of articles using the term “flagship” institution in 12 journals from 1980 to 2020.



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much in size, demographic composition, higher-ed-system complexity and governance, and state funding to make much sense about the condition of higher education by comparing one semi-arbitrarily identified campus in each state.

Does this mean that the flagship concept is bunk? Not always. Researchers have made good use of the flagship concept when examining state-level processes. An excellent example is the scholar Dominique J. Baker’s study about state affirmative-action bans. Baker found that states are more likely to impose affirmative-action bans when minority students enroll at relatively high rates on campuses *perceived* to be a state’s flagship. The study showed the power of the flagship image in the public imagination and demonstrated a connection between the flagship concept and systemic racism.

Labeling an institution as a flagship sends a message about who and what is valued in American higher education: specifically, name brands and the allure of status. The way people respond to the term is more instructive than what it tells us about the institutions we call flagships. On the other hand, as an analytic category used to answer other questions, about, say, affordability, accessibility, equity, or research performance, “flagship” leaves much to be desired. Such imprecision causes us to mistakenly compare institutions, and also gives rise to a world of research, data, and policy recommendations premised on faulty assumptions. In short, “flagship” has outlived whatever purpose it once had, and now clearly does more harm than good. Until we have a clear definition of particular features that can help understand a segment of public institutions, it’s time we stop using it. ■

Demands for Diversity Lead to Corporatization

Students are empowering administrators at faculty expense.

THIS PAST FALL, the Core Strike Collective, a collection of student groups at Bryn Mawr College, submitted a list of 16 demands to the college administration. At the top was a call for mandatory diversity, equity, and inclusion training for students, faculty, and staff. The students, insisting on robust “quantitative and qualitative assessments,” asked for a data dashboard to track 38 proposed equity metrics concerning recruitment, retention, and financing.

Demands for diversity training and other DEI initiatives, such as bias response teams, have been central to student protests against racial injustice since 2015 and have only proliferated in the wake of George Floyd’s murder. Many student demands have been framed in terms of resisting capitalism, corporate logic, and labor exploitation. The Core Strike Collective called out Bryn Mawr as “a corporation that poses itself as an educational institution.” Indeed, the University of Virginia scholars Rose Cole and Walter Heinecke applaud recent student activism as a “site of resistance to the neoliberalization of higher education” that offers a “blueprint for a new social imaginary in higher education.”

But this assessment gets things backward. By insisting on bureaucratic solutions to execute their vision, replete with bullet-pointed action items and measurable outcomes, student activists are only strengthening the neoliberal “all-administrative university” — a model of higher education that privileges market relationships, treats students as consumers and faculty as service providers, all under the umbrella of an ever-expanding regime of bureaucratization. Fulfilling student DEI demands will weaken academe, including, ironically, undermining more meaningful diversity efforts.

The rampant growth of the administration over the years at the expense of faculty has been well documented. From 1987 to 2012 the number of administrators doubled relative to academic faculty. A 2014 Delta Cost Project report noted that between 1990



NICOLAS OGOOSKY FOR THE CHRONICLE

and 2012, the number of faculty and staff per administrator declined by roughly 40 percent. This administrative bloat has helped usher in a more corporate mind-set throughout academe, including the increased willingness to exploit low-paid and vulnerable adjuncts for teaching, and the eagerness to slash budgets and eliminate academic departments not considered marketable enough.

College leaders, for their part, have been more than happy to comply with the recent demands for trainings and DEI personnel. Nothing is more convenient from an institutional perspective than hiring more administrators and consultants. It simultaneously assuages angry students and checks the box of doing the work of improving campus inclusivity, without having to contend with the sticking points of university policies and procedures where real change could be achieved: tenure-review processes, limited protections for contingent faculty, and

student admission and aid policies that produce inequities.

Instead of tackling those challenges, institutions can rally behind quixotic rhetorical goals such as eradicating systemic and structural racism on campuses. They can, as Portland State University has done, pledge to apply “an antiracist lens to every signal we send, every model we create, and every policy we enact.” Or, like the University of Louisville has done, they can announce their aspiration of becoming “a premier anti-racist metropolitan university.”

HIRING EXECUTIVE DEI OFFICERS is the primary way in which many colleges have signaled their commitment to antiracism and diversity. More than two-thirds of major universities across the country had a chief diversity officer in 2016. Even in lean times, institutions of higher learning appear to have continued appointing executive diversity officers. Consider the University of California system, where in 2010 faculty and staff had to take up to three and a half weeks of unpaid

leave because of a \$637-million cut in state funding. Later the same year, the San Francisco campus appointed its first vice chancellor of diversity and outreach with a starting salary of \$270,000. In 2012, faced with the threat of a \$250-million cut in state funding, the San Diego campus nonetheless hired its first vice chancellor for equity, diversity, and inclusion, with a starting salary of \$250,000.

The other chief beneficiaries are diversity trainers and consulting firms. Diversity training is a billion-dollar industry. A one-day training session for around 50 people can cost anywhere between \$2,000 and \$6,000. Speaking fees for Ibram X. Kendi, the antiracist scholar at Boston University, are \$20,000, and Robin DiAngelo, the author of *White Fragility*, charges \$50,000 to \$75,000. Some colleges, I’ve been told, are forking out north of \$140,000 for multisession antiracism and diversity training for faculty and staff.

EAB, a prominent higher-education consulting firm, reports on its website that racial justice is by far the larg-

THE REVIEW

est driver of student activism over the past five years. The firm points out that acting on racial-justice demands requires the coordination of five departments: athletics, health services, student life, housing, and the administration.

Note the conspicuous absence of academic departments. What we have is a wholesale transformation of colleges where faculty members, once the beating heart of educational institutions, are sidelined. And every additional dollar spent on augmenting college administration eats away at finite resources.

In the name of riding out the pandemic, some colleges are freezing and cutting faculty positions. Many, including those purportedly committed to diversity, are laying off contingent faculty, a group that is more racially and gender diverse compared with tenured and tenure-track faculty. A number of liberal-arts colleges are choosing to focus on STEM and business at the cost of the humanities and social sciences. These are the very departments and programs that attract more diverse faculty than STEM fields; what's more, these are precisely the academic domains that focus most heavily on issues of race, equity, and social justice.

To be clear, student concerns about inequities are genuine and important. But instead of asking for bureaucratic

burgh-area activists, the course focuses on the Black experience and Black cultural expression, and it considers the interplay of race with ethnicity, gender, class, sexuality, and nationality.

Other efforts, like tailored coursework, seminar series, discussion panels, student speak-outs, collegewide teach-ins, exhibitions, performances, and common readings allow institutions to harness the knowledge and expertise that their faculty, students, and staff already have on issues of race and inequality.

Alas, such thoughtful responses have been few and far between. The vast majority of college administrations have simply genuflected to student demands for trainings. The most galling aspect of institutional responses, one that is conspicuously neoliberal *and* anti-educational, is the embrace of the-customer-is-always-right attitude. Evidence and research suggest that diversity-related trainings are not effective. According to the sociologists Frank Dobbin and Alexandra Kalev, diversity training has “failed spectacularly” when it comes to reducing bias. To the contrary, these trainings can reinforce stereotypes and heighten bias. Yet colleges across the country have chosen to disregard the evidence and instead pander to the “customer.”

Institutions of higher learning, the

“What we have is a wholesale transformation where faculty members, once the beating heart of colleges, are sidelined.”

solutions such as trainings, students would be better served if they insisted that colleges redirect resources towards things such as increasing financial aid, providing better academic support systems for underrepresented students, and instituting educational initiatives.

A good example is the University of Pittsburgh's multidisciplinary course “Anti-Black Racism: History, Ideology, and Resistance” introduced in the wake of George Floyd's murder, and which all first-year students are required to take. Drawing on the expertise of Pitt faculty from the humanities, social sciences, public health, sciences, and the arts, as well as Pitts-

very bastions of rigorous analysis and evidence-based knowledge production, have reneged their key responsibility of educating students. In doing so we are squandering a prime opportunity to seriously think through and constructively address some of the most serious problems that plague American society. Indeed, it is a grim moment in the history of education when the *raison d'être* of colleges is overwhelmed by the logic of the market. For reasons very different from those of the students at Bryn Mawr, I find myself coming to the same conclusion: Colleges today are *indeed* corporations masquerading as educational institutions. ■



Amna Khalid

is an associate professor of history at Carleton College

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Librarians Lead the Way

They helped guide their institutions into the socially distant era. Now what?

WHEN THE PANDEMIC HIT in March of last year, administrators at Davidson College approached the library, which had instructional designers on its staff. Could those designers and other librarians help shift Davidson's courses to an online format in the middle of the semester?

"It was all hands on deck," said Lisa Forrest, director of Davidson's library. "Even though the librarians may not have thought of themselves as instructional designers, I think everybody quickly learned that we were speaking a very similar language, and folks realized they all had a role to play in helping to transition those courses."

Within a week, those courses were online. Within another week, the library had moved its student- and faculty-research consultations online, while working on other resources: The library ramped up its digitization efforts, book-retrieval and contactless book pick-up services, and self-check-out, including a service that allowed people to check out books from their phones anywhere in the library.

Forrest has been working to push the library to establish more digital collections and online services, and to do more outreach since she arrived at Davidson three years ago. The pandemic put those plans into overdrive.

"It showed us just how nimble and agile we can be when we need to be," she says.

In fact, over the past year, academic libraries across the country helped lead their institutions into the socially distant era — in part because librarians had already spent decades figuring out how to offer online services and get information to people who rarely came into the building. In that time, campus librarians have also grappled with the symbolism and role of the campus library, a structure usually situated in a prominent place on campus.

In 2001, *The Chronicle* published my article about the role of the library building in the online era, under the inflammatory headline "The Deserted Library." At the time, online resources were quickly supplanting paper ma-



CHAD HAGEN FOR THE CHRONICLE

terials, and some people wondered whether we would need libraries when patrons could get so many materials online. In a cover story that discussed the impact of that article many years later, *Library Journal* noted that one academic library director left her job at Bentley College when a senior administrator there came to the conclusion that academic libraries were obsolete.

That view, of course, was wrong. Providing paper books and journals is only one aspect of what libraries do. Libraries are social hubs on campus. They are increasingly the location of classrooms, auditoriums, cafés, makerspaces, virtual-reality rooms, business incubators, and more. And librarians themselves are increasingly reaching patrons outside their walls.

In the past year, when many academic libraries were now literally deserted, they continued to support students and researchers on campuses. The emergence of the internet changed libraries. Will the pandemic change them even more?

THE LIBRARY that emerges from Covid-19 is likely to value its digital re-

Hinchliffe. The pandemic was an experiment in accelerating those services without planning and under duress. Libraries need far more-aggressive outreach programs to patrons and more careful curation of digital collections and e-resources, just to keep the library's expertise and resources in front of students and researchers.

"The more people work remotely, the less they seem to actually seek out the expertise of library workers," Hinchliffe says. "If we wish to stay 'in the workflow'" — that is, to borrow from the library scholar Lorcan Dempsey, to operate in the online environments where users work — "we probably need far more aggressive outreach programs than we currently have."

On his blog, Dempsey has said that the pandemic should push libraries to offer a "holistic online experience," apart from the physical space that now marks the value and identity of many libraries. "The forced migration online may mark a final transition into a more full digital identity for the library."

Certainly, in many cases, librarians noticed that the challenges of moving materials and services online paid off, with more participation among students and professors in library activities. Susan Goodwin, associate dean for user services at Texas A&M University at College Station, says the pandemic response has offered opportunities to rethink the library's processes and priorities. The librarians were already helping (and persuading) instructors to shift their course materials to more widely available online educational resources; the pandemic, says Goodwin, "only strengthened our resolve to continue to get the word out."

Consultations and workshops also moved to Zoom, and librarians found they were engaging with more people, from farther distances.

"We had all these participants from other campuses that now suddenly were able to sign up for these workshops that they otherwise would have had to drive to," Goodwin says. "I think our users are ahead of us. The faculty member in a distant building — we have a large campus — doesn't

sources and services even more than it does now, according to library directors and scholars of the field. It's an overdue evolution, says Lisa Janicke Hinchliffe, professor and coordinator of information-literacy services at the library of the University of Illinois at Urbana-Champaign. Yes, libraries had robust electronic resources and virtual services before the pandemic. But at many of them, technology was still at the margins of their activities, and staffing roles were still very much oriented around analog services and collections.

"The assumption should be that people never use us in person, except sometimes," says Hinchliffe. "The question is, will we go back to analog first and digital second, or will we remain digitally first with the analog in a complementary, important, but not front role? I see the potential for this shift to digital-first to be permanent."

Most of the planning around how patrons will use their libraries focuses on what happens within a building, with remote services being a contingency if patrons don't come in, says

necessarily want to have to come over to the library to talk to an expert about their research. They'd rather connect from their office."

The same dynamic seems to be happening for events for the public as well. Before Covid-19, the library at the University of Rochester, like many academic and public libraries across the country, would regularly hold events with prominent speakers — and sometimes draw a meager audience.

"We'd have a Pulitzer Prize winner, but there's so much competition for people's time that if we happen to pick a night that something else was

line platforms, they might learn something from the experience of their libraries over the past two decades, Radford says.

Online services might be more convenient, she warns, but they have their share of pitfalls.

"They seem deceptively simple because we live online now," she says, "but what's underneath there is the level of complexity about human interaction." Unlike face-to-face interactions, online interactions give users an opportunity to drop away easily; those providing service on the other end have to be aware of engaging

"Libraries never were about books" but were, historically, sites for interaction and debate. That type of energy, that type of messiness is something the internet cannot replace."

going on, we'd have 50 people," says Mary Ann Mavrincac, vice provost and dean of libraries at the university. The library moved those events to Zoom, and started drawing 200 to 400 people for some of them.

"And they've been from around the U.S.," Mavrincac says. She thinks the library could use such events to actively woo alumni and donors to support library projects, or the university overall. Consider the possibilities: Not just guest speakers, but discussions of items in the university's special collections or interactive sessions with university scholars. "The engagement is incredible, and they feel really connected to the university."

CONVENIENCE IS KEY — and it has been for some time. Marie L. Radford, professor and chair of the department of library and information science at Rutgers University, says that one of her most-cited studies, from 2011, noted that people use virtual services because they're the most convenient option, not because those patrons are in a rush, as many people had assumed.

Radford has studied virtual reference services for 15 years, and many of the librarians she surveys while studying the field have been offering person-to-person online services for even longer. If colleges move more of their own outreach and services to on-

line platforms, they might learn something from the experience of their libraries over the past two decades, Radford says.

them. Radford's studies indicate that patrons come to services like virtual chat with some anxiety — confusion about how to find the materials they need, or even what to look for — and making that human connection can be challenging.

"Now you ask a librarian, and we're behind this little button," she says. "They're not really sure who they're talking to, so you have to develop this rapport."

Remote work could have impacts on the internal culture of library organizations as well, something library directors are already considering — with few answers at this point. At Rochester, administrators are just beginning to convene universitywide discussions about who might be able to work part or full time from home. This raises important questions about equity: If someone gets to work at home, is that a privilege? How do you extend that flexibility to people whose work is based in the office?

During the pandemic, Mavrincac, of Rochester, has hired several people to fill vacancies in critical positions at the library; she is skeptical that those people can be integrated into the culture of her university from behind a screen at home.

"Most of those people have never met colleagues in person, and they don't have the same shared experience," she says. "I wonder about the

nature of human relationships." Zoom is far too formal and requires scheduling, which are barriers; with everyone in the building, employees can serendipitously run into each other, and into students and researchers.

"There's an informality about being on site," Mavrincac says. "I'd like to understand more about how relationships are built. I like to think we actually do need face-to-face."

IN MANY WAYS, academic libraries are among the most important public spaces on a college campus. A library building is often perceived as a campus's "heart"; Hinchliffe prefers the term "front porch," borrowed from the sociologist Tressie McMillan Cottom, for the way it emphasizes the notion of community rather than collections. For much of the public, a library is a "third place" much like a coffeehouse or a bar — a space that is neither home nor an office, but where people can gather to socialize, work, or simply be alone in public.

Joseph P. Lucia, dean of Temple University Libraries, believes that many of the academic functions of a library can be conducted online. Surely, students will take advantage of that for convenience, and certainly many faculty members prefer to be off campus if not needed in the classroom, lab, or office. It's not clear whether people will still prefer to work remotely after offices and public spaces reopen.

"We will have to work out what the social dynamics of the face-to-face environment look and feel like," he says. "If fewer people are on campus every day, will some of that urban density that was the characteristic of Temple's dynamism — just people everywhere — be diminished a bit? And what will the center of campus feel like?"

In the fall of 2019, Temple opened a new library building, the Charles Library. It was designed by the Norwegian architecture firm Snøhetta and sits along a crossroads of that campus, in a spot that can sometimes feel as crowded as Times Square during the height of the day, says Lucia.

Space affects mind-sets — something that has been as true of libraries as it has of churches or prominent government buildings over centuries. One of the themes of "The Deserted Library" and a number of related and follow-up articles was clear: The "deserted" libraries were often drab, poorly lit buildings. New, well-de-



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signed or renovated libraries often led people to rediscover these buildings, and to want to hang out within them.

"The Charles Library is an environment where you walk into it, and it has a feeling, a lightness, a lifting quality that is inspiring," Lucia says. "The design environment, the layout of spaces, the physical materials, and the way they fit together — the geometry communicates a sense of specialness. It takes from a deep history of library architecture, this notion that libraries should be spaces that inspire."

The library was designed in part around the notion of the *stoa* in classical Greek architecture — walkways, lined with columns, that were public marketplaces and community spaces. It was designed to be a social space, but a versatile one that could change with the times.

If you go back far enough, to ancient Egypt, Greece, and Rome, "libraries never were about books," says Craig Dykers, a founding partner at Snøhetta, which also designed the Bibliotheca Alexandrina. They started as outdoor spaces, he says, then moved to semi-enclosed spaces. They were sites of legal debates and community space before they became "semi-sabbatical" places where people sit alone at a cubby.

"In recent history, we have broadened that definition to be actually much more like the ancient libraries of Greece and Rome, to be highly active places," he says. "That type of action, that type of energy, that type of messiness is something the internet cannot replace, even in chat rooms. We'll yearn for that after the pandemic eases our fear of being with other people, and we will once again reoccupy libraries." ■

Stop Grading Class Participation

Students shouldn't have to battle one another for airtime to earn a good grade.

WHEN I BEGAN TEACHING, I adopted the common practice of grading student participation. I set aside 10 percent of my students' grades for that purpose, and did my best to keep track of how much they spoke up in class. That was challenging, especially early in my career, when in a typical semester I was teaching three or four courses of 20 to 30 students each. I had no formal system for tracking who spoke and how often — I simply relied on my observations and recollections.

Practically speaking, I tended to use the class-participation score to reward students who I felt deserved a grade boost at the end of the semester. When I was sitting down to assign final grades, I would first look at how they did on papers, tests, and projects, and then at their class participation. If they'd participated a lot, I would give them an A in that category, and it might raise their final grade from, say, a B to a B-plus. If they didn't participate much, I didn't punish them for it — I would just match their participation score to whatever grade they had earned for the other 90 percent of the course, so their overall grade would remain the same.

Even as I write these words, I am cringing at the thought that I engaged in this pedagogical practice for a good dozen years or more.

I no longer grade class participation. I seem to be in the minority on that,

based on my conversations with other faculty members. But I have come to believe that grading student participation is a poor pedagogical choice, and that a better alternative exists. Here I'll explain why — and how I cultivate participation in my courses, even without hanging a grade-based incentive over my students' heads.

What drove me away from grading student participation was an uneasy feeling — and it grew each year — that grades were not something that should be fudged based on my hunches and instincts, or influenced in any way by my informal observations and memories. In retrospect, it seems ridiculous to believe that I could accu-



GETTY IMAGES

rately measure how much every student participated in all my courses during a 15-week semester.

Such a "system" is subject to every kind of bias imaginable. In addition to whatever unconscious biases I might be carrying toward students based on their identities, I might find myself

looking more favorably on a student whose comments or demeanor remind me a little of myself — or unfavorably on a student who reminds me of someone I dislike.

You also don't have to teach for very long to discover that some students love to participate in class, and will do so at every chance they get, sometimes in very superficial ways. How do I measure the difference between an introvert who makes one comment that changes the way we all think of the material, and an extrovert who makes 10 comments that are all the equivalent of "I agree with that."

I do know fair-minded graders of class participation who do things like keep a roster on their desk and put check marks next to the names of students who speak.

But when we drill down to the par-

ticulars, this grading practice raises some hard questions that usually are left unanswered: Are all comments equal? What counts as a comment worthy of a good grade? How am I tracking the quality of the comments, as opposed to the sheer quantity?

And don't even get me started on the biases of our very imperfect human memory. Perhaps most relevant here, psychologists will tell you that we're all subject to the recency effect — a tendency to recollect, most easily and prominently, things from the very recent past. As the instructor, what I remember happening in the final weeks of the semester might shape my evaluation of a student's participation more than what happened in the first few weeks. That might not be fair to a student who participated a lot early on but then got overwhelmed and quieted down later in the semester.

Even if I could track everyone's participation accurately, I am not sure we really *should* grade students on how willing they are to raise their hands and speak in front of a group. We all know — or have been — students who are made anxious at the thought of class participation, or who have learn-

ing challenges or disabilities that prevent them from engaging in a whole-class discussion as actively as do their peers. Should they be punished for their character traits or anxieties?

A FEW YEARS AGO those concerns reached enough of a fever pitch to persuade me to stop this practice altogether. It was difficult to abandon, because grading participation does stem from a positive intention: I want students to take part in class. Those who participate are more likely to succeed in the course because they have articulated their thoughts, have received feedback, and can revise them for graded papers, quizzes, and assessments. Those are excellent reasons to encourage participation.

If you grade participation, you might also do so because you believe it helps students develop thinking and speaking skills that will benefit them in the future. In some disciplines the ability to think on your feet might be an essential skill. As with any skill, it will improve with practice, so regular classroom participation can hone it.

But while those are excellent reasons to encourage participation, the

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motivation does not have to come in the form of a grade.

I no longer grade participation because — as I explain to students on the syllabus and on the first day of the semester — everyone participates in my courses. That’s the expectation and the reality. Participation is not some optional extra. It’s as essential to the course as writing the assigned papers and taking the final exam. You can’t be a full member of our community without participating in class.

That participation does not always consist of comments lobbed into

anxious students can usually muster the energy to report a group’s conclusion or summarize a writing exercise. (For more tips on this front, read Jay Howard’s advice guide on “class discussion.”)

■ I work very hard to make class a safe and inclusive environment, using many of the strategies recommended in the work of Viji Sathy and Kelly A. Hogan. I also try to express my gratitude for participation on a regular basis, both in class and outside of it. Sometimes, when I return their written exercises to them, I will write short

participation an ungraded classroom norm might be one of the most inclusive practices we could undertake as teachers. It can help students find their lost voices, empower those who feel deprived of agency in other parts of their lives, and prevent discussions from being dominated by students who talk over their peers and crowd out other voices.

In a classroom in which everyone participates, everyone is equal. The discussions are not combat rings in which students battle one another for airtime in order to earn good grades. They are opportunities for us all to think together and learn from one another.

If you believe student participation in your courses benefits your students, give that benefit to every student. Use invitational participation or other engagement strategies to ensure that every student has a voice in your classroom — and not just the ones who are competing for a grade. ■

When we drill down to the particulars, this grading practice raises hard questions that usually go unanswered.

classwide discussions, but can take many forms. Most frequently, students in my courses will be speaking with one another in pairs or small groups as they complete some assigned task. In a literature course I might ask them to annotate a certain poem in groups; in a writing class I might ask pairs of students to identify the three most effective qualities of a piece of writing. Over the course of the semester, all students will have participated in enough of these groups that they will have spoken multiple times in the classroom.

But they will participate in class-wide discussion, too. This happens via what some people call “cold-calling,” but what I prefer to call “invitational participation.” When I ask students to join the discussion, I’m not challenging them to a duel. I’m inviting them to share their views because I value what they think. My invitations are premised on the fact that their comments matter. We can all learn from what they have to offer to the discussion.

Of course, invitational participation (or cold-calling, or whatever you prefer to call it) can provoke fear in students, so I prepare them in three ways:

■ Every whole-class discussion begins either with a small-group activity or with each student writing a one-paragraph response to a discussion question. Students can always respond to my invitation to speak in class by telling me what they wrote on their own, or discussed in their groups. Even the most introverted or

notes commending or thanking students for in-class comments. I might also thank students for their participation when they visit me in office hours.

■ Most important, my invitation can always be declined. Students know they can always say “pass,” and they won’t be docked for it. I make this clear in the way I frame the invitations: “Kiara, you’ve been quiet for a while, but you look thoughtful. Do you have something you want to add, or do you want to just keep thinking?” or “David, I remember you wrote something about this in your essay — do you want to throw that into the mix now?” I always try to frame invitations to imply: I bet you have something important to add here; any chance you want to join the conversation?

I should note here that, in recent years, I have received accommodation letters that specify individual students should not be required to participate in class involuntarily. Of course, I respect that accommodation — but I also usually meet with those students separately, after I have explained the participation policy, and ask them whether they would be willing to receive an occasional invitation, which they can of course turn down. Every one of those students has been willing to receive the invitations, and has eventually spoken in class.

The key is to create a welcoming environment for students, ensure that they have had time to think or write prior to a discussion, and give them the option to pass. Making par-



James M. Lang

is a professor of English and director of the Center for Teaching Excellence at Assumption University, in Worcester, Mass. His new book is *Distracted: Why Students Can’t Focus and What You Can Do About It*, published by Basic Books in October 2020.

Asian Religious Art Collection To Be Donated

A retired US foreign correspondent who lived in Asia for many years and collected Buddhist and Hindu religious art for a lifetime would like to donate the collection of about 700 pieces to a university or museum that would display it, or much of it, in a museum setting.

Institution must have—or plan to hire—an expert in Asian religious art as curator.

Collection includes works from China, Thailand, Japan, India, Laos, Burma, Cambodia, Sri Lanka and some unusual American and European Buddhist art. Gandharan, Khmer, Pala and early Chinese works are in the collection. Some Jain and Daoist works as well.

Alternatively, I would like to contact collectors with similar goals of donating their collections to a university or museum. Perhaps we can pool our resources.

Photos available on request—but not for all 700.

Reply to:
Collection Offer
buddhistartoffer@gmail.com

Eliminate Letters of Recommendation

They impede progress on diversity and waste your time.

IS YOUR INSTITUTION committed to an equitable hiring process? Is it also concerned about reducing unnecessary costs? What about increasing productivity without sacrificing the quality of work life? If you answered yes to all three — and you should have — would it surprise you to learn that eliminating the hiring requirement for letters of recommendation could accomplish all three?

We arrived at our position against letters of recommendation based on our experience, one of us as a university dean and the other as a former university administrator turned higher-education consultant. We know that letters-of-recommendation requirements are often well-intentioned. We also know they produce unintended consequences that work against many of academe's stated goals, such as increased faculty diversity.

It's time to examine some of the faulty beliefs that have sustained the letter-of-recommendation requirement for far too long.

Faulty Belief No. 1: Letters of recommendation are a useful indicator of candidate quality and character. Academics in this country are enamored with letters of recommendation. We require them for admission decisions. We expect them in a job candidate's dossier. We make them an essential component of the application process for assistantships, fellowships, and awards. Want to break into academe, move up, or stand out? An application and three letters of recommendation are the nonnegotiable first steps. Why? Because we believe these letters have magical powers to



ISTOCK

separate those who are qualified from those who are not.

For an enterprise that positions itself as the keeper and purveyor of fairness and rigor, academe demonstrates a surprisingly unquestioning belief in letters of recommendation — despite mounting evidence against their validity as unbiased instruments of decision making. Debates about the value of recommendation letters in admissions have raged for years, given the lack of evidence for their value in predicting student success. In hiring, reference letters are equally unhelpful in predicting suc-

cess on the job and are well known for being biased against women for many reasons, including differences in language used to describe male and female candidates.

Theoretically, it's possible to teach letter writers the dangers of referring to women as “organized and detail oriented” while describing men as “innovative and visionary.” It may also be possible to teach everyone reading these letters how to decode them — how to be alert for phrasing such as “I'm not aware that she has ever made mistakes in the lab” and how not to be swayed by let-

ters that refer to men as “Dr.” and call women by their first names. We could even suggest that all letter writers and readers use the bias calculator to analyze letters before sending or reading them. But all of that seems like so much work.

And speaking of work, let's consider the amount of time and effort that goes into letters of recommendation. In his account of what it took to find his first tenure-track job, Jeremy Yoder determined that, of the 112 job applications he submitted, 57 percent required accompanying recommendation letters. Assuming each department required three letters, that means almost 200 had to be requested, written, and managed for a single job candidate. Think about all of the other work his letter writers could have accomplished had they not been writing letters on his behalf.

Let's also consider the work these letters create for every search committee and its administrative staff. Imagine 100 applications that require each candidate to have three reference letters. Better yet, imagine 300 such applications. That is a lot of document management. Because attaching letters of recommendation to applicant materials is an administrative headache, many institutions have decided to upgrade their applicant-tracking systems just to organize all of those documents. We consider that more of an expense to support a bad habit.

Given those documented problems, academe's attachment to recommendation letters is curious. Why are we so committed to a part of the hiring process that no one else outside of our sector seems to be using? If these letters are so essential to assess candi-

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date quality, why aren't they required by every employer? And why don't universities throughout the world insist on them?

Is it possible that what matters most to search committees is not the content of these letters, but the stamina and ingenuity required to produce them? That leads us to ...

Faulty Belief No. 2: By requiring letters, we make sure we receive applications only from people who actually want the job. "We don't want to waste our time considering candidates who are not truly interested in us," search committees tell themselves. "Requiring letters of recommendation makes candidates prove their sincerity and commitment to being part of our hiring process."

You would think that a customized

cover letter would be enough to assess candidate interest in the opening. Apparently, more evidence is required. Unfortunately, the requirement for recommendation letters can actually reduce applications from interested, worthy candidates. Here are some reasons why:

■ **Wanting to please.** Candidates, especially early in their careers, want to please their advisers. Often they are more comfortable requesting letters for jobs at high-prestige institutions than at places their advisers may consider less impressive.

■ **Trying to be strategic.** Job seekers know they have to be judicious in imposing on their letter writers' time. So they might not bother to apply for some openings, fearing (not always accurately) that they are out



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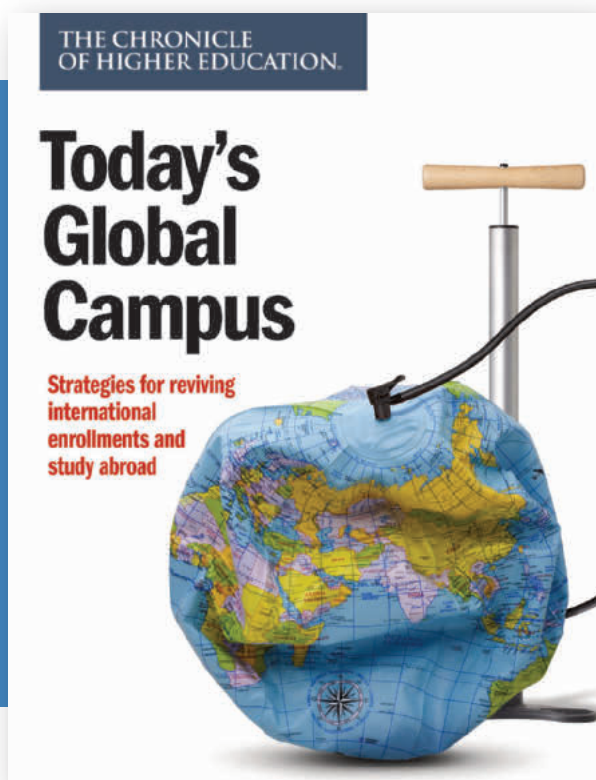
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“Thinking about international education as a part of work toward diversity, equity, and inclusion could help make the case for internationalization.”

Today's Global Campus

The pandemic has left no part of college life untouched, and for international students and study-abroad programs, its impact has been especially far-reaching. The travel restrictions cut both ways, causing international enrollments to plummet and limiting study-abroad opportunities for students.

From helping international students feel comfortable on U.S. campuses to finding ways to provide “internationalization at home,” exposing students to cultural and global diversity will continue to be a critical piece of 21st-century college education. Explore how colleges adapted to the new realities of international education and strategies they’re employing to revive international enrollments and study-abroad programs.

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OF HIGHER EDUCATION

of reach. That might also stop them from applying to small, less-known institutions.

■ **Letter writer exhaustion.** It is well known that women, people of color, and attentive teachers are asked to write more letters than others. Candidates may find themselves competing for their letter writers' attention, and not able to get it from people who could be their best allies.

■ **Limited options.** As a candidate, the more professional acquaintances you have, the bigger your pool of potential letter writers. Let's think about how those connections are made. Some come from helpful introductions by advisers and colleagues. Others come from being visible in academic circles by attending academic conferences and similar events. Given that there is often a link between meeting attendance and economic means, who gets to go and who doesn't? Candidates who have limited personal resources or who are from institutions without professional-development budgets will have a far narrower network. While the letter-of-recommendation requirement isn't meant to be discriminatory, it unintentionally benefits people with more status and money. Candidates

“Is it possible that what matters most to search committees is not the content of these letters, but the stamina and ingenuity required to produce them?”

from small departments may also be disadvantaged. Internal candidates may find securing letters both difficult and awkward. International scholars from countries where these letters are not standard may find it challenging to find people willing to write on their behalf and familiar with content conventions.

■ **Asking is not easy.** Some job candidates struggle to request letters of recommendation over and over again. In a blog post, Michael Huemer, a professor of philosophy at the University of Colorado, wrote that the process “unfairly rewards people who are unashamed about bothering their friends for favors, while systematically disadvantaging people who are considerate of their friends' time, or who tend to make friends with low-status people, or who tend to have unusually honest friends.” Is it

possible that the letter requirement is leading institutions to hire aggressive and greedy people over those who are more generous and respectful of other people's time? It is worth thinking about.

■ **Faulty Belief No. 3: Change in higher education is impossible.** Higher education changed quickly when Covid hit because it had to. Things we “knew” to be true before March 2020 turned out to be not true at all — for example, that in-person instruction is always superior to online, that remote work makes collaboration impossible, that being “in the office” is essential for productivity, and that social justice can be achieved by teaching people how to navigate entrenched systems.

Abandoning letters of recommendation in the hiring process is one way to continue the momentum and drop

a counterproductive practice. It will reduce dependence on the goodwill of others, increase diversity, improve productivity, and save time and money. It is not often that we get more by doing less.

Still not convinced? Can we at least ask you to gather a few of your colleagues to explore the following questions?

- What barriers do letters of recommendation create?
 - How might they limit expressions of interest from qualified candidates?
 - What do we learn from recommendation letters that we could not learn through a few conversations toward the end of the process?
 - Why does higher education insist on these letters when other employers do not?
 - How do higher-education institutions in other countries manage to get by without requiring these letters?
 - What might the time devoted to writing or reading these letters be better spent doing?
 - If we can't eliminate the requirement, can we at least wait until the very end of the hiring process to ask for letters?
- We would love to hear your answers. ■

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Part time faculty - Speech Language Pathology (Summer 2021)

The Speech Language Program within the College of Science and Health at DePaul University invites expressions of interest in part-time faculty teaching opportunities for the Summer of 2021 and the 2021-2022 Academic Year.

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

Areas of teaching interest include: Aural Rehabilitation, Intro to Audiology and Speech & Hearing Science. Clinical Supervisors are also being recruited to work with pediatric & adults clients in our new Speech and Language Clinic, starting in Jan 2022.

Apply: <https://apply.interfolio.com/84080>

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The Department of Teacher Education at DePaul University is seeking a term faculty member for the 2021-2022 academic year to teach courses in their Physical Education programs.

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Master's degree in Sport, Fitness, or Recreational Leadership (or a related field) required and prior teaching experience at the K-12 or collegiate level.

Apply: <https://apply.interfolio.com/86586>

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

Long recognized as one of America's top training institutions, The Theatre School was founded as The Goodman School of Drama in 1925 and is deeply rooted in Chicago's traditions of ensemble, physicality, and play.

Apply: <https://apply.interfolio.com/85508>

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PRESIDENT

The York Commission for Technical Education invites nominations and applications for the position of President of York Technical College.

Founded in 1964, the College serves the community by providing wide-ranging academic and economic opportunities and offers students over 100 certificate and degree programs. The 2019-20 annual enrollment at York Technical College included 6,050 credit and 1,550 non-credit students. The College has approximately 435 full-time and part-time faculty and staff. Housed on more than 150 acres, the College has premier facilities to help ensure successful student engagement, provision of employee resources, and community outreach to positively impact the College's diverse set of stakeholders. In total, the College's annual economic impact on its service area equals over \$190 million each year, driving growth for both employees and employers.

York Technical College's main campus is located in Rock Hill, South Carolina, and serves a diverse population of approximately 330,000 persons in York, Lancaster, and Chester counties. Within the region, residents and visitors are able to experience an exciting host of historical, cultural, and natural attractions, including the scenic Catawba River. Museums, national parks, and arts centers all lie within close proximity. Rock Hill is just 70 miles north of the state capitol, Columbia, and under 30 miles south of Charlotte, the largest city in NC and a major economic, educational, and cultural hub within the region.

The target date for applications is: **May 18, 2021**

For detailed information, the Presidential Profile, and guidance on how to apply, please visit: <https://yorktech.edu/Presidential-Search>

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

For additional information, nominations or confidential inquiries, contact:
Mr. Kennon Briggs, ACCT Search Consultant kennondb@gmail.com | (919) 621-7988
Julie Golder, J.D., Vice President of Search Services jgolder@acct.org | (202) 775-4466

York Technical College does not discriminate on the basis of sex, race, religion, national origin, age, including pregnancy and childbirth (or related medical conditions), veteran status, or disability in its educational programs, activities, or employment policies.



President

Pendleton, Oregon

The Blue Mountain Community College Board of Education invites applications and nominations for the position of President.

The Board seeks a proven leader with a commitment to the community college mission and vision, collaborative decision making, strong partnership building, and strong communication skills.

Blue Mountain Community College is a valued and vital community partner that strives to enrich our expanding community and preparing our students to learn, work, and live in a diverse, dynamic, and global environment.

MINIMUM QUALIFICATIONS

- A Master's degree from an accredited institution with a strong academic background; a Ph.D. is preferred.
- Minimum of 5 years successful experience at the Vice President or President/Chancellor level in an institution of higher education.

Application Process
 To ensure full consideration, application materials must be received no later than **May 21, 2021**. This is a confidential search process.

To apply, please visit www.bluecc.edu/presidential-search

For additional information, nominations or inquiries please contact:
 Dr. Preston Pulliams
 Gold Hill Associates
preston@goldhillassociates.com
 503-704-3425

Blue Mountain Community College
 Phone: 541-278-5850
 E-mail: njaime@bluecc.edu

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Vice Chancellor for the WV Community and Technical College System

The West Virginia Council for Community and Technical College Education seeks to employ a Vice Chancellor responsible for leadership of initiatives in areas of program development, workforce development, technology innovation, program recruitment and retention, grant management, and the delivery of community and technical college education. Master's degree and a minimum of eight years senior executive experience is required.

Review the complete job announcement and application process at <https://www.wvctcs.org/career-opportunities>.

Applications accepted until position is filled. Review of applications begins May 26, 2021. Human Resources (304) 558-2104.

Equal Opportunity/Affirmative Action Employer/Veterans/Disabled



Vice Chancellor for Academic Affairs

The West Virginia Higher Education Policy Commission seeks to employ a Vice Chancellor for Academic Affairs responsible for providing leadership and statewide policy recommendations for academic programs and services. Doctorate in an academic field and at least five years' experience as a senior academic administrator at a higher education institution or coordinating/governing body is required.

Review the complete job announcement and application process at <https://www.wvhepc.edu/inside-the-commission/career-opportunities/>.

Applications accepted until position is filled. Review of applications begins May 26, 2021. Human Resources (304) 558-2104.

Equal Opportunity/Affirmative Action Employer/Veterans/Disabled



Tenure Track Position in Marketing

The Marketing Unit at Harvard Business School invites applications for a faculty position to start in July 2022. We seek faculty who are intellectually curious about managerially relevant problems, who have rigorous training in the relevant sub-field of marketing or a related discipline (e.g., economics, psychology, social sciences or computer science), and who are excited to teach marketing courses.

Applicants for tenure track positions should have a doctorate or terminal degree in marketing or a related field by the time the appointment begins, and strong demonstrated potential and interest to conduct research at the forefront of marketing management. Candidates should submit a CV, copies of publications and working papers, and letters of recommendation at: <http://www.hbs.edu/faculty/positions>. Closing date for applications is **June 30, 2021**.

Harvard is an Affirmative Action/Equal Opportunity Employer. Applications from women and minority candidates are strongly encouraged. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions or any other characteristic protected by law.



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

COLLEGE OF FINE ARTS AND COMMUNICATION

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Assistant Professor – Public Relations

Tenure-track, 10-month Assistant Professor in Public Relations in the Department of Mass Communication, beginning August 2021. Ph.D. in public relations, mass communication, or related fields. ABD applicants considered, but appointment will be at the Instructor rank and all doctorate degree requirements must be completed by February 1, 2022. Demonstrated success or potential to teach public relations courses at the undergraduate level and at the graduate level, with specialties in corporate communication, agency communication, social media strategy, and audience analytics. Demonstrate the potential to develop a strong body of scholarship. Applicants whose work incorporates a global perspective and a demonstrated commitment to issues of diversity in higher education are particularly encouraged to apply. Faculty are required to teach six courses per academic year for the first year. Beginning the second year the workload reverts to the standard instructional workload of seven to eight (7-8) courses per academic year. Graduate teaching responsibilities may include Public Relations and Organizational Communication, Managing Communication in a Diverse Society, Qualitative Research Methods in Communication, Crisis Communication, or others in the candidate's area of scholarship and expertise. Undergraduate teaching responsibilities may include Corporate Communication Management, Law and Ethics in Ad/PR, Audience Analytics, or Social Media Strategy. Undergraduate advising is part of teaching responsibilities. Expected to supervise graduate student theses and/or professional projects. Scholarly research productivity and service to the department, college, and university are expected. Summer teaching opportunities may be available. The successful candidate must have the ability to work with a diverse student population and be sensitive to the educational needs of these students. Review of applications begins immediately and continues until the position is filled. **COFAC-3419**

For detailed information on this position, please visit:

<http://www.towson.edu/provost/prospective/openpositions.html>

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. This position is contingent on availability of the funds at the time of hire.



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

COLLEGE OF BUSINESS AND ECONOMICS

Department of Accounting

Assistant Professor of Accounting

Tenure-track, 10-month Assistant Professor in the Department of Accounting beginning August 2021. Ph.D./DBA or equivalent in accounting from an AACSB accredited institution, or a Ph.D./DBA in a related area with professional certification in accounting. ABD applicants will be considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2022. Applicants should have a record or demonstrate the potential for a balanced commitment to excellent teaching, quality research and service. Responsibilities will include teaching undergraduate and graduate courses in accounting, research leading to publications in peer-reviewed journals, and university and community service. Faculty are assigned an instructional workload of six (6) course units per academic year for the first year. An instructional workload of six (6) course units can be continued if the individual is maintaining qualification as a Scholarly Academic under the college standards. Towson University is the only University System of Maryland institution to have AACSB accreditation for both its business and accounting programs. Our greatest needs are in auditing and financial accounting, but all areas will be considered. Review of applications begins immediately and continues until the position is filled. **CBE-3418**

For detailed information on this position, please visit:

<http://www.towson.edu/provost/prospective/openpositions.html>

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. This position is contingent on availability of the funds at the time of hire.



UNITED NATIONS
UNIVERSITY



Rector (Under-Secretary-General) Tokyo, Japan

About the Organisation: UNU is the academic arm of the United Nations and for the last four decades has been a go-to think tank for evidence-based research on the pressing global problems of human survival, development, and welfare. Fully funded through voluntary-contributions, UNU counts over 400 researchers in 12 countries, and its work spans the full breadth of the 17 Sustainable Development Goals, generating policy-relevant knowledge to effect positive global change in furtherance of the purposes and principles of the Charter of the United Nations. UNU maintains numerous collaborations with UN agencies, leading universities, and research centres. For more information, please visit <https://unu.edu>

The Position: The Rector is the chief academic and administrative officer of the University and has overall responsibility for the direction, organization, administration, and programmes of the University.

Required qualifications: Advanced university degree, with strong preference for a Ph.D. The successful candidate must have a prominent academic profile with evidence of high-quality research work in the course of his/her career. In addition, he/she will demonstrate an understanding of contemporary development and policymaking challenges and will have experience translating research for policy communities. Demonstrated management experience as the head of a university or research centre is required. Fluency in English is essential.

Desirable qualifications and characteristics: Established profile in the international community. Experience in managing donor relations and raising funds for organizations. Knowledge, appreciation of, and commitment to the principles and ideals of the United Nations. Capability to maintain close cooperation with individuals, governments, and research institutions worldwide to promote scientific cooperation. Great drive and initiative to achieve the goals of UNU. Demonstrated commitment to gender and diversity issues. Fluency in other official United Nations languages is desirable.

Start Date: It is expected that the appointee will take up the position by 1 March 2023.

Contract Duration: The appointment will be for a five-year term, with the possibility of a second term.

Remuneration: UNU offers an attractive package at the Under-Secretary-General level within the UN system, including an annual net salary and post adjustment, which reflects the cost of living in Tokyo, as well as applicable additional benefits and entitlements.

Application Procedure: All applications must include a cover letter describing how the qualifications and experience of the candidate meet the criteria for the position, a curriculum vitae, a list of publications, and a completed and signed UNU Personal History (P.11) form, which can be downloaded at <https://unu.edu/about/unu-services/hr/applying-for-a-position#files>. Applications must be sent to rectorship@unu.edu no later than 15 July 2021. For full details of the position and how to apply go to: <https://unu.edu/about/hr/academic/rector-under-secretary-general.html>

Female candidates are strongly encouraged to apply for this position. UNU is committed to achieving gender balance and geographical diversity in its staff. The University has a zero-tolerance policy on sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination.



Mississippi
College

A CHRISTIAN UNIVERSITY

MICROBIOLOGIST

The Biological Science department at Mississippi College, a small liberal arts institution, seeks a microbiologist for appointment as an assistant or associate professor. The department has an outstanding pre-medical program with approximately 300 undergraduate and 300 graduate students. Teaching expectations include microbiology for nurses, microbiology for biology majors and upper level courses in the applicant's field of expertise. While teaching is the primary responsibility, involving undergraduates in research is also expected. All faculty must be of the Christian faith.

Founded in 1826, Mississippi College, Clinton, MS, is a private, comprehensive University with over 80 undergraduate majors, more than 50 graduate areas of study and approximately 5,000 students. It is affiliated with the Mississippi Baptist Convention.

Review of materials will commence immediately and will continue until the position is filled. Candidate should submit a CV and reference contact information to Dr. Beth Barlow, Chair of Biology, Box 4045 Mississippi College, Clinton, MS 39058, or sent in Pdf format to email: babarlow@mc.edu



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THE INSTITUTION

The Hong Kong Polytechnic University (PolyU) pledges *Opening Minds • Shaping the Future* as its promise for education and research. With more than 80 years of history, the University has evolved alongside the development of Hong Kong, the Nation and the world, through its educational programmes for the nurturing of professional talent, and impactful research and innovations. Ranked among the top 100 universities globally by QS World University Rankings, PolyU offers a wide range of world-class educational and research programmes in eight faculties and schools. We strive to create knowledge, address societal issues and benefit mankind.

More stories of PolyU's recent research achievements can be found on our website at <https://www.polyu.edu.hk/research>.

GLOBAL SEARCH

To steer its research in a wide spectrum of disciplines towards the highest level of international excellence, PolyU has launched a global search for outstanding scholars to join the University to boost the leadership and impact of its research activities.

In the 2021/22 academic year, PolyU will be recruiting positions at various levels in all academic units under our eight faculties and schools as listed below. Please visit our website at <http://www.polyu.edu.hk/hro/job/en/globalsearch.html> for the details.

Outstanding scholars in the STEM (Science, Technology, Engineering and Mathematics) disciplines joining PolyU in the near future will have the chance of being nominated for substantial additional support from the **Global STEM Professorship Scheme** soon to be launched by the Government of the Hong Kong Special Administrative Region.

FACULTY OF APPLIED SCIENCE AND TEXTILES

- Department of Applied Biology and Chemical Technology
- Department of Applied Mathematics
- Department of Applied Physics
- Institute of Textiles and Clothing

FACULTY OF BUSINESS

- Department of Logistics and Maritime Studies
- Department of Management and Marketing
- School of Accounting and Finance

FACULTY OF CONSTRUCTION AND ENVIRONMENT

- Department of Building and Real Estate
- Department of Building Services Engineering
- Department of Civil and Environmental Engineering
- Department of Land Surveying and Geo-Informatics

FACULTY OF ENGINEERING

- Department of Aeronautical and Aviation Engineering
- Department of Biomedical Engineering
- Department of Computing
- Department of Electrical Engineering
- Department of Electronic and Information Engineering
- Department of Industrial and Systems Engineering
- Department of Mechanical Engineering

FACULTY OF HEALTH AND SOCIAL SCIENCES

- Department of Applied Social Sciences
- Department of Health Technology and Informatics
- Department of Rehabilitation Sciences
- School of Nursing
- School of Optometry

FACULTY OF HUMANITIES

- Department of Chinese and Bilingual Studies
- Department of Chinese Culture
- Department of English and Communication (currently Department of English)

SCHOOL OF DESIGN

SCHOOL OF HOTEL AND TOURISM MANAGEMENT

For more information about PolyU, its faculties, schools and individual academic units, please visit PolyU's website at <http://www.polyu.edu.hk>.

TO APPLY

Please send in a detailed curriculum vitae, together with an application form downloadable from http://www.polyu.edu.hk/hro/job/en/guide_forms/forms.php, providing the names and addresses of three referees, to Human Resources Office, 13/F, Li Ka Shing Tower, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong by post or via email to career@polyu.edu.hk. For applications via email, please combine all documents, e.g. covering letter, curriculum vitae and attachments, into one or two files in either "pdf" or "MS Word" format. Applicants may contact career@polyu.edu.hk for general enquiries. The University's Personal Information Collection Statement for recruitment can be found at http://www.polyu.edu.hk/hro/job/en/guide_forms/pics.php.





Neuro Ophthalmologist (ranks available: Assistant, Associate, or Full Professor)

West Virginia University School of Medicine, Department of Ophthalmology seeks a Neuro Ophthalmologist (ranks available: Assistant, Associate, or Full Professor). The primary location will be in Morgantown, WV.

Duties: The successful candidate will practice in the area of Neuro Ophthalmology. Responsibilities will include providing excellent patient care as well as teaching medical students and ophthalmology residents and fellows.

Qualifications: Applicants must have an MD or DO degree or foreign equivalent and be eligible to obtain state medical license. Candidates must have completed an ophthalmology or neurology training program and a neuro-ophthalmology training program. All qualifications must be met by the time of appointment.

For additional questions or to send your CV, please contact Megan Core, Senior Physician Recruiter at megan.core@wvumedicine.org.

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



INTRODUCING KEY SEARCHES AT MOUNT TAMALPAIS COLLEGE, AT SAN QUENTIN STATE PRISON

Introducing Mount Tamalpais College, at San Quentin State Prison.

Mount Tamalpais College is a small independent liberal arts college that provides a general education Associate of Arts degree, as well as an intensive college preparatory program in math and writing at California's San Quentin State Prison. We serve approximately 300 incarcerated people each term, guided by a commitment to academic excellence; independent, critical thinking; and human dignity. As a candidate for accreditation, the College is now conducting several key searches, including: **Academic Program Director, Writing Program Coordinator, Math Program Coordinator, Learning Specialist, Director of IT and Library Services, Program Manager and Grants Officer.**

For more information about these positions, and about the College, please see mttamcollege.org/about/careers

Candidates of diverse cultural, ethnic, geographic, and ideological backgrounds with a strong commitment to providing rigorous liberal arts education to underserved communities are especially encouraged to apply.

Kindly disseminate this announcement to interested colleagues and relevant networks.



ENGINEERING

Assistant Professor: Power Engineering

Portland State University
Portland State University, Electrical & Computer Engineering Dept. in Portland, OR is seeking an Assistant Professor - Power Engineering. Duties: Develop and maintain impactful scholarly funded research. Develop coursework relevant to electric power systems research such as cyber-physical power systems, power system data science, power systems cybersecurity, distributed power systems modeling, and/or power electronic conversion. Teach undergraduate and graduate courses; advise students; and provide service to the university, professional societies, and the public. Requirements: PhD in Electrical Engineering. A research background in electric power engineering as demonstrated in publications, conference presentations, and/or the dissertation. All education, training and experience may be gained concurrently. Applicants subject to a pre-employment background check. To apply: email cover letter, CV, teaching agenda, research agenda and a statement on diversity, equity and inclusion to eeinfo@pdx.edu, attention Rachelle.

Assistant Professor

The Ohio State University
Engineering: Assistant Professor in The Ohio State University, College of Engineering, Department of Materials Science and Engineering with the title of Lincoln Electric Professor, Columbus, Ohio. Duties: teach graduate and undergraduate engineering classes, with an emphasis on welding and joining curriculum; advise students; conduct research

with an emphasis on welding and joining processes; contribute to scholarly publications; serve on department, college and university committees, participate in appropriate professional organizations. Requirements: Ph.D. in Welding Engineering, Materials Science Engineering, Mechanical Engineering, Mechanical and Mechatronics Engineering, or closely related field; (foreign equivalent acceptable). Knowledge of at least one of the following research areas as demonstrated by journal or conference publications or doctoral dissertation and coursework: (1) welding-joining processes (arc-based processes, laser, solid state) for metallic, polymeric, ceramic and/or composite materials, including sensing and control; (2) additive manufacturing; or (3) nondestructive evaluation. Requires successful completion of a background check. Send CV and cover letter to: Attn: M. Wang, Department Business Manager, Materials Science Engineering Department, The Ohio State University, Fontana Labs (MSE), Suite 2136, 140 W 19th Ave, Columbus, OH 43210. EOE/AA/M/F/Vet/Disability Employer.

HOSPITALITY MANAGEMENT

Assistant Professor

University of Nevada, Las Vegas
Teach hospitality management courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D in Hospitality Management, Tourism Management or related field. Interested persons should send a cover letter and CV to: Valerie Holsinger, College of Hospitality, University of Nevada, Las Vegas, Las Vegas, NV 89154

PHILOSOPHY

Assistant Professor

University of Nevada, Reno
Teach Philosophy and related courses, advise students, maintain an active research agenda, and perform faculty service. ABD or Ph.D, Philosophy. Interested persons should send a cover letter and CV to: Dr. David Rondel, Department of Philosophy, University of Nevada, Reno, NV 89557-0086.

PHYSICS

Assistant Professor

Troy University
Teach courses in Physics and related areas, advise students, maintain an active research agenda, and perform faculty service. Ph.D Engineering, Physics, or related area. Interested persons should send a cover letter and CV to: Dr. Govind Menon, Department of Chemistry and Physics, Troy University, Troy, AL 36082.

JOB SEARCH TIPS

Your cover letter should persuade hiring committees on four different aspects of your record.

Use the cover letter to persuade readers about the substance and contributions of your research, to offer a view inside your classroom, and to show how you "fit" your prospective department and institution. Frame your candidacy as an asset. A CV cannot show that you did homework on the department, but a cover letter can.

Get more career tips on jobs.chronicle.com



Karen Kelsky is founder and president of The Professor Is In, which offers advice and consulting services on the academic job search. She is a former tenured professor at two universities.

New Chief Executives



Joseph J. Helble, provost at Dartmouth College, will become president of Lehigh University on August 16. He will succeed John D. Simon, who plans to step down.



Linda Thompson, dean of the College of Nursing and Health Sciences at the University of Massachusetts at Boston, has been named president of Westfield State University.



Antonio D. Tillis, interim president of the University of Houston–Downtown, will become chancellor of Rutgers University at Camden on July 1.

Chief executives (continued)

APPOINTMENTS

Edward Bonahue, provost and vice president for academic affairs at Santa Fe College, in Florida, has been named president of Suffolk County Community College.

Paul Czarapata, interim president of the Kentucky Community and Technical College System, has been named to the post permanently.

Keith Faulkner, dean of the School of Law at Liberty University, will become president and dean of the Appalachian School of Law on July 1.

Michael D. Hammond, provost and executive vice president at Taylor University, will become president of Gordon College on July 1. He will succeed D. Michael Lindsay, who plans to step down.

Wayne D. Lewis Jr., dean of the School of Education at Belmont University, has been named president of Houghton College. He will succeed Shirley A. Mullen.

Krista L. Newkirk, president of Converse College, in South Carolina, has been named president of the University of Redlands. She succeeds Ralph W. Kuncl, who will retire on June 30.

Patricia Okker, dean of the College of Arts and Science at the Univer-

sity of Missouri at Columbia, has been named president of New College of Florida. She will succeed Donal O'Shea, who will retire on July 1.

Charles Patterson, president of Mansfield University of Pennsylvania, has been named interim president of Shippensburg University. He will replace Laurie Carter, who is leaving to become president of Lawrence University.

DeRionne Pollard, president of Montgomery College, in Maryland, will become president of Nevada State College in August.

Hiram C. Powell, dean of performing arts and communications and former interim provost at Bethune-Cookman University, will become interim president on June 1. He will replace E. LaBrent Chrite, who has been named the next president of Bentley University.

Jennifer Taylor-Mendoza, vice president for instruction at Skyline College, has been named president of College of San Mateo.

Barbara Wilson, executive vice president and vice president for academic affairs at the University of Illinois System, will become president of the University of Iowa on July 15. She will succeed Bruce Harreld, who plans to retire.

RESIGNATIONS

Benjamin Ola. Akande, president of Champlain College since July 2020, plans to step down on May 31.

Jerome Gilbert, president of Marshall University since 2016, plans to step down in July 2022.

Michael McLean, president of Thomas Aquinas College since 2010, plans to step down in 2022.

RETIREMENTS

Kathleen Hetherington, president of Howard Community College since 2007, plans to retire on October 1.

Submit items to
people@chronicle.com

Chief academic officers

APPOINTMENTS

George Arasimowicz, dean of the College of Humanities, Arts, and Social Sciences at Central State University, in Ohio, has been named provost and vice president for academic affairs at Emporia State University.

Jay Brewster, a professor of biology and dean of the natural science division at Seaver College, will be-

come provost and chief academic officer at Pepperdine University on August 1.



LAURA A. McLARY

Laura A. McLary, interim dean of the College of Arts and Sciences at the University of Portland, will become provost at Hollins University on July 1.

Megan Mustain, acting chief academic officer, vice provost for student academics, and dean of the core at Saint Mary's College of California, has been named vice president for academic affairs and chief academic officer at Trinity University.

Kerry Pannell, vice president for academic programs at the Council of Independent Colleges, has been named provost and vice president for academic affairs at Presbyterian College, in South Carolina.

Monique M. Taylor, dean and executive director of the Abu Dhabi campus of the New York Institute of Technology, has been named provost and chief academic officer at Champlain College.

Other top administrators

APPOINTMENTS

Maria Q. Blandizzi, dean of students at the University of California at Los

Angeles, has been named vice president for student life at University of the Pacific.

Damon Brown, vice president for student affairs at Alma College, will become the first chief diversity officer in addition to his current duties.

Nicholas Eremita, vice president for enterprise planning and strategic enablement at Southern New Hampshire University, has been named chief of staff and senior vice president for strategy at the University of Maryland Global Campus.

Laurent Heller, vice chancellor for finance and administration at the University of Wisconsin at Madison, has been named senior vice president for finance and administration at the Johns Hopkins University.

Joyce Lopes, vice president for administration and finance at Sonoma State University, will become vice president for business and financial affairs at Western Washington University in July.

Michael Neal, vice president for finance and administration at Southwest Tennessee Community College, has been named executive vice president and chief operating officer at Johnson County Community College.



MARITZA RUANO

Maritza Ruano, senior director of talent management at the AIDS Foundation of Chicago, has been named vice president for human resources at College of DuPage.

Teresa Maria Linda Scholz, associate vice chancellor and chief diversity officer at the University of California at Santa Cruz, has been named first vice president for equity, inclusion, and diversity at New Mexico State University.

Joseph A. Sergi, chief operating officer and chief financial officer at UMAssOnline, the online arm of the University of Massachusetts system, has been named senior vice president and chief operating officer at the University of Maryland Global Campus.

Paula Volent, chief investment officer and senior vice president at Bowdoin College, has been named vice president and chief investment officer at Rockefeller University.

RETIREMENTS

Michael E. Cain, vice president for health sciences and dean of the Jacobs School of Medicine and Biomedical Sciences at the University at Buffalo, plans to retire on August 31.

Deans

APPOINTMENTS

Terrance D. Brown, founding executive director of the School of the Arts at the University of North Alabama, will

become dean of the Potter College of Arts & Letters at Western Kentucky University on July 1.

Shannon Campbell, associate vice president for graduate studies at Metropolitan State University of Denver, will become dean of the College of Fine and Applied Arts at Appalachian State University on July 1.

Diane Chlebowy, director of undergraduate and graduate nursing programs at the University of Louisville, has been named dean of the School of Health Sciences at Midway University.

Deanna Dannels, associate dean of academic affairs in the College of Humanities and Social Sciences at North Carolina State University, will become dean of the college on July 1.

Seth Green, founding director of the Baumhart Center for Social Enterprise and Responsibility at Loyola University Chicago, will become dean of the Graham School of Continuing Liberal and Professional Studies at the University of Chicago on July 1.



MICHAEL KRUGER

Michael Kruger, dean of the College of Arts and Sciences at the University of South Dakota, has been named dean of the College of Science & Engineering at Texas Christian University.

John Nauright, dean of the Stephen Poorman College of Business, Information Systems, and Human Services and director of the Clearfield Campus at Lock Haven University, will become dean of the Richard J. Bolte Sr. School of Business at Mount St. Mary's University on June 14.

Emily Roxworthy, associate dean of the Graduate Division at the University

of California at San Diego, has been named dean of the School of Dramatic Arts at the University of Southern California.

Brinda Sarathy, a professor of environmental analysis at Pitzer College, will become dean of the School of Interdisciplinary Arts & Sciences at the University of Washington at Bothell on July 1.

Nicole Stedman, associate chair of the department of agricultural education and communication in the College of Agricultural and Life Sciences at the University of Florida, will become dean of the college on June 1.

Jennifer L. West, associate dean of Ph.D. education and a professor in biomedical engineering and mechanical engineering and materials science in the Pratt School of Engineering at Duke University, will become the first female dean of the School of Engineering and Applied Science at the University of Virginia on July 1.

Other administrators

APPOINTMENTS

Diedre D. DeBose, director of access and equality opportunity programs at the State University of New York College at Geneseo, has been named director of diversity, equity, and inclusion at Hilbert College.

Laura Horne-Popp, assistant university librarian of the James C. Kirkpatrick Library at the University of Central Missouri, will become director of the Greenlease Library at Rockhurst University on June 1.

James A. Knapp, chief strategy officer at the Cushman School, a private nonprofit pre-K-12 school in Miami, has been named senior director of

development at Palm Beach Atlantic University.

Gina Amato Yazzolino, a development manager at the Make-a-Wish Foundation of Oregon, has been named director of alumni and parent relations at the University of Portland.

Carnegie Fellows

The Carnegie Corporation of New York awarded the following 26 Andrew Carnegie Fellows stipends of up to \$200,000 each for their research and writing in the humanities and social sciences, including Kali Nicole Gross, a professor of African American studies at Emory University, and Stefanie Stantcheva, a professor of economics at Harvard University. The full list of fellows can be seen online at carnegie.org.

Deaths

Scott Beard, provost and vice president for academic affairs at Shepherd University, died on March 28. He was 56.

Marshall D. Sahllins, a cultural anthropologist and professor emeritus at the University of Chicago, died on April 5. He was 90.

Paul Tschudi, an assistant professor in health sciences and founding director of the graduate certificate program in grief, loss, and life transition at George Washington University, died on April 7. He was 73.

Carolyn G. Williams, a president emerita of the City University of New York Bronx Community College, died in April. She was 81. Williams was the first woman to serve as president of the college, which she led from 1996 until her retirement.

- COMPILED BY JULIA PIPER

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7

COVID-19 Rapid Response Research Awards awarded faculty, with support from Kay Family Foundation.

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Researchers who conducted the COVID-19 National Mental Health Study last spring.

10

Inventions disclosures from Chapman faculty which led to 5 patent applications.

\$23_M

External research funding in fiscal year 2020.



CHAPMAN UNIVERSITY

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