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Why Colleges Don't Crack Down on Fraternities

With an eye on cost and liability, universities tread lightly A4



JILL NANCE, NEWS & DAILY ADVANCE, AP IMAGES

Students at 114-year-old Sweet Briar College learned in March that the Class of 2015 will be the institution's last.

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‘Good Faith’: Discuss

What, exactly, are a college’s **“best interests”?** Remaining open no matter what? Doing its utmost to remain viable but, if that fails, closing? And if one group gives up, does it have to let another group try?

Those questions come up because lawyers for **Saving Sweet Briar,** a group created by alumnae of Sweet Briar College, wrote to the college’s lawyers last week and gave the president and the Board of Directors a day to **resign or face legal challenges.** The ultimatum was made because, as the letter said, the “decision to close the college’s doors appears to be unwarranted.”

“Your clients’ acts and omissions constitute breaches of fiduciary duties and violate various requirements of the Virginia Non-Stock Corporation Act,” the letter said. “As directors of a non-stock corporation, your clients are **required to promote the college’s best interests,** and your clients have good-faith duties of care, loyalty, and obedience toward the college.”

The letter went on to say that Saving Sweet Briar had “identified twenty-four distinguished individuals” to serve on a replacement board. It has also “identified a number of potential candidates to serve as interim president.”

Instead of resigning, the president and the board released a statement saying, in part: “A change in the college’s leadership will not change Sweet Briar’s insurmountable financial, recruitment, and operational challenges. It would instead further destabilize an already fragile situation.” And threats of litigation could “further jeopardize Sweet Briar’s ability to close our operations responsibly, including meeting our responsibilities to students, faculty, staff, and creditors.”

Saving Sweet Briar said people who want the college to remain open had already pledged $3 million to the effort. That’s not enough to save a college, most likely, but it’s certainly enough to pay lawyers for what promises to be a closely watched case litigating questions that — so far, at least — don’t seem to have easy answers. (Read more about Sweet Briar’s closure on Page A24.)

Issues Old and New

At the **University of Virginia,** meanwhile, it seems there are nothing but closely watched cases.

■ Last week the police chief in the university’s hometown of Charlottesville, Timothy J. Longo, said his department had turned up no evidence to support **high-profile allegations of a fraternity-house gang rape** published in November in *Rolling Stone.* Mr. Longo said the lack of evidence “doesn’t mean that something terrible did not happen” to the third-year UVa student identified in the article as “Jackie,” but he said that she had declined to cooperate with investigators, and that the passage of more than two years since the night in question had further complicated the task.

Rolling Stone’s managing editor, Will Dana, told *The New York Times* last week that the magazine would soon publish results of **an independent review of its handling of the article.** The review is being led by Steve Coll, dean of the Graduate School of Journalism at Columbia.

■ Local prosecutors said at a court hearing that they were still investigating the arrest of **Martese Johnson,** the black student whose head was bloodied when Virginia Alcoholic Beverage Control agents arrested him outside a local bar. Mr. Johnson, 20, was detained after being turned away from the Trinity Irish Pub’s St. Patrick’s Day celebration. Although the bar owner said he recalled Mr. Johnson as being sober and merely “disappointed” when he was not allowed in, the agents who are seen in a video handcuffing him face-down on the sidewalk said he was “agitated and belligerent,” and charged him with obstruction of justice and with “profane swearing or intoxication in public.”



ANDREW SHURTLEFF, THE DAILY PROGRESS, AP IMAGES

Martese Johnson (left) with his lawyer, Daniel Waktins

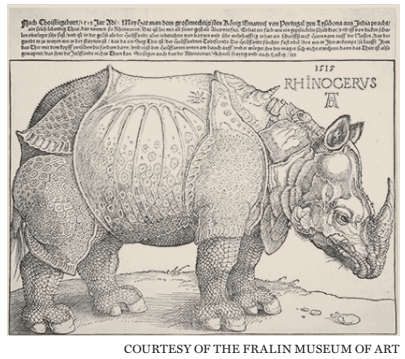
■ After a lengthy study, the university’s Board of Visitors last week approved a tuition restructuring that will increase the in-state rate by $2,000 over the next two years and use the money to **lower the amount that students on financial aid are required to borrow.**

For low-income in-state students, the maximum loan over four years will drop from $14,000 to $4,000, while for other in-state students who qualify for need-based loans, the maximum will fall from $28,000 to $18,000. Along with a previously scheduled increase in the base tuition rate, the total cost for a first-year in-state student next year will be $28,963. The university says it is one of only two public institutions in the United States that admit students on a need-blind basis and meet all financial need of both in-state and out-of-state students. (Read about UVa in the spotlight on Page A6.)

Imperiled Leaders

Last week University of Mississippi students and faculty members **rallied around the institution’s chancellor,** Daniel W. Jones, after the state’s governing board for higher education voted not to renew his contract, which ends in September. The state’s commissioner of higher education, James B. Borsig, said in a written statement that the board had “concerns centered on **financial issues at the University of Mississippi Medical Center”** that Dr. Jones had not corrected to the board’s satisfaction.

Meanwhile, the president of the University of Wisconsin system, Raymond W. Cross, said last week that **he would resign** if the state Legislature and Gov. Scott Walker went ahead with plans to cut $300 million from the university’s appropriations over two years and to strip guarantees for tenure, shared governance, and academic freedom from state law. The plans are still being discussed in the Legislature.



COURTESY OF THE FRALIN MUSEUM OF ART

‘Cheated’

Jay M. Smith, a University of North Carolina history professor, and Mary C. Willingham, a former learning specialist at the university who worked with athletes there, spent much of last week visiting news-media outlets to promote their new book, *Cheated: The UNC Scandal, the Education of Athletes, and the Future of Big-Time College Sports.* In a video interview with *The Chronicle*’s Brad Wolverton, Ms. Willingham was frank: “What’s happened in our Division I athletic programs across the country is that **the athletic machine is in charge of the university.** The faculty have lost control there. … The real losers are not the faculty or the administrators or the NCAA. The real losers are the students themselves.”

Wait! There’s More …

The decision in 2013 by the Cooper Union for the Advancement of Science and Art to **begin charging students tuition** is being investigated by New York State’s attorney general, *The Wall Street Journal* reported last week. The art, architecture, and engineering college had been free since its founding, in 1859. … North Carolina State University suspended its chapter of the Pi Kappa Phi fraternity last week and told brothers to vacate their house after a “pledge book” containing **racist and sexist language** was discovered at a local restaurant. … And Penn State’s president, Eric J. Barron, responded to the uproar over a sexist Facebook page created by Kappa Delta Rho brothers by saying he would **appoint a task force to study the role of fraternities and sororities** on the campus. (Read more about the fight over frats on Page A4.)

Rhinoceros

After finishing up interviews at UVa last week, I stopped to check out the university’s art museum. There I was delighted to see a woodcut I’d only read poems about — **Albrecht Dürer’s 1515 rendering of a rhinoceros,** which he based on scant reports and considerable conjecture. It’s a curious thing, to say the least, because Dürer guessed wrong about so much — mottled armor plates, scaled legs, a small spiraled horn between the beast’s shoulders. “Chimerical and mechanical,” the poet David Barber called the rhino, with “one foot in biology/and the other in technology.” But it seemed to me more than that. It seemed like a good reminder, in what’s been a rough year for colleges, of where we’d be without them — just guessing at far, far more than we do now.

—LAWRENCE BIEMILLER

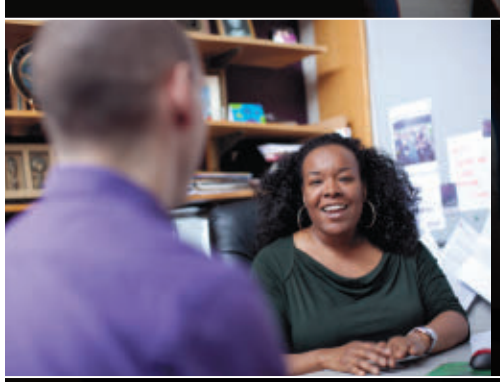
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LEHIGH UNIVERSITY

Why Don't Colleges Do More to Rein In Frats?

By ERIC KELDERMAN

IT'S GETTING hard to keep up with the number of shocking incidents being attributed to fraternities.

As headlines pile up — racist and sexist speech, sexual impropriety, destruction of property, hazing, illegal drugs and even the death of a student — there is a growing sense that Greek organizations are out of control.

As a result, some institutions have moved to close fraternities,

STUDENTS

suspend or expel student offenders, and — in cases of alleged criminal activity — open their own investigations.

But the latest spate of bad behavior has raised bigger questions about Greek organizations' place on campus: Why don't colleges, or the national associations those fraternities represent, hold frats more accountable? Can they, or should they, do more? How?

There are big hurdles to cracking down on fraternities, such as upsetting powerful alumni and donors who were members of those groups. But some colleges and national associations have taken it upon themselves to limit their responsibilities, chiefly because of the cost and potential legal liability.

"The greater control you set up for Greek life, the more liability you assume," said Scott Schneider, who leads the higher-education practice at a New Orleans law firm and is a former associate general counsel at Tulane University.

RULES, RULES, RULES

In some ways, at least, fraternities and sororities are already subject to lots of rules, many of them self-imposed, says Mark Koepsell, executive director of the Association of Fraternity/Sorority Advisors. "The bar is absolutely higher for Greek organizations," he says.

Those rules begin with the basic ones that apply to their peers. Individual members of Greek organizations are, of course, subject to student codes of conduct. And as chapters, fraternities and sororities usually must meet the same expectations as other student organizations, Mr. Koepsell says. In the meantime, they generally must also meet the standards of an umbrella group of Greek organizations on campus.

"There's no doubt" that national Greek organizations want to protect students, said Emily Pualwan, executive director of HazingPrevention.org, a nonprofit group that works with both colleges and Greek organizations. While reports of hazing are on the rise, she said, actual incidents are most likely decreasing. Training and prevention programs, she said, are simply making students more willing to report such behavior.

But national Greek organizations have not always hired enough staff members to monitor the number of chapters they have, Ms. Pualwan said.

The national organizations do have a clear oversight role: They set standards for the behavior of individual members, and they require local chapters to follow an extensive set of rules under risk-management policies that bar things like the use of illegal drugs or providing alcohol to minors. Individual chapters must also purchase insurance through a company established by the fraternities and paid for by member dues.

National associations of Greek organizations say their key role is to provide "ongoing education and advice" to their local chapters, which are "self-governing and independent student organizations." And they act quickly to enforce their policies, primarily by closing or suspending individual chapters, according to an email from representatives for the National Panhellenic Council and the North-American Intrafraternity Conference.

"While each chapter is self-governing, it has been educated by its national organization and its local advisers on these topics and should understand its responsibilities, just as each individual member should understand what behavior is expected," the groups said in an email response.

But the policies often work, first and foremost, to protect the national organizations legally, says Douglas E. Fierberg, a lawyer who has handled numerous high-profile lawsuits against Greek organizations for injuries and deaths related to hazing. In doing so, they, leave individual members on the hook.

"What members don't know is that if individuals are found to have violated the risk-management policies, they will be excluded from insurance coverage," Mr. Fierberg said. Because of that, the national groups have little or no incentive to do a better job monitoring members' behavior, he said.

What's more, the national Greek organizations also have not been responsive to concerns of campus leaders, said Kevin Kruger, executive director of Naspa-Student Affairs Administrators in Higher Education.

"Many vice presidents of student affairs are frustrated that they can't get a phone call back from the nationals," Mr. Kruger said. "That's a problem."

CAMPUS COP-OUT

Colleges, too, have often avoided the tough decisions to punish fraternities or sororities, often for financial reasons, said several higher education experts.

One reason is that members of Greek organizations are often reliable donors to the institution.

> **"There's generally been a fear of responding in a strong way. If you're upsetting alumni, you're upsetting potential donors."**

"There's generally been a fear of responding in a strong way," said Gentry R. McCreary, associate dean of students and deputy Title IX coordinator at the University of West Florida. "If you're upsetting alumni, you're upsetting potential donors."

Another reason is that fraternity and sorority members maintain powerful positions in Congress and in statehouses across the country.

For example, the Fraternity and Sorority Political Action Committee represents Greek organizations on Capitol Hill and boasts contributions of more than $2-million over the past decade to more than 100 Congressional candidates.

Its website features a quote from Steny Hoyer, a Sigma Chi member and Maryland Democrat who is minority whip in the U.S. House of Representatives. Eight U.S. senators and more than two dozen U.S. representatives who were members of Greek organizations are expected to attend a dinner in Washington that the committee will host in late April.

But the challenges to overseeing Greek organizations on campus are sometimes the result of policy decisions made by the colleges.

For example, a college may allow members of Greek organizations to live on campus property — sometimes in houses owned by the chapter — with little or no supervision of the kind provided to students in traditional dormitories.

That arrangement can create both legal and practical hurdles to enforcing college rules, said Mr. Fierberg and others.

Because the houses are privately owned, campus police officers may be able to enter only in two situations: if they're asked in, or in the case of an emergency.

And even if residence-life staff members live in the houses, as is sometimes the case, colleges may not have or be willing to spend more money for adequate staff coverage, Mr. Koepsell said.

Mr. Schneider, the higher-education lawyer, said that the struggles to oversee Greek organizations are part of a bigger conversation about how much colleges should be responsible for students in general.

Since the 1960s, institutions have slowly given students more and more responsibility for their own actions, he said. Now the pendulum may be swinging the other way.

He warned in an article, however, that colleges should weigh the unintended consequences of greater regulation.

"Put simply, it is a mistake for institutions to simply assume that they are under a legal duty to corral rowdy fraternities," he wrote. "To the contrary, there may be instances that such a duty is created solely by efforts to rein these organizations in."

Mr. Koepsell says that kind of approach will not work in the long run: "You can do the arms-length thing and minimize your liability, but are you really? It's eventually going to blow back on the university." ■



The gate at the Sigma Alpha Epsilon fraternity house at the U. of Oklahoma at Norman was locked after the institution closed the house and expelled some of its members for leading a racist chant.

Since Oklahoma Incident, a Rash of Fraternity Suspensions

IT'S HARDLY UNUSUAL for fraternities to be shut down. Greek life, after all, has a long history of mixing a spirit of camaraderie with a tendency toward destructive excess. But ever since members of a University of Oklahoma fraternity were caught on video in March singing a racist chant, news of fraternities' being suspended or closed has come at an unusually rapid clip. Here are some of the most prominent cases of fraternity discipline to be reported since the Oklahoma incident:

Kappa Delta Rho at Pennsylvania State U.'s main campus

What happened: Members were accused of maintaining a Facebook page where they shared photographs of nude, incapacitated women. One member, speaking anonymously, defended the page as "satire."

Punishment: The fraternity was suspended for a year by its national organization. The university plans to undertake a full review of its Greek system.

Pi Kappa Phi at North Carolina State U.

What happened: A book associated with the chapter that contained racially and sexually inappropriate language, along with derogatory comments about women, was found at a restaurant close to the campus.

Punishment: The fraternity was disbanded, and the college has begun a full review of its Greek system.

Sigma Alpha Mu at the U. of Michigan at Ann Arbor

What happened: Members trashed a ski resort, reportedly causing upward of $400,000 in damage.

Punishment: The fraternity was permanently disbanded by its national organization. A prosecutor filed charges against three members of the chapter and said he would charge other members when he learned their names. The charges include malicious destruction and drug and alcohol use by minors.

Alpha Delta at Dartmouth College

What happened: Existing members are alleged to have branded new members. A lawyer representing the chapter defended the branding as a voluntary "form of self-expression."

Punishment: The college has extended a suspension the chapter was already serving.

Chi Phi at the U. of Wisconsin at Madison

What happened: The fraternity hazed new members, the university said, denying them food and making them undergo hooded isolation.

Punishment: The university removed the fraternity's recognition as a student group.

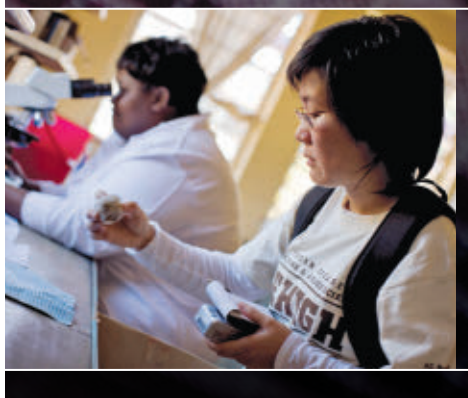
— ANDY THOMASON

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A PANDEMIC

IF YOU DON'T KNOW

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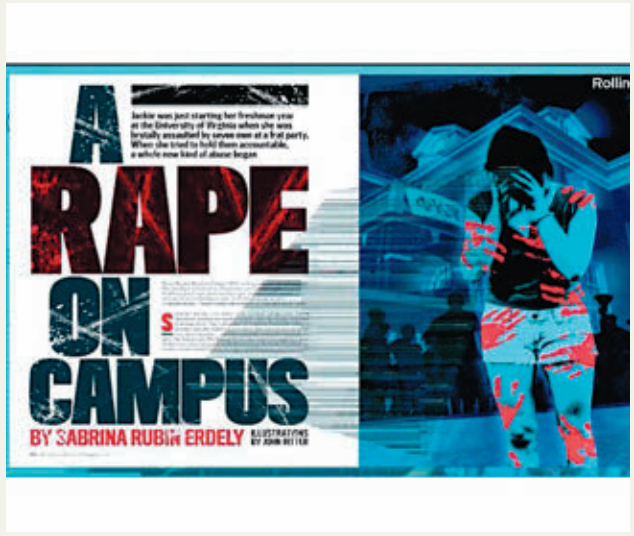
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LEHIGH UNIVERSITY



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Hannah Graham, a sophomore, went missing in September. Her body was found five weeks later in a nearby county.



In November, "Rolling Stone" published an account, which later unraveled, of a gang rape in a fraternity house at UVa.



ANDREW SHURTLEFF

In March, Martese Johnson, a third-year student, was injured in an enounter with police.

For UVa, a Year of Sorrow, Anger, and Exhaustion

By LAWRENCE BIEMILLER

CHARLOTTESVILLE, VA.

"For the third time this year, national media have flooded our space," sighed the University of Virginia's student newspaper, *The Cavalier Daily*, in an editorial last week. "University students are, understandably, exhausted."

They're not alone. Many administrators — even those paid to do so — had stopped taking calls from reporters even before broadcasters' satellite trucks rolled back on to campus late in March. This time, the stories were about Virginia Alcoholic Beverage Control agents' detaining a popular 20-year-old black student, Martese Johnson, for reasons that remain disputed. Passers-by shot video showing agents handcuffing Mr. Johnson, face-down on the sidewalk with his head bleeding, and it went viral.

STUDENTS

Faculty members and students are similarly reticent — in no small part, certainly, because in midsemester they've all got a lot of work to do, but also because plenty of people talked themselves out during last fall's big controversy over a high-profile *Rolling Stone* article's claims that a student referred to only as "Jackie" had been gang-raped in a fraternity house.

The claims unraveled within a matter of weeks, but not before protests had taken place on the campus, the entire fraternity system had been suspended, the Board of Visitors had held an emergency meeting, and other women had come forward with similar stories. Just last week Charlottesville's police chief, Timothy J. Longo, announced that an extended investigation had turned up no evidence to support the article's allegations.

Earlier in the fall the university was consumed by an even more tragic event — the disappearance of a second-year student, Hannah Graham, whose body wasn't found for five weeks. In February prosecutors filed first-degree-murder charges against Jesse Matthew, a local man who was the last person seen with Ms. Graham. He has also been charged in the 2005 rape and attempted murder of a woman in Fairfax County, Va., near Washington.

As if the high-profile news weren't bad enough, three undergraduates committed suicide during the fall semester, leading the university counseling service to undertake an "all-out blitz" of suicide-prevention efforts.

All of which has been a lot to process — a lot of grief, a lot of anger, a lot of questioning. "This is our third time in the national spotlight," said Chukwudumebi Joy Omenyi, president of the Black Student Alliance, soon after Mr. Johnson's arrest. "How do we assure that what's happened in these three things never happens again?"

SHARED DISBELIEF

The university's administrators must be asking similar questions, and perhaps wondering how they became the "unluckiest" college leaders in the United States, to expand on the headline of a *Fortune* magazine article about UVa. Having wrestled this year with campus safety, sexual assault, and race relations, they might be asking what national issue in higher education UVa hasn't been in the middle of.

Being center stage is nothing new for the university. Three years ago, a high-profile dispute between the Board of Visitors and Teresa A. Sullivan, the president, revealed how badly UVa's leaders disagreed over two big trends in higher education — the move to provide more online courses and the increasing corporate mind-set of boards.

Disagreements among the leadership spilled into public view when the board ousted Ms. Sullivan, only to reverse course two weeks later amid an outcry from students, faculty members, and others.

But in the midst of this year's anguish, such disagreements seem remote.

"It has been a really tough year for the entire community — students, faculty members, staff, friends of the university, neighbors, and community members," said Coy Barefoot, an adjunct faculty member who teaches about the history of the university and hosts a radio and TV program called *Inside Charlottesville*. "We have all shared in the disbelief, the sadness, and the concern."

Mr. Barefoot, a graduate of the university who reported on Ms. Graham's disappearance for CNN, said "Here come the sat trucks!" had become a common warning around Charlottesville. The city, he said, "tops the list in so many ways — best place to live, best place to raise kids — and the university is among the best in the world, so we're all very tired of getting to the top of the list for bad news."

"What I have learned," said Mr. Barefoot, "is really what an amazing community this really is. There's been such a tremendously compassionate response to all of these troubles from people, many of whom have nothing to do with UVa. They reacted as if Hannah were their sister or their daughter, as if Martese were their brother or their best friend."

And while no one would have wanted any year to turn out the way this one has, it has nevertheless taught students how to exercise their First Amendment rights and channel their concern into a cause, said Maurice Apprey, the university's dean of African-American affairs and a professor of psychiatry. "It reminds me of the 60s and 70s all over again," he said.

That was just a few days before Ms. Omenyi made a special appearance before the Board of Visitors to put the university "on notice" that black students "will speak loudly and often" until changes in law-enforcement practices, faculty hiring, and other policies "make UVa and Charlottesville a more humane place." When board members asked what she and the Black Student Alliance would recommend, she promised that a full list of suggestions would be coming soon.

LOOKING AHEAD

What kind of legacy will such a year leave? "I think it's going to take us a while to figure that out," Mr. Barefoot said. And Ms. Omenyi noted that acceptance notifications for the Class of 2019 went out in the midst of protests over Mr. Johnson's treatment.

Still, the admissions office's blog noted that UVa received 30,853 applications for 3,675 spaces in next year's entering class — a statistically insignificant 189 applications fewer than last year. And Ms. Sullivan, UVa's president, told the board during last week's meeting that the university had "robust applicant pools" for faculty positions.

The board also surprised many here last week with a move aimed at making the university more affordable for low- and middle-income students. The decision will hike in-state tuition by $1,000 a year over the next two years and use the increase to lower the amount that students who get financial aid are expected to borrow. Some students and others questioned the move — one member of the board said it threatened to turn UVa into a "redistribution authority" — but perhaps a debate about the cost of college is ordinary enough to seem welcome in a year of such unusual and tragic incidents.

Meanwhile, classes continue, teams practice (except for the men's basketball team, whose season was ended by a 60-54 March Madness loss to Michigan State), and the renovation of the Rotunda proceeds. There have been even opportunities for humor and inventiveness.

After the video feed died in a room for overflow viewers of a question-and-answer session last week with law-enforcement representatives, a young woman stood up and resourcefully started reading aloud another student's live tweets from the main auditorium. Then, after the Q&A had been halted so the feed could be restored, a student at the auditorium microphone could be heard wondering whether the pending tuition increase "will fix our Wi-Fi." She got a big laugh. ■

Recent Events at the U. of Virginia

March 18: Martese Johnson, a black student at the University of Virginia, was injured during his arrest by officers of the Virginia Department of Alcoholic Beverage Control. A video showing Mr. Johnson with a bloody face, handcuffed and being held down on a sidewalk, was broadcast widely on social media.

Mr. Johnson had been denied entry to a bar and was charged with misdemeanor obstruction of justice without force and public swearing/intoxication — charges his lawyer has disputed.

Students protested his bloody arrest, and the governor of Virginia has ordered an investigation.

March 23: Police in Charlottesville, Va., announced that they had found no evidence to support the account of a gang rape at a university fraternity house infamously described last year by *Rolling Stone* magazine.

Chief Timothy J. Longo said the alleged rape victim — a student the magazine identified as "Jackie" — had declined to cooperate with the investigation.

"We're not able to conclude to any substantive degree that an incident consistent with the facts contained in that article occurred at the Phi Kappa Psi fraternity house or any other fraternity house for that matter," he said. But, he added, "that doesn't mean something terrible didn't happen to Jackie."

Chief Longo said that the case, though suspended, would remain open in case someone comes forward with more information.

Rolling Stone apologized for the November article late last year after intense media scrutiny caused the account to crumble. Two deans at the Columbia University Graduate School of Journalism are conducting a review into how the article was edited. The magazine is set to publish the results of the review in early April, according to news reports.

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New Proving Ground for the Presidency: Student Affairs

By LEE GARDNER



DAN KOECK, NDSU

Dean Bresciani, a former student-affairs chief, now leader of North Dakota State: "All the things that would be a turnoff for a provost, a student-affairs person would laugh and say, 'When do we get to the bad stuff?'"

LEADERSHIP

In recent years, the role of the college president has expanded — some might say sprawled — into new responsibilities. Today's presidents are expected not just to run institutions but also to be their public face, representing them to students as well as parents, government officials, and donors. They must navigate thorny campus issues like sexual assault and alcohol. And in an age when any misstep can go viral, they are relied on to know how to deal with unfolding crises in ways that won't make the situation worse.

Given those new demands, a group of administrators often passed over for the top job is getting a fresh look: vice presidents for student affairs.

College presidents whose previous positions were in student affairs made up just 4.5 percent of presidents in a 2011 survey conducted by the American Council on Education. More recent data aren't available, but the past four years have seen a number of private colleges, regional public institutions, and historically black colleges hire presidents with student-affairs backgrounds. According to search consultants, more and more candidate pools include student-affairs leaders among the finalists.

That's not surprising when you consider how many issues from the world of student affairs — like binge drinking and campus safety — "have suddenly found their way onto the president's desk," says Sheila J. Murphy, an executive-search consultant with Witt/Kieffer, a recruiting firm.

In fact, the demands of the contemporary presidency "have taken a little bit of the glow away" from the job for some provosts, Ms. Murphy says. That opens the door wider for other candidates, including student-affairs professionals.

After all, student-affairs administrators spend their careers on call at all hours, in a public role, and often in the kind of highly politicized situations that have transformed the presidency. According to Dean L. Bresciani, a former vice president for student affairs at Texas A&M University at College Station and current president of North Dakota State University, "All the things that would be a turnoff for a provost, a student-affairs person would laugh and say, 'When do we get to the bad stuff?'"

'YOU GO'

College presidents with student-affairs backgrounds are not new, though they have been more common at community colleges than at four-year institutions in decades past. With more attempts to improve student recruitment and retention, having someone in the top job who has spent a career focused on students and the student experience may make for a smart bet.

James A. Troha's experience as vice president for student affairs at Heidelberg University, in Ohio, has proved valuable in his subsequent role as president of Juniata College, in rural Pennsylvania. In 2014, when a student fell critically ill with symptoms consistent with bacterial meningitis, Mr. Troha galvanized his staff to keep students and their parents informed, and to make sure the illness didn't spread.

He drove more than 30 miles to the hospital, where he met the student's mother, who was furious at him because her son was so ill. In his student-affairs career, Mr. Troha says he learned that when a student is in the hospital, "You go. Whether it's going to be bad or good, you be there."

He sat with the student's mother and won back her trust. The student eventually recovered, and Mr. Troha hopes he will return to class in the fall.

Mr. Troha acknowledges that the situation might have turned out just as well in the hands of a president with a more typical background, but he adds that, unlike student-affairs leaders, those who oversee academic matters "are not at hospitals at night."

That experience in handling a crisis is becoming a sought-after trait in presidential candidates, according to Ms. Murphy of Witt/Kieffer. During discussions with one search committee, she says, a member seemed to care less about the college's uphill enrollment battle and more about the new president's ability to handle a situation that could so tarnish the college's public image that its enrollment would never recover. During another search, a trustee told her, "I just don't want somebody in the leadership role who's never managed a suicide."

Some boards find student-affairs leaders attractive for other reasons. Being pulled in different directions — fund raising, athletics, a fraternity scandal — is a daily reality for contemporary college presidents. That student affairs touches on almost every aspect of a college means that the vice presidents spend little time stuck in a departmental silo. "If you want to find the one person on campus who knows a little bit about most everything that's going on, it's going to be a student-affairs person," Mr. Bresciani said.

College presidents are now expected to serve as brand exemplar in chief. Many boards hope for a promotional superhero who grabs lunch with students and dinner with potential donors, tweeting all the while. Student-affairs administrators tend to cultivate the kind of communication skills, and stamina, that help them "go to all those chicken dinners and give all those speeches," says Walter M. Kimbrough, president of Dillard University, in Louisiana, and a former vice president for student affairs at Albany State University, in Georgia.

For some student-affairs leaders, being engaging and enthusiastic for 12 hours or more comes naturally. Mr. Troha, of Juniata, says he and many of his colleagues "found student affairs as a home because it fits our personality." Now the presidency is another job for which that personality fits.

DARK HORSES

But what about the academic mission? It turns out it's one of the major reasons some candidates from student affairs remain dark horses. Many boards and search committees still resist student-affairs professionals because of concerns about whether they can manage the faculty or run a substantial research enterprise.

Mr. Bresciani, at North Dakota State, notes that the student-affairs office he ran at Texas A&M had the staffing and budget of a small college. He has a Ph.D., as do many other presidents with student-affairs backgrounds. He teaches and publishes scholarly work.

But like many student-affairs administrators turned presidents, Mr. Bresciani has a degree in higher-education administration. It's a field that doesn't always carry the same credibility with the faculty as a disciplines like physics, according to Kevin W. Kruger, president of Naspa — Student Affairs Professionals in Higher Education. Mr. Kruger adds that when search firms call him for references for student-affairs leaders pursuing presidential positions, they commonly ask whether the candidate can hold his or her own on the academic side.

Another frequently raised concern about student-affairs candidates involves the fund raising that has also redefined a college president's duties. Vice presidents for student affairs may be involved in courting donors, but few have experience bringing in the kind of big gifts that anchor campaigns.

The fund-raising emphasis means that vice presidents for advancement and deans of professional schools are also among the nontraditional candidates getting a harder look for presidencies, according to Gale D. Merseth, a vice president at the executive-search firm Isaacson, Miller. But student-affairs administrators may be able to make up for fund-raising inexperience by playing up their work in enrollment management. If a new president can raise retention by a handful of percentage points, it can equal millions of dollars in annual revenue for a college, he says.

After all, making sure that students have a good experience on a campus is the core of student-affairs work, and it is ever more central to the job of the president. As Mr. Troha of Juniata puts it, "We don't exist without our students." ■

3 Leaders' Lessons From Student Affairs

Dean L. Bresciani
President of North Dakota State University

Most recent student-affairs job: vice president for student affairs at Texas A&M University at College Station

Lessons learned: Student-affairs professionals who aspire to be successful presidents need to value academics. Mr. Bresciani taught and published throughout his student-affairs tenure. As president, he takes care to place the academic mission ahead of the outside-of-class experience that is the primary focus of student-affairs leaders.

Walter M. Kimbrough
President of Dillard University (La.)

Most recent student-affairs job: vice president for student affairs at Albany State University, in Georgia

Lessons learned: A student-affairs background can help prepare presidents for dealing with unexpected crises. Speaking just weeks after Oklahoma State University shuttered one of its fraternities after a racist incident, Mr. Kimbrough notes that he shut down a fraternity during his first year in student affairs, when he worked as a Greek-life coordinator at Emory University.

James A. Troha
President of Juniata College (Pa.)

Most recent student-affairs job: vice president for student affairs and dean of students at Heidelberg College, in Ohio

Lessons learned: Student-affairs leaders benefit from frequent one-on-one contact with students, parents, and other important constituencies, listening to their concerns and building relationships. Keeping up that contact and those relationships has helped Mr. Troha understand what his institution is doing right and what it's doing wrong.

— L.G.


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Disparities in New Aid for Athletes Could Alter Dynamics of Recruiting

By BRAD WOLVERTON and SANDHYA KAMBHAMPATI

BIG-TIME COLLEGE sports programs will be allowed to offer thousands of dollars a year of new aid to athletes starting this fall, a change designed to funnel more money to players as television revenue has exploded.

Previously, colleges could cover only the cost of a basic scholarship — tuition, fees, room and board, and books. Now, they can meet the full cost of attendance for players competing at the highest level of the National Collegiate Athletic Association.

The new money, approved in January by the so-called Power Five conferences, could further separate the top programs from the rest. The change worries leaders at many smaller Division I institutions, but some athletic directors believe the move was a necessary step toward more fairly compensating players.

The imbalance is evident not only between programs at the top and bottom of Division I. Even among the wealthiest programs, there are significant disparities in how much money will go to players, according to a *Chronicle* analysis of the estimated cost of attendance at 25 top-ranked football programs. That could alter the dynamics in recruiting and put new pressure on college budgets.

ATHLETICS

Among the 25 colleges, Auburn University has the largest gap between its tuition, fees, room and board, and books and its estimate of students' personal expenses, which colleges have traditionally not been allowed to cover.

Starting this fall, Auburn plans to allocate more than $2 million — or $5,586 per full-scholarship player, plus a portion for students on partial aid — to cover personal expenses, such as clothing, cellphone, and transportation.

That works out to about $620 a month in new aid, according to Jay Jacobs, the university's athletic director. (The figures are based on a nine-month academic calendar. Players who stay for summer school, he says, could receive three more months of payments.)

Across the country, at the University of Southern California, the cost-of-attendance gap is much smaller. The university estimates that its students spend $1,580 for two semesters of transportation, personal, and miscellaneous expenses.

Based on that number, USC players would be eligible for an estimated $175 a month in new aid.

The fact that cost-of-living expenses in Auburn, Ala., are estimated to be more than three times greater than those in Los Angeles illustrates the wide latitude that institutions have in calculating full cost of attendance.

Colleges are required to report their estimate of the full cost of attendance to the federal government and cannot offer aid beyond that amount. Institutions have incentives to count those costs in different ways.

Financial-aid officials say that high-priced private institutions sometimes underestimate students' personal expenses in their published cost of attendance, hoping to limit the sticker shock that can accompany their tuition bills. That might help ease the financial worries of prospective students and their parents. But the lower figures could hurt those institutions in their pursuit of college athletes.

Just two days after the scholarship changes were approved, in January, a top compliance official at one Southeastern Conference university got a call from the head women's basketball coach concerned about a top recruit, who was reportedly leaning toward another university over a $2,000 cost-of-attendance difference. (The compliance officer asked not to be identified so as not to draw attention to the university's low cost-of-attendance number.)

Tim Tessalone, a spokesman for USC, said the university's cost-of-attendance number had not affected its football recruiting for next season. The university had the country's third-best recruiting class, according to ESPN, a few spots ahead of Auburn.

Mr. Tessalone said his university's coaches planned to emphasize the value of a USC education, along with the program's top training facilities and winning tradition.

"We tend to look at the total value of a USC scholarship, which is $65,000, and the quality of education that comes with that scholarship," Mr. Tessalone said.

Because of the timing of the scholarship change, which happened after most football and basketball players in next year's recruiting classes had already committed, it may not cause much immediate disruption.

"I was here for every one of our official visits, and neither a parent nor a student-athlete mentioned cost of attendance to me," says Mr. Jacobs, of Auburn.

But once recruits understand what's at stake, he and others say, the money could have an impact on their decisions.

"I hope it's not the reason they choose one school over another," Mr. Jacobs says. But to recruits or families that need the money, he is glad he has a lot to offer.

INCENTIVES FOR AID

Legal challenges to the NCAA's scholarship limits created an incentive for colleges to offer the extra aid.

But the money is a double-edged sword, says Scott Stricklin, athletic director at Mississippi State University, which has budgeted about $1.3 million to cover players' full cost of attendance.

"You want to provide as much as possible for your student-athletes, but on the other side you've got to pay for it," he said. "My coaches are really happy about it. My CFO is not."

Athletic directors at many top programs say they plan to cover the full cost of attendance for their full-scholarship athletes. To finance the effort, at least one department — Florida State University's — has called for an across-the-board 2-percent cut in athletics spending.

In sports where players receive only partial awards, programs are considering various approaches. In some cases, teams plan to base the extra money they give players for cost of attendance on the amount of their scholarships. A player on 50-percent scholarship, for example, would receive half of the cost-of-attendance money that athletes on full scholarship receive.

But some programs are using the money as a kind of blank check to coaches, allowing them to disperse it largely at their discretion. That could lead coaches to allocate the money based on athletic performance — play better one year, get more money the next — the way they often allocate their scholarship budgets. In other cases, coaches are planning to hand out the extra dollars to players who have the least aid.

Coaches have also discussed using the money to add roster spots, putting more players on scholarship rather than helping the players who are already on their teams.

Mr. Stricklin says he has discouraged his coaches from taking that approach.

"Adding more players or spreading scholarships out among additional athletes defeats the purpose of what we're trying to accomplish here," he says.

His coaches have assured him that they won't use the money that way. But, in a competitive environment, he knows that is always possible.

RECRUITING ADVANTAGES

In recent days, at least two major conferences have met to answer questions about the scholarship changes. The NCAA has also issued guidance. The discussions have highlighted the tension between athletics departments and financial-aid offices. While athletics leaders are looking to bolster cost-of-attendance figures, financial-aid officials would prefer to keep the numbers low.

Chad Hawley, associate commissioner of compliance in the Big Ten Conference, says that its colleges are working to make their cost estimates clearer.

One expense he has discussed with colleagues is "books and supplies," which many institutions combine. NCAA colleges have traditionally been allowed to cover the cost of required books for players on full scholarship. But colleges have not covered supplies. Breaking supplies out as their own expense (Arizona State University does, for example, and estimates them at $300) could allow athletic departments to increase their payouts.

"If you want to make sure players get 100 percent of the full cost of attendance," Mr. Hawley says, "you're going to have to come up with some value for the supplies portion of books and supplies."

As colleges finalize their spending decisions, one thing's for sure: Coaches with generous aid packages will try to use them to their advantage. Those that don't will find creative ways to deflect attention.

Athletics officials at Arizona State, aware that competitors have larger cost-of-attendance numbers, have created a chart breaking down the differences in average rent and food prices between Tempe and other cities, according to *USA Today*.

In the cutthroat world of recruiting, those on top are intent on staying there. The Southeastern Conference, whose institutions plan to make some of the most-generous cost-of-attendance payments, has proposed requiring colleges to be transparent about any increases in their figures. (The idea hasn't gotten very far.)

SEC officials have also discussed whether cost-of-attendance payments should be allocated based on players' actual expenses, rather than estimates that some colleges appear to pull out of thin air.

Determining out-of-pocket costs would be an "administrative nightmare," says Mr. Jacobs, of Auburn. "But it's a great question to ask."

Beckie Supiano contributed to this article.

NCAA Scholarship Changes to Cover Full Cost of Attendance

Under new NCAA rules, universities will be able to give their athletes the full cost of attendance for the next academic year. Previously, athletes could receive tuition and fees, room and board, and some money for books. Athletes can now receive money for transportation, personal expenses, and other miscellaneous fees. Here's a look at the published costs of attendance for in-state students at the 25 top football universities and what each university has budgeted for these other expenses.

University	Costs covered previously	Costs covered now	Estimated change in scholarship
Auburn U.	$23,578	$29,164	$5,586
Mississippi State U.	$17,294	$22,420	$5,126
Boise State U.	$15,652	$20,742	$5,090
Texas Christian U.	$50,940	$55,640	$4,700
U. of Mississippi	$18,204	$22,704	$4,500
U. of Memphis*	$19,440	$23,907	$4,467
U. of Wisconsin at Madison*	$20,678	$24,994	$4,316
Kansas State U.	$18,194	$22,306	$4,112
Florida State U.	$17,800	$21,684	$3,884
Baylor U.	$50,278	$54,160	$3,882
U. of Missouri at Columbia	$21,040	$24,704	$3,664
Clemson U.	$23,304	$26,912	$3,608
U. of Utah	$19,448	$23,022	$3,574
Arizona State U.	$21,851	$25,209	$3,358
U. of Arizona	$21,900	$25,200	$3,300
U. of Alabama	$24,542	$27,434	$2,892
Ohio State U.*	$22,198	$24,800	$2,602
U. of Georgia	$20,082	$22,680	$2,598
U. of California at Los Angeles*	$32,157	$34,752	$2,595
U. of Oregon	$22,440	$24,780	$2,340
Marshall U.	$17,172	$19,450	$2,278
Michigan State U.	$24,254	$26,126	$1,872
Georgia Institute of Technology	$23,028	$24,748	$1,720
U. of Southern California*	$65,982	$67,562	$1,580
U. of Louisville†	$18,946	$18,946	$0

* Figures are estimates for 2015-16.

† The University of Louisville's website did not list any additional expenses.

SOURCE: CHRONICLE ANALYSIS OF 2014-15 DATA FROM THE FINANCIAL-AID WEBSITES OF THE UNIVERSITIES RANKED IN THE ASSOCIATED PRESS'S TOP 25 FOR FOOTBALL.

Court Battle Over Tenure Denial Centers on Privacy of Student Evaluations

By PETER SCHMIDT

Should the confidentiality shrouding students' evaluations of college instructors always be protected, even if it might conceal violations of the law?

A California state court was expected to take up that question last week in response to Pomona College's refusal to grant access to such records to a former professor suing the college for discrimination.

Lawyers for Alma Martinez, to whom the private college denied tenure and who was dismissed as an assistant professor of theater in 2013, are seeking copies of students' evaluations not only of Ms. Martinez but also of faculty members who, unlike her, received tenure at Pomona in recent years.

In asking a state Superior Court in Los Angeles to compel Pomona to hand over such documents, her lawyers argue that the court cannot fairly weigh her claim of being discriminated against as a Hispanic woman without giving them access to the student evaluations that informed the college's tenure decision.

They wish to know the identities of students who wrote the evaluations to determine whether those who characterized her negatively had some ulterior motive, such as retaliation for her giving them poor grades or denying them a lead role in some theater production.

Her lawyers, from the Mexican American Legal Defense and Educational Fund, or Maldef, say they need copies of students' evaluations of recently tenured faculty members to show that the college treated Ms. Martinez differently than the others.

Pomona's lawyers have responded by calling the Maldef lawyers' request "a poor attempt to gain access to private information with a long history of legal protection." Pomona maintains that providing the requested evaluations to Ms. Martinez's lawyers would violate the Family Educational Rights and Privacy Act, a federal law, known as Ferpa, that protects the privacy of student records.

In a brief submitted to the state court in March, the college's lawyers argue that complying with her demands to identify her student evaluators "would have a profound, chilling effect on the college's tenure-review process."

Although they were unable to recall a similar legal battle over access to students' evaluations, experts on higher-education law say disputes involving the privacy of records are fairly common and illustrate the limits of colleges' confidentiality guarantees.

The ability of colleges to withhold such records "is not a given," says Ellen M. Babbitt, who has represented numerous higher-education institutions as a partner at Franczek Radelet, a Chicago-based law firm.

Disputes such as the one at Pomona, she says, involve "a real collision" of two strong policy interests: ensuring candor in personnel evaluations, on the one hand, and, on the other, ensuring the courts' access to information relevant to litigation, especially where discrimination is being alleged.

THE SPIRIT OF FERPA

Steven J. McDonald, who has written extensively about the Family Educational Rights and Privacy Act, says the federal law does not protect such records from being surrendered in response to a subpoena, although it generally does require educational institutions to notify students that their records are being sought.

Mr. McDonald, general counsel at the Rhode Island School of Design, says courts often handle such

FACULTY

requests for records in a way that seeks to balance lawyers' needs against the spirit of Ferpa.

For example, a court might restrict access to the documents, or offer up records after information that might identify the students has been redacted.

In the case of the evaluations like those being sought from Pomona, however, it might be difficult to redact identifying details without also stripping out information of use to the plaintiff's lawyers, he says.

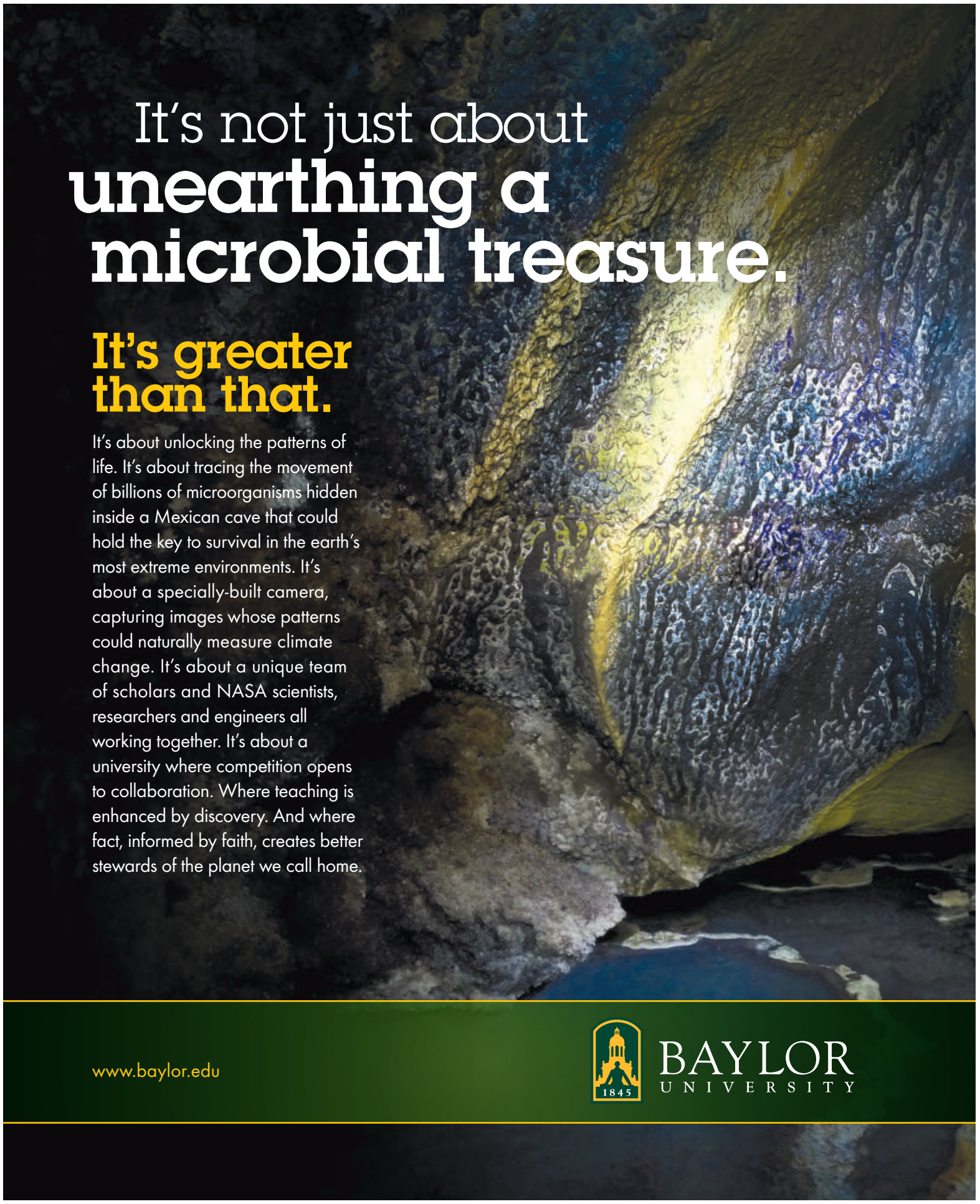
Ms. Martinez, an established actor and director whom Pomona hired in 2006, filed her lawsuit after the college denied her administrative complaint alleging she had been improperly denied tenure based on her gender and national origin.

Her lawyers are seeking 91 anonymous course evaluations written by her students at the end of the semesters she taught there, and 17 letters of evaluation solicited from students to inform the college's decision on her tenure candidacy.

Pomona's legal filings say the 17 students who wrote tenure-related letters had been encouraged to be candid and had been assured the letters would remain confidential and would be viewed only by those directly involved in the review process.

Pomona says students' recent reviews of other professors are irrelevant to Ms. Martinez's case, and surrendering them would violate the privacy of faculty members as well as students.

Ms. Martinez's lawsuit asks the court to order Pomona to reinstate her and grant her tenure. ■



In 2 Discussions of the Future of Accreditation, 2 Shared Goals Emerge: Limits and Flexibility

By ERIC KELDERMAN

SHOULD THE ROLE of accreditors be limited? Two separate debates on the future of accreditation took shape last week, and each raised the possibility.

Another common thread ran through both discussions: the need for more flexibility and transparency in a process that is required for colleges to receive federal student-aid dollars.

ACCREDITATION

In a conference call, members of the National Advisory Committee on Institutional Quality and Integrity discussed their latest set of proposals to overhaul the accreditation process and the way the committee assesses the accreditors.

"There is a need for a more differentiated process that allows for different levels of accreditation, for more transparency and openness in the accreditation and the recognition process, and a greater emphasis on student achievement and student outcomes," says the draft document from the advisory committee, which makes recommendations to the secretary of education on whether accrediting agencies should be approved. When the draft is complete, the advisory group will forward it to Congress to be considered during the reauthorization of the Higher Education Act.

A paper by the Senate education committee's staff raises the possibility that accreditors would no longer act as "gatekeepers" for federal student aid.

Shortly after the committee finished its phone conference, the U.S. Senate's education committee released a somewhat similar set of proposals in a white paper written by committee staff members.

The paper was one of three by the Senate committee staff, each meant to elicit feedback from people in higher education before the next reauthorization of the Higher Education Act, said Sen. Lamar Alexander in a news release. (See facing page for more.) The Tennessee Republican is the committee's chairman.

Although the language in each document varies, several of the suggested actions are the same, including breaking down the geographic boundaries of the six regional accrediting agencies, allowing an expedited review for institutions that meet certain standards, and stripping away the long list of accreditation requirements that do not directly relate to educational quality but are mandated by federal law and regulation.

"Freeing accreditation's responsibilities from the federal government's burdensome, misguided, and duplicative regulations may restore the true focus and capacity of accreditation back to quality and quality improvement of institutions," said the white paper from the Senate committee.

Both papers also call for more gradations in accreditation status and the establishment of new, nontraditional accreditation agencies.

Such changes, if approved in legislation, would provide for competition among accreditors and create a more-streamlined and less-expensive approach to quality assurance, according to the Senate committee's report.

But the Senate committee's paper takes a big step further than the advisory committee: It raises the possibility that accreditors would no longer act as "gatekeepers" for federal student aid. That idea is strongly opposed by many accrediting agencies.

According to the Senate committee's report, "Accreditation's gatekeeping role has given accreditors authority and leverage to be overly prescriptive, intrusive, and sometimes usurp institutional autonomy."

That's far from a new idea. In fact, two members of the advisory committee made a similar appeal in 2012 as an alternative to earlier recommendations from the group on reforming the accreditation system.

That recommendation was rejected by a majority of the committee, but "delinking" accreditation from federal student aid is gaining currency, says Arthur J. Rothkopf, one of the advisory committee members who supported that measure.

"On balance, I still like the delinking idea," Mr. Rothkopf said. "A couple other people" on the advisory committee, he added, "would probably support it now too." ■

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TOM WILLIAMS, CQ ROLL CALL, GETTY IMAGES

Sen. Lamar Alexander

In 3 Reports, Senate Republicans Hint at Higher-Ed Agenda

By KELLY FIELD

SENATE REPUBLICANS, gearing up for the reauthorization of the Higher Education Act, gave strong hints about their priorities in a trio of white papers released last week.

The papers, which examine accreditation, consumer information, and risk-sharing, are meant as conversation-starters and stop short of endorsing any particular policy proposals. Still, they show that lawmakers are considering significant changes in the ways colleges are evaluated and held accountable for student outcomes.

The paper on accreditation, for

GOVERNMENT

example, raises the possibility of decoupling accreditation and federal student aid. (For more on that, please see facing page.)

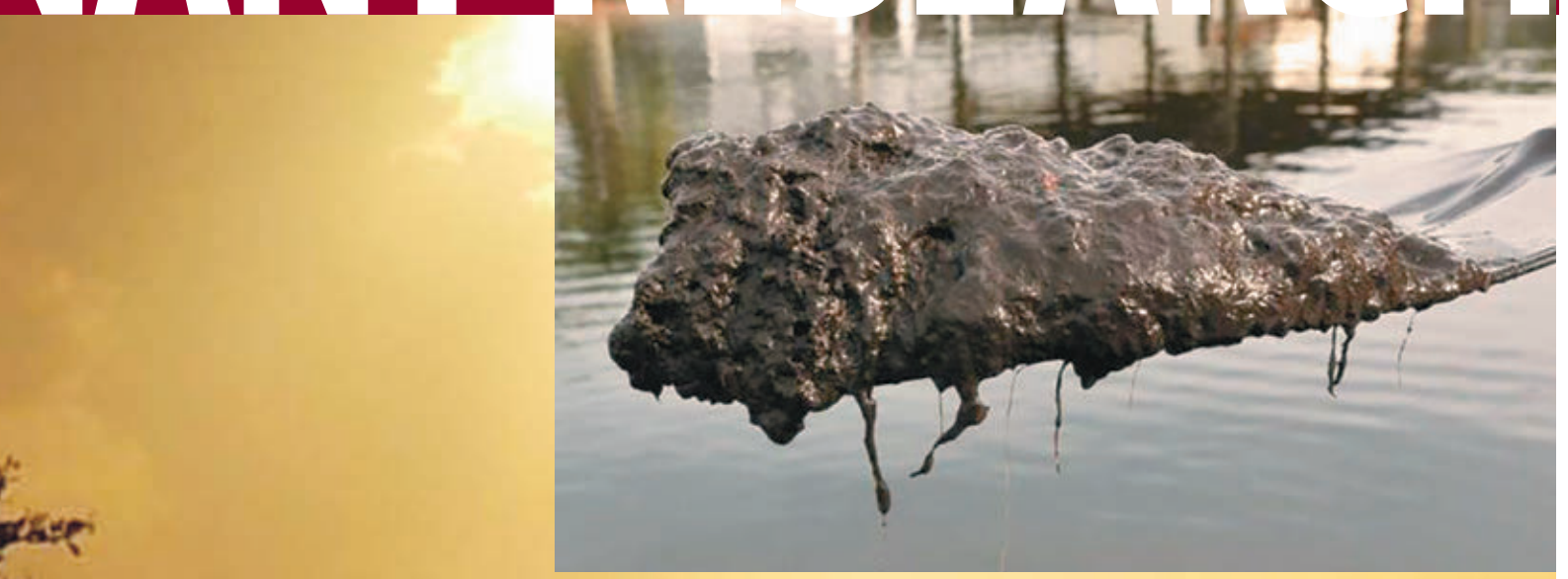
The paper on consumer information, meanwhile, opens the door to the creation of a federal "unit record" database for tracking students — something Sen. Lamar Alexander, chairman of the Senate Education Committee, has strongly opposed in the past. Among the "concepts up for debate," says the paper, are the creation of a federal unit-record system with "limited student level measures" of labor-market outcomes and "strict privacy protections."

The paper offers two options for such a system: limiting it to student-aid recipients — who are already in federal databases — or creating an exception to federal privacy law that would "allow some new student-level data to be collected for all students," including those who don't receive federal aid.

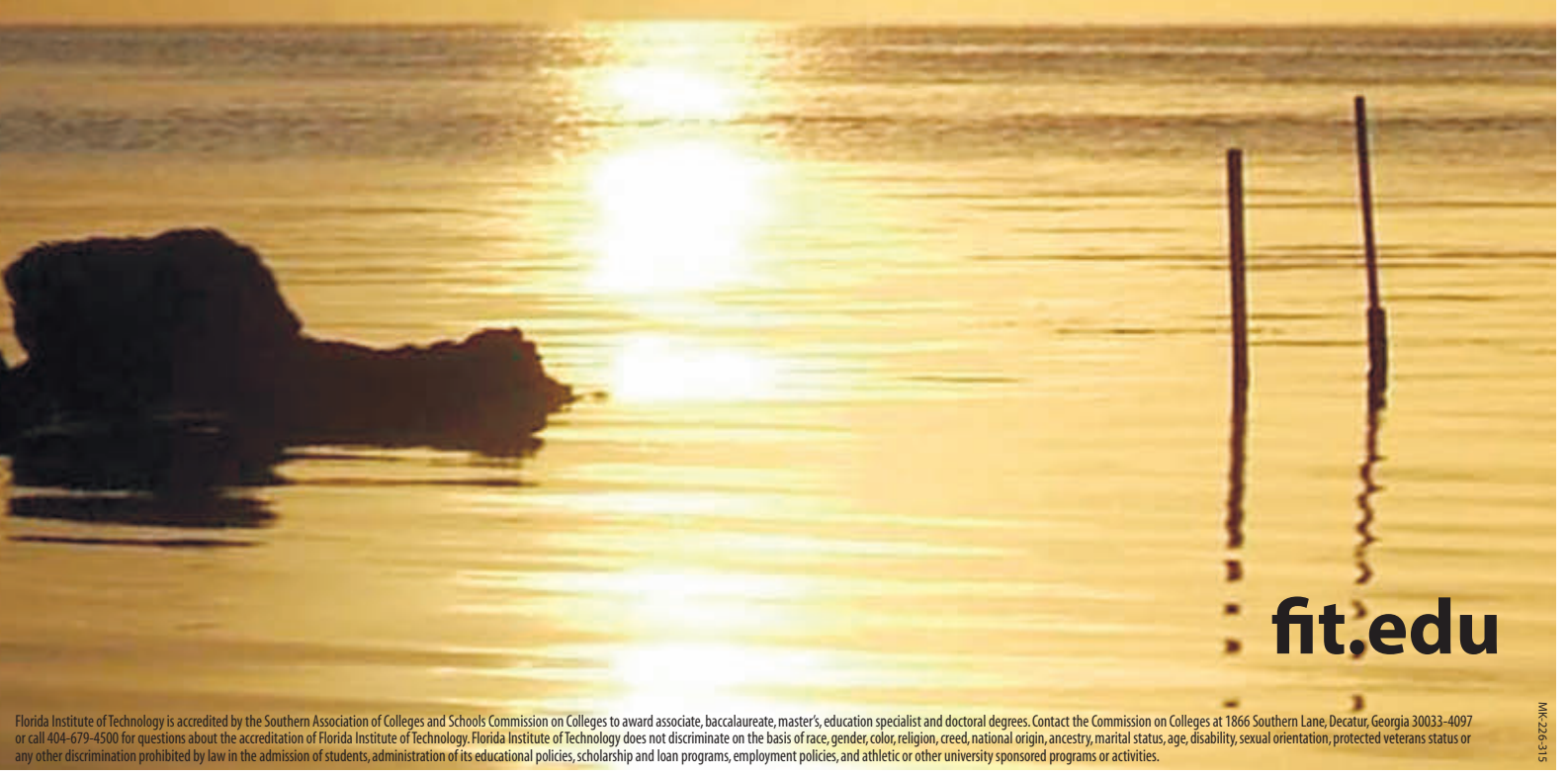
The risk-sharing paper explores ways Congress might give colleges more "skin in the game" when it comes to student borrowing. Among them: requiring colleges to remit a portion of defaulted dollars to the Department of Education, and imposing new sanctions on colleges with high rates of borrowers who default.

An aide to Mr. Alexander stressed that the proposals contained in the papers represent "a menu of options," adding that "the Senator is not advocating for one avenue or another." ■

NANT RESEARCH



Florida Tech research into muck and how to offset its harmful effects may apply to freshwater ecosystems all over the world.



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MK-226-315

College Lets Students Opt for Class Type

WHEN YOU register for a course, you often have a choice: in-person or online. But at Peirce College, you don't have to pick one or the other. All students will soon get access to both formats in the same course.

Peirce, a Philadelphia college catering to adult learners, plans to allow students to switch between attending class in person or online, based on which is more convenient for them

STUDENTS

in a given week. The flexible delivery model will be offered in certain programs this fall and will be extended to the entire curriculum by September 2016. The effort is part of Peirce's strategic plan for 2015 to 2018.

Last year the college ran a pilot program to see how students would respond to the new flexibility, and the results were promising, said Stephanie Donovan, assistant professor and faculty chair for health programs.

Students who took courses in the pilot had much better attendance than had their counterparts a year earlier, she said. Absenteeism fell from 10.2 percent to 1.4 percent.

Students indicated that the new system would allow them to miss class for illnesses, child care, or other commitments without having to feel guilty because they could complete their coursework online instead, Ms. Donovan said.

Some students might plan to take their classes in person but use the online component to review information if they didn't understand something. Others might plan to take most of their classes online but make a trip to the campus if they were struggling with a concept and wanted to discuss it with a professor.

Peirce College has already worked to make its programs easily accessible — all courses are offered online and in person — but students were looking for even more flexibility, said James J. Mergiotti, the college's president and chief executive. The college "wanted to take it to the next level," he said. "It's just a perfect fit in terms of what we're trying to accomplish."

—CASEY FABRIS

Britain's New Law Pushes Universities to Help Stanch the Flow of Islamic Fighters

By AISHA LABI

IN FEBRUARY, the news that "Jihadi John," a de facto spokesman for the so-called Islamic State, had grown up in a middle-class family in England and graduated from a London university was a surprise to many in Britain.

For Anthony Glees, it was a vindication.

For nearly a decade, the director of the University of Buckingham's Centre for Security and Intelligence Studies has studied how young British Muslims are susceptible to radicalization and has argued that universities often turn a blind eye to the spread of Islamic extremism on their campuses.

INTERNATIONAL

His scholarly work and outspoken views on the topic have earned him few friends in academe, but today, with public concern growing about the number of Britons leaving home to join the Islamic State, also called ISIS (for the Islamic State in Iraq and Syria), his ideas are at the center of a debate about what role, if any, universities should play in curbing the flow of fighters.

The British Parliament in February passed a controversial counterterrorism and security bill that would require universities to take steps to prevent the radicalization of students. University leaders and many academics are fighting the measure, saying it potentially limits free speech and academic discourse. The details of the measure's statutory guidance for universities are still to be determined.

To Mr. Glees, who supports the new effort, universities have failed to appreciate that Islamist groups have exploited such freedoms to gain footholds on campuses.

"That's really what I tried to alert my colleagues in higher education and further education to understanding, that there was a specific stream of terrorists who came from the higher-education environment," he says.



JACK TAYLOR/AFP/GETTY IMAGES

Mohammed Emwazi attended the U. of Westminster. British universities are the focus of a new law aimed at stopping terrorist recruitment.

At its best, higher education should be a bulwark against extremist thinking of any kind, helping to shape a democratic, civilized, and inclusive society, says Mr. Glees. In Britain and perhaps elsewhere, he says, that goal all too often is not being met.

British universities have been grappling with questions about the extent of extremist religious activity on their campuses for years. Concerns were first raised in the aftermath of the 2005 bombings of the London transport system, when some of the perpetrators were found to have been university graduates, young Muslim men who had spent their entire lives in Britain.

More recently, recruiting efforts by the Islamic State have made headlines. Some 600 people from Britain are estimated to have traveled to Iraq and Syria to join the terrorist group. Other European countries have similar, or even higher, numbers, while the figure for the United States is about 180, according to news reports.

But nowhere has higher education been as much part of the discussion as in Britain. It's unclear how many of the 600 were university graduates or were first exposed to radical ideas while on a campus, but cases like Jihadi John have fueled the perception that universities allow such views to fester.

'John," an English-speaking member of ISIS who was has been featured in videos depicting the murder of Western hostages, was identified recently as Mohammed Emwazi. A British man of Kuwaiti origin, he graduated with a degree in computer programming from the University of Westminster in 2008. While news articles say he was radicalized during a trip to Africa after graduation, Westminster has faced scrutiny.

A recent graduate of the university argued in a *Washington Post* opinion article that the administration and the student union frequently failed to curb Islamist students who promoted their views on campus. "From my experiences, I believe that the university is unwittingly complicit in perpetuating such radicalization, as it has often allowed Islamist extremism to go unchallenged," wrote Avinash Tharoor, now a master's student at University College London.

In a statement, the University of Westminster said it condemns the "promotion of radicalization, terrorism, and violence or threats against any member of our community," saying it has "strict policies to promote tolerance" among its students. In the wake of the news reports about Mr. Emwazi, the university also canceled a campus talk by a controversial Islamic preacher.

For Mr. Glees, the details that have emerged about Mr. Emwazi come as no surprise. "There is a wave of Jihadi madness sweeping through some part of the ranks of Britain's young Muslims," and the issue should be of pressing concern for the educational establishment, says Mr. Glees, who first came to prominence with a 2005 work, "When Students Turn to Terror: Terrorist and Extremist Activity on British Campuses."

According to government figures, between 1999 and 2009, 45 percent of those convicted of "al Qaeda-related terrorist offenses" in Britain had attended college. While that is only slightly higher than the percentage of the British population that has a postsecondary degree of some kind (41 percent), Mr. Glees says the 45-percent figure should be much lower.

If colleges were doing their job properly, those with a higher education "should be underrepresented, if at all, in the ranks of those who want to blow up their fellow citizens."

To fix the problem, universities should do more to teach "civic culture" and the ideas of liberalism, which they have moved away from over the years, he says.

Others in higher education say Mr. Glees exaggerates the degree to which universities are at fault. Bill Rammell, a former higher-education minister in the Labour government who is now vice chancellor of the University of Bedfordshire, says Mr. Glees's "analysis goes beyond the facts, and I don't agree with him that higher education as a bloc is in denial about the threat from terrorism and our responsibility to tackle this."

"The university is unwittingly complicit in perpetuating such radicalization."

He does not discount the seriousness of the threat posed by Islamists, but like many others, he opposed the newly passed security bill. He was one of 24 vice chancellors who signed a letter to *The Times of London* arguing that universities should be exempt from certain provisions. More than 500 professors issued a similar statement.

The law requires universities to assess whether students are at risk of being drawn into "extremism" and train staff members on how to counter such cases. The most contentious provision requires university administrators to consult government guidance on who may speak on campus, a rule meant to counter those who would promote extremist ideologies. Given the political opposition to that rule, however, it has been temporarily shelved.



Student ID of Mohammed Emwazi, later known as Jihadi John,

To Joanna Williams, director of the Centre for the Study of Higher Education at the University of Kent, the damage may already have been done. She says the fears stirred up by the law will lead to overly cautious decisions about speakers and reduce an already shrinking space on British campuses for an exchange of ideas.

"There is lots of pressure on universities to censor and ban things," she says, citing the growing use of so-called trigger warnings and the prohibition of the song "Blurred Lines," with what some call misogynist lyrics, from many universities. The government's new measure suggests "that there are some ideas that are too dangerous to be talked about on a university campus," she says. "I think that's very dangerous if you can't deal with or learn how to deal with dangerous or controversial and different ideas."

Mr. Glees says he's disappointed the rule on campus talks is on hold for now. He contends that some views simply do not merit being aired in a university setting. "Academic freedom never had anything to do with admitting people on campus who believe homosexuals should be stoned to death," he says. "The purpose of higher education is education, not to enable the indoctrination of young British Muslims with extreme views." ■



REUTERS/SITE INTEL GROUP/HANDOUT VIA REUTERS

It is believed that the person who appeared in Islamic State videos is Mohammed Emwazi, aka Jihadi John, who grew up in Britain and graduated from the U. of Westminster with a computer-science degree.

MORPH THAN MEETS THE EYE

SHAUNDRA DAILY MARRIES MOVEMENT AND COMPUTING TO MAKE A DIFFERENCE IN OUR EVERYDAY LIVES.



Today, innovation in computing is key to economic growth and scientific advances. Unfortunately, there aren't enough students majoring in computing to meet the demand. Professor Shaundra Daily is exploring programming 3-dimensional characters as a way to engage girls in the field. Backed by a $580K grant from the National Science Foundation, Daily works with fifth- and sixth-grade girls to explore movement in time and space and through computer programming they create partners. Ultimately, the girls have the opportunity to perform with their onscreen creations.

"Our hope is that this project will steer more students toward computer science," says Daily. "It's important that we do this to advance society and to help girls understand their great potential."

Daily was named an assistant professor at Clemson's the School of Computing in 2011 after earning her Ph.D. from the Massachusetts Institute of Technology. Other principal investigators for this project include: Assistant Professors Sabarish Babu, Alison Leonard and Sophie Joerg.

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States Hone Efforts to Collect Graduates' Job Data

By LANCE LAMBERT

For decades some state lawmakers have pushed public colleges and universities to think of themselves as parts of a broader job-training plan. It's only recently that those efforts have been bolstered by detailed data.

Working with years of income information, a majority of states (at least 37, according to survey results released in October) have now built — or are in the process of building — systems that can pinpoint what graduates earn. Some states can even tell what types of jobs the graduates hold and how much debt they've taken on. Ohio's system, for example, knows that the typical biology graduate of Ohio State University earns $22,565 in his or her first year after graduation.

That's valuable information, and some states are moving to make use of it. For example, Florida already factors work-force data into decisions on funding for public colleges and universities. It's not hard to find lawmakers eager to use the information to push students away from "underperforming" degrees and toward programs that can be a pipeline to "in-demand" jobs.

Meanwhile, states continue to spend money to build such data-collection programs. In addition, President Obama's budget for 2016 would allocate $107 million to the two federal grant programs supporting so-called longitudinal data systems, up 174 percent from the current fiscal year.

The growth of income analysis, says Anthony P. Carnevale, director of Georgetown University's Center on Education and the Workforce, is "more a relentless brush fire than a spectacular forest fire. The information will arrive a long time before the policy impacts will be known."

But as work-force data becomes more commonplace — and starts to influence policy decisions — it's worth pausing to take a look at some of its shortcomings. Even many of the people building the data systems admit the limitations are significant, at least for the time being. Those limits may affect the data's short-term use and its long-term value.

FLAWS AND HOLES

Here's how states typically generate work-force data: Most use graduates' Social Security numbers to match quarterly income information reported by employers with colleges' transcript data. The states then aggregate the data to show the average earnings among graduates of specific degree programs.

That sounds simple enough. But according to Eugene J. Kovacs, assistant vice chancellor of information-resource management for the State University System of Florida, the data still has missing pieces. Most important, graduates who work in another state are missing from the records of the state where they received their degree.

Those missing graduates can make up a huge chunk of a state's awarded diplomas. For instance, only 26 percent of the graduates of Colorado's public colleges and universities have been found in its wage records.

ACCOUNTABILITY

Also not captured in the data are graduates who take jobs with the federal government or who are missing for other reasons. "We don't know how many we're looking for," says Rachel Zinn, director of the Workforce Data Quality Campaign, "because the 'missing' students might be employed out of state, or they might be unemployed, or pursuing further education, so they are not working, or maybe they are self-employed and so not in unemployment-insurance wage records at all." Ms. Zinn's group is an effort to expand the skilled work force.

The missing data is a problem because it might be undervaluing — or overvaluing — some degree programs. For example, Ohio State's biology program, whose graduates post low earnings in their first year out of college, might have skewed income results: Only 36 percent of its graduates have been found working in the Buckeye State.

Some states are teaming up to share data on workers. More than 36 states participate in one such program, the Wage Record Interchange System 2. Some states are benefiting from the exchange. Florida now has data on about 70 percent of its public-college graduates, with a small share of that coming from the interchange system.

But as Mr. Schneider points out, the interchange comes with its own problems. Two of the largest states, California and New York, do not participate. And about one in four requests for data go unanswered.

With so many holes in the data, is it fair to base funding on such a system? Mr. Schneider argues that the missing data on graduates who work out of state shouldn't confound policy decisions because most states are chiefly concerned with educational and economic outcomes within their borders.

Of course, even sound data is open to interpretation. It's not entirely clear, for example, which years of income data should become the basis for funding choices. As Mr. Schneider points out, graduates in some majors historically have earned more after their early years. For instance, Ohio State's biology majors — the ones who earn just over $22,500 in their first year out of college — make $57,566 by their sixth. That makes the major look much more valuable.

Other experts ask broader questions about using the data as a driver of policy decisions.

"Students and states would be well advised to be thoughtful and know what the data means," says Tod R. Massa, policy-research and data-warehousing director at the State Council of Higher Education for Virginia.

"I have a degree in studio art," he says. "For some people, that major will not be relevant."

That was part of the argument higher-education lobbyists made in the run-up to the 2008 reauthorization of the Higher Education Act. That law bans federal agencies from collecting graduates' income data, precisely to prevent the government from using the figures to influence appropriations and policy.

By that point, states had already begun to pick up the slack. Although the income information had been available for decades, it was not until the 1990s, when Florida started to build its system, that the data was seen as a way to measure educational outcomes.

Despite holes in the data and concerns about its value, the systems aren't going away. And if funding is any indicator, more states will jump on board soon.

"Everybody," says Mr. Carnevale, "is heading down this road, almost without exception." ■



One Way to Reduce Textbook Costs: Eliminate Commissions

By CASEY FABRIS

As concerns about the sticker price of college grow, one community-college system is taking a step that will reduce the cost of textbooks for its students by forgoing its cut of the revenue for course materials sold through the college bookstores.

In its new contract with the textbook company Follett Higher Education Group, the Dallas County Community College District will eliminate commissions on textbook sales.

STUDENTS

The district will continue to get commissions on sweatshirts with campus logos and everything else the stores sell.

John Robertson, chief financial officer of the college district, put it simply: Textbooks have gotten expensive, he said, and eliminating the college's commissions on their sale is a way to reduce their prices. The idea came from the system's chancellor, Joe May.

Though eliminating commissions means a loss of revenue, it's not a huge one, Mr. Robertson said.

The commissions earned on textbook sales have gone down over the years, in part because of the push for textbook rentals, and are now around $2 million. That's not much money out of the district's $350-million operating budget, Mr. Robertson said.

The money from the commissions went mostly to student clubs and organizations. Those groups' funds will now come from other sources, Mr. Robertson said, though he did not say which ones.

"By eliminating this cost to the student, they're the ones who are the winners," he said. "They're the ones who are saving the money."

In its previous contract with Follett, Mr. Robertson said, the company used to provide gift cards to distribute to students to help offset the cost of books. With this new system, the Dallas County Community College District will no longer get those gift cards. The district will find other ways to help students, he said.

"We just happen to be, luckily, financially stable that we can fund this small amount of money that we're losing in commissions by other sources and let the student be the winner of the decisions," he said.

The college district is also looking into other ways to reduce the costs of instructional materials, Mr. Robertson said.

GOING WITHOUT

In the discussions Follett Higher Education has had with other colleges about reducing the cost of textbooks, eliminating commissions has been suggested, said Mary Lee Schneider, president and chief executive of the Follett Corporation. But the Dallas district was the first to say it wanted to pursue that option.

Students today purchase their textbooks much later into the semester, often buying them right before midterms so they can wait and see whether they really need to spend the money for the book, Ms. Schneider said. "Forty percent of students show up Day One without their course materials," she added.

Students have gotten creative in their approach to purchasing textbooks, said Bradley C. Wheeler, chief information officer at Indiana University at Bloomington. They orchestrate swaps with friends, look for deals on Amazon, use old editions, or even try to skate by without the textbook.

"This is really a very serious and acute problem in higher education, and particularly in community college where books are a very high percentage of the cost of attendance," said Mr. Wheeler, who has led efforts to make textbooks more affordable at Indiana.

Mr. Wheeler said the plan was a unique one and sounded like "an incremental and very good effort" to reduce the cost of textbooks.

Another option, he said, is going digital and avoiding the costs associated with things like the printing and transporting of textbooks.

There's the cost of the textbook — which includes things like paying cashiers at bookstores and maintaining the facility where books are sold — and then there's the markup that allows for a profit.

To reduce the costs for students, Mr. Wheeler said, you have to reduce the profit or, better yet, take costs out of the whole system. ■

"We can fund this small amount of money that we're losing in commissions by other sources and let the student be the winner."



Students' Requests for Their Admissions Records Prompt Purges

By PETER SCHMIDT

YALE UNIVERSITY has acknowledged that its law school responded to a wave of student requests for their application evaluations by discarding all such records — an action that has prompted an advocacy group to warn colleges not to destroy potential evidence in admissions lawsuits.

Yale Law School's destruction of the records, first publicized by one of its own students in March in a column for *The New Republic,* occurred after several students submitted requests for copies of their application evaluations under the federal Family Educational Rights and Privacy Act, or Ferpa.

In a statement that Yale sent to *The Chronicle,* Asha Rangappa, the law school's dean of admissions, said it had routinely discarded such information at the end of every admissions cycle until 2001 — when its admissions process became fully electronic — and had decided to revert to the old practice in response to the new records requests.

"Candid evaluations provided by faculty members and others are a critical part of the Law School admissions process, and if faculty reviewers knew that this information could be shared with admitted students, they might be reluctant to participate in the process," Ms. Rangappa wrote. Thomas Conroy, a university spokesman, declined to provide an exact count of how many records requests the law school had received.

STUDENTS

Students for Fair Admissions, an advocacy group that has filed lawsuits challenging the race-conscious admissions policies of Harvard University and the University of North Carolina at Chapel Hill, has sent Yale and several other Ivy League institutions letters warning that they put themselves at legal risk if they destroy such records.

The destruction of the records, says the letter, "is precisely the wrong course of action at precisely the wrong time." The letters were signed by Edward Blum, president of Students for Fair Admissions and director of the Project on Fair Representation, an advocacy group that has mounted a lawsuit challenging the constitutionality of the race-conscious undergraduate admissions policy at the University of Texas at Austin.

His letter says: "Not only does the destruction of admissions files raise serious concerns under the Family Educational Rights and Privacy Act, which allows students to access and correct inaccuracies in their own records, the destruction of such files risks spoliation of evidence relevant to ongoing litigation." The letter tells the colleges that their admissions records might be subpoenaed in the Harvard case as evidence of other institutions' practices, and warns them that their lack of such records would compromise their ability to defend their own admissions policies against a court challenge.

The Yale law students came up with the idea of using Ferpa to obtain their application records as a result of a controversy over similar records requests at Stanford University, where a satirical student newsletter, "The Fountain Hopper," in January emailed subscribers a step-by-step guide to using the federal law for such purposes.

The destruction of the records, says the advocacy group's letter, "is precisely the wrong course of action at precisely the wrong time."

Stanford's registrar, Thomas Black, initially responded to the requests by urging students to ask themselves what benefit they might derive from such information. In an email reported by *The Stanford Daily,* he told students to read a *Time* magazine column in which the author, a Stanford alumnus named Joel Stein, humorously lamented having learned through such a records request 23 years earlier just what admissions officers had thought of him.

In the end, Stanford chose, like Yale, to revert to the same policy it used when such records existed only in paper form: purging them after the completion of each year's admissions cycle. It discarded any files that had not already been requested and said it would "no longer be keeping them moving forward," said Lisa Lapin, a Stanford spokeswoman, in March.

Ms. Lapin said about 2,400 of Stanford's 16,000 current students and about 400 of its graduates had submitted requests for their admissions records. She added, however, that only about 400 people had taken the necessary next step of scheduling appointments to review such documents, which the registrar's office required them to examine in person. Stanford had reserved the right to redact from the documents any confidential information — especially references to teacher recommendations — before the in-person review by current or former students. ■



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Student-Loan Default Rates Are Easily Gamed. Here's a Better Measure.

By BEN MILLER

The university of the Rockies looks like a good steward of federal student-loan debt. Only 7 percent of borrowers at the for-profit graduate school default on their loans within three years of leaving it — a better record than its peer institutions. But a closer look at the data reveals a strange pattern. From October 2008 to September 2011, nearly 1,300 borrowers at the University of the Rockies started repaying their loans. Yet the university awarded only 316 degrees during the academic years from 2008 to 2011. In other words, for every degree earned at the university, four borrowers have their debts come due. So while many of the students aren't defaulting, they aren't graduating either.

That disconnect between repayment, completion, and default exposes a significant flaw in the key metric the federal government uses to police its student-loan programs and decide which colleges to bar from eligibility. And it highlights the weakness of current attempts at accountability around student loans.

The current measure of student-loan performance ignores what research shows is the most important indicator in determining whether students are able to avoid defaulting on their loans: whether they finish college. Borrowers who drop out with debt are also more likely to be unemployed and to earn less than peers who graduate. In fact, of borrowers who entered college in the 2003-4 academic year and defaulted by 2009, 63 percent had dropped out.

ARTIFICIAL EFFECTS

Here's how the system works now: The cohort default rate — which since the 1990s has been the federal government's main metric to evaluate institutions in the federal student-loan programs — tracks how many students default on their loans within three years of beginning repayment. Colleges that have a default rate over 30 percent for three consecutive years or 40 percent in one year risk losing access to federal student loans.

But because the measure tracks results for such a short time, it is possible for colleges to game it by artificially lowering the number of students who default within three years. How? A college can encourage borrowers to ask for a forbearance — an option in which the federal government allows borrowers to stop making payments without their loans becoming delinquent or heading toward default. Since it takes almost a year to default, the college needs borrowers to enter forbearance only for a couple of years, ensuring they do not show up in the default rate, even if they never make a single payment.

Unfortunately, there's no easy way to spot colleges that may have inaccurate loan-default rates. There's no data on institutional use of forbearance or a similar option called deferment. Nor do we know anything about the long-term default-rate picture.

Fortunately, there is a way to identify colleges that may be a greater student-loan risk than they otherwise appear. The trick is to compare the number of borrowers in repayment to the number of graduates.

Finding the number of borrowers entering repayment is easy. We know that borrowers can end up in repayment in only one of three ways: they graduate, they drop out, or they start taking less than a half-time course load.

While existing data cannot tell us how many borrowers are entering repayment because they graduated, we can approximate it by looking at the number of credentials a college awarded each year. And since not every student borrows, even a ratio that approaches 1:1 should indicate an institution that is producing a lot of students with debt but no degree.

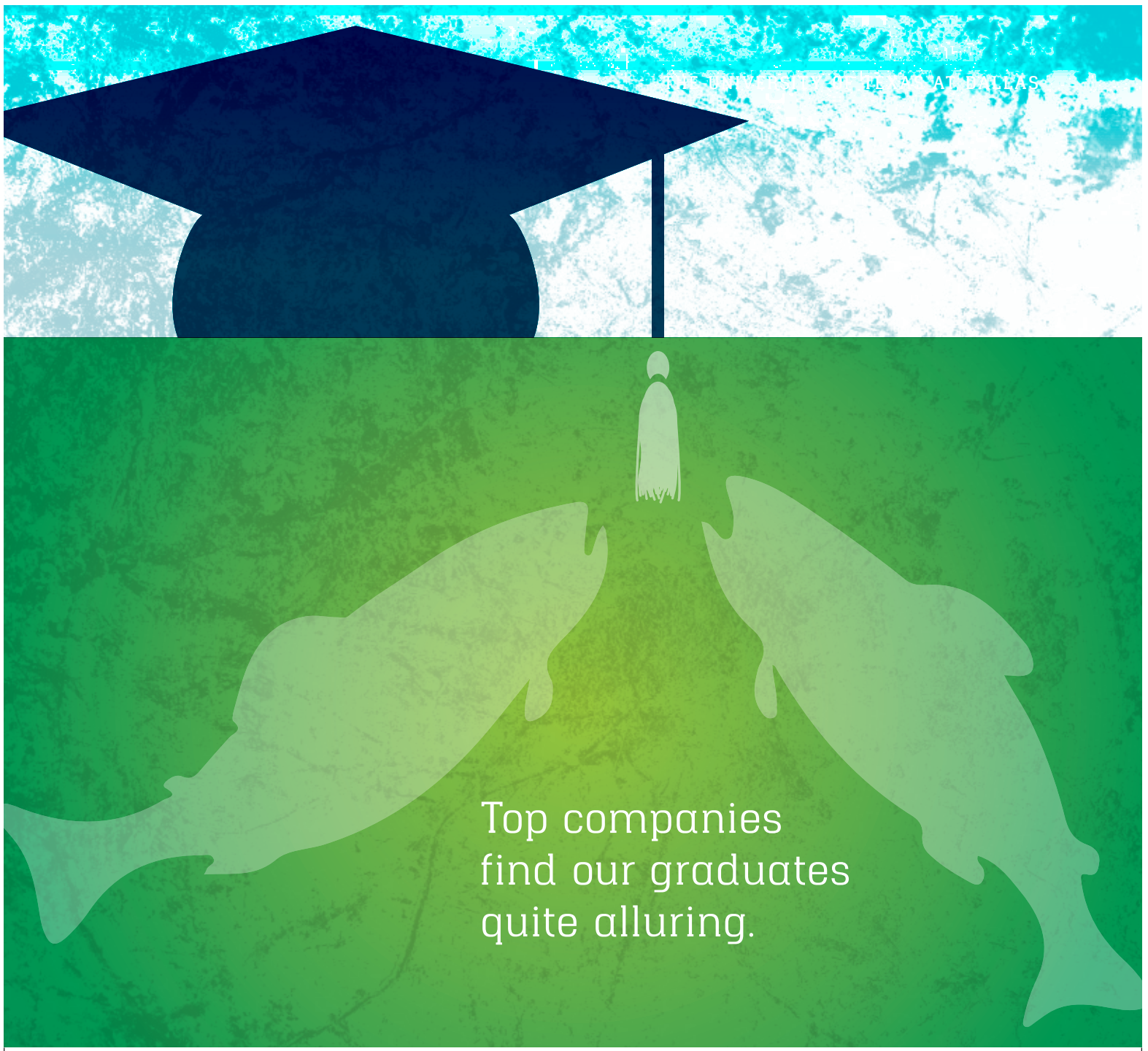
Proof: An occasional series in which higher-education insiders work out new arguments using data.

Over all, higher education produces almost exactly as many borrowers in repayment as graduates. Over a three-year period American colleges handed out 12.4 million credentials and had 12.1 million borrowers enter repayment. But the results vary a great deal by the type of institution. For example, the public four-year sector produced about 84 borrowers in repayment for every 100 graduates, slightly below the rate of 87 for every 100 graduates in the private nonprofit sector.

Community colleges produced just 75 borrowers in repayment for every 100 graduates, compared with 136 per 100 at two-year for-profit colleges and an alarming 233 borrowers in repayment for every 100 graduates at four-year for-profit institutions.

The current method of judging default rates has noble aims, but its limited focus has been its undoing. By confronting only the worst possible outcome — student loan default — the cohort default rate has made it too easy to ignore other important issues of student debt. As the White House increases its efforts to talk to consumers about college quality, it's time for a more reliable method of ensuring student-loan accountability. ■

Ben Miller is research director for higher education at New America.



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What Colleges Can Do to Improve Career Development

By BECKIE SUPIANO

NEW ORLEANS

FAMILIES and policy makers have made it clear that they expect colleges to do more to prepare students for careers, and colleges are feeling the pressure.

That message came through in several sessions here last week at the annual meeting of Naspa — Student Affairs Administrators in Higher Education.

STUDENTS

When students first enroll, few realize what career preparation really entails, Sheila Curran said during a panel. "There's often a perception that all you have to do is get into a good college," said Ms. Curran, chief executive of Curran Consulting Group.

But there's much more to it than that, as panelists discussed during a number of different sessions.

Career development is an unusual focus for Naspa. Career offices sometimes, but don't always, belong to colleges' student-affairs divisions. And there's no clear trend toward or away from that structure, said Kathryn T. Hutchinson, vice president for student affairs at St. John's University, during one of her presentations. Some institutions are moving career development under student affairs, others are taking it out of that office and putting it into a different division, like enrollment management. That swirl, Ms. Hutchinson said, reflects that colleges are still trying to figure out the best way to handle it.

Despite the lack of consensus on where career development belongs, conference presenters had plenty to say about how to improve it. Here are some of the themes that emerged in their presentations:

Proactive outreach is key. "Sitting back and kind of waiting for you to come to the career center is not where it's at anymore," said Ms. Hutchinson during another presentation. At St. John's, students who haven't interacted with the career center in their first five weeks on campus will received a personalized invitation to do so.

And outreach isn't just for students. Presenters also emphasized the importance of connecting with alumni, employers, and faculty.

One office can't do it alone. Preparing students for their professional lives requires help from many other people on the campus. Career centers will never have large enough staffs to do this work alone, said Barbara Jones, vice president for student affairs at Boston College. At her Jesuit institution, she said, a priest encourages new students to use their time in college to ponder what they like to do, whether they are good at it, and whether the world needs it.

Placement rates don't tell you everything. Historically, career centers have been judged on their placement rates — the percentage of new graduates who have found jobs or are beginning graduate school. But who really controls the placement rate? "In my opinion, the employers do," said Kevin Gaw, senior director of university career services at Georgia State University. Hiring, after all, is out of colleges' hands.

Mr. Gaw described two alternative measures of career services' success that he finds useful. One, the potential-candidate index, gauges whether employers are connecting with students they might want to hire. For each employer, the index is calculated by dividing the number of potential candidates met by the total number of students met and multiplying by 100. So, for instance, if an employer met with 50 students and thought 20 of them were potential candidates, it would have a potential-candidate index of 40 percent, right around the "sweet spot" his university is aiming for.

To get the other measure, Mr. Gaw asks employers to track how likely each student they speak with is to move on to the next phase of the hiring process. Those responses are matched to information on which career-services opportunities the student took advantage of to prepare for the interview. Mr. Gaw can then chart a correlation between students' preparation and their likelihood of advancing in the process, to show his office's impact.

But colleges are expected to raise their placement numbers. In 2011 the trustees of St. John's set a goal for its placement rate: 95 percent by 2014. That was a lot to ask — in 2010, the placement rate had been 80 percent, Ms. Hutchinson said. As a result, career development became a priority.

And it became much more data driven as the university looked for any way it could to nudge the rate higher, said Denise Hopkins, executive director of career services. St. John's placement rate is now 93.2 percent, Ms. Hopkins said.

Looking at any one metric exclusively can be misleading, however, and not all placements are created equal. To broaden its focus, St. John's also tracks the percentage of new graduates whose jobs are in their industry of choice, now 75 percent. After all, just because many students go to college to get a job doesn't mean that just any job will do. ■

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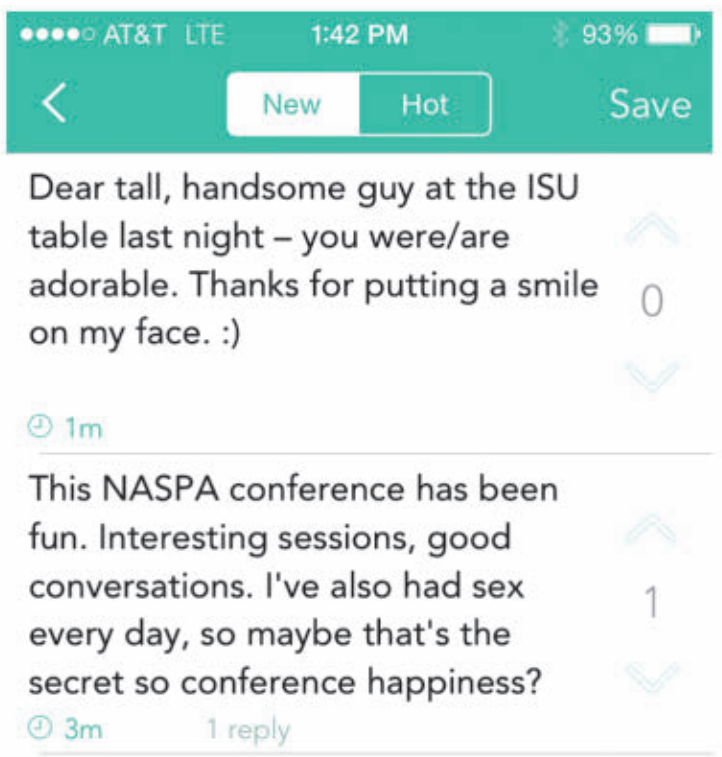
Naspa's Meeting Was Going Well — Until Yik Yak

By ANDY THOMASON

STUDENT-AFFAIRS PROFESSIONALS flocked to New Orleans last week for the annual meeting of Naspa — Student Affairs Administrators in Higher Education. It's one of the few times of the year they can get away from students and their use of the anonymous messaging app (and frequent powder keg of vulgarity) Yik Yak. Sounds like a great getaway, right?

But Yik Yak knows no borders.

The conference — attended by people who have spent time mopping up Yik Yak messes — has been the scene of some colorful posts on the app. The association even put out a statement asking attendees to be professional in their posts. Here are a couple that convey the irony of this situation:



People

Leadership by Design

Rosanne Somerson, the new president of the Rhode Island School of Design, says a lot has changed since she was an undergraduate there in the 1970s, studying industrial design.

The boundaries between the two main disciplines taught at the school — fine arts and design — have blurred, and graduates are finding jobs "outside of what would typically be considered careers for artists and designers," she says.

Many technology companies were among the more than 200 employers that visited Rhode Island last year to review students' portfolios and consider them for jobs or internships. "I often say that we're educating students now for jobs that don't even exist yet," says Ms. Somerson, who is 60. "But even now, students have to be nimble in their professional lives. Our students are working at places like Apple and the Mayo Clinic and the World Economic Forum."

Ms. Somerson was named president in February, after having been interim president since January 2014. Before that, she was the institution's provost.

She expects the development of technological skills, a major focus for her predecessor, to remain a crucial part of the curriculum. The school recently added a coding component to its core classes.

"Coding is a kind of language, similar to the way that drawing is a language," she says. "What's special about RISD is the immersion that we have in applied learning, and technology is an important part of that."

Ms. Somerson says students' experience in this immersive environment — spending long hours in the studio, focused on a single product — is attractive to employers. She credits that environment for her own success as a studio furniture designer and maker, who has created, among other things, an environmentally sustainable line of inexpensive furniture for the school's dormitories.



JOSEPHINE SITTENFELD

Rosanne Somerson

After she returned to her alma mater to teach, at first part time, in 1985, she ran the graduate furniture program and helped found the first free-standing furniture-design department.

"As a designer, you learn to develop raw ideas into tangible outcomes," she says. "You work on complex commissions with clients and galleries and exhibitions; you work on managing staff." That experience "is very transferable to administration and the world. There's always a sense of continual focus forward." —ANGELA CHEN

Pursuit of Rare Books

Since **Gerald W. Cloud,** 49, became curator of early books and manuscripts at the University of Texas at Austin's Harry Ransom Center, in January, he has been doing what book chasers love most, he says: "identifying gaps in our collection, such as they may be, and getting out there to find things that haven't been found."

Mr. Cloud's duties include conserving and exhibiting — in physical or digital form — a rich trove of books and manuscripts of English writers of the 250 years following the invention of typographic printing in the 1450s; many of those objects are held at Ransom's Carl H. Pforzheimer Library of English Literature. But the world of old books and manuscripts almost lost Mr. Cloud to postmodern literature.

In the early 2000s, he had only his dissertation to complete for a doctoral degree at the University of Delaware, and it dealt with aesthetic and intellectual concepts in Don DeLillo, Salman Rushdie, and other contemporary writers.

At the same time, he was becoming increasingly interested in his work in Delaware's special-collections library, and more aware that his dissertation topic wasn't one that was going to convince a rare-book library that he was suited for that kind of work.



PETE SMITH

Gerald W. Cloud

He scrapped his original dissertation in favor of one on the little-studied John Rodker, a printer and publisher as well as poet and translator who, "to be blunt," says Mr. Cloud, "never distinguished himself in any one single realm" but was a catalyst of literary modernism in the early 20th century.

Mr. Cloud completed his doctorate in 2005, and then held rare-books positions at Columbia University and the University of California at Los Angeles, and, most recently, in antiquarian sales at James Cummins Bookseller in New York.

In all those jobs, he has seen a symbiotic relationship among sellers, collectors, and libraries as they advance their interests in circulating books and manuscripts. Says Mr. Cloud: "That's where the fun is, where you have those points of contact." —PETER MONAGHAN

Health Issues

Acting leaders were appointed for campuses at two state systems last month, in response to medical difficulties experienced by the university chiefs.

Dana Dunn, who has been provost of the University of North Carolina at Greensboro for less than a year, became the university's acting chancellor after **Linda P. Brady**, the chancellor, had heart surgery. Ms. Brady, who had led the campus since 2008, expected to retire from the top post this summer but will not return to that position. The search for a new chancellor is under way.

At California State University at Chico, **Rollin C. Richmond** is serving as acting president until the president, **Paul J. Zingg,** recovers from heart-bypass surgery. Mr. Richmond retired last summer as president of another campus in the system, Humboldt State University. —RUTH HAMMOND

What Works

Hermann Viets will retire as president of the Milwaukee School of Engineering on June 30, after having led the college for 24 years. He is only the fourth president of the 112-year-old institution, which prepares students for careers in engineering, business, math, and nursing. Mr. Viets, who is 72, spoke with *The Chronicle*'s Casey Fabris about his long tenure. An edited excerpt of the interview follows.

Q. What was one of your most noteworthy accomplishments as president?

A. Milwaukee School of Engineering has a great niche, and I avoided screwing that up. There is a temptation for everybody to want to become a research-based institution, and we have successfully avoided that. We can be very, very good at what we do as an applied institution.

Q. How did you achieve the very high placement rate your recent graduates have, of around 96 percent?

A. We produce graduates who are capable of actually going out there and solving something their employers need to have solved. They do it not only well, but they do it with enthusiasm, which is half the battle.

Q. One unusual thing about your engineering school is that you have an art museum on campus. How has the Grohmann Museum helped your institution?

A. Our donor, Eckhart Grohmann, has for the last 45 years collected industrial art. By industrial art, we mean paintings and bronzes of people either in work situations or actually working. The oldest of our paintings is from 1580, and it depicts Vulcan making arrows for Cupid. It is a work situation, but it's mythology. I always tell our male students, if you look at the arrows, you know why love hurts. And indeed we all know it does. Having the paintings and bronzes on campus allows our students to really study in great detail the history of science, the history of engineering topics, even before they were called engineering.

Q. Once you retire, I'm sure you'll miss seeing those works so frequently.

A. I'm coming back to see them. No question about that.

Emeritus Leader Dies

Jack W. Peltason, a political scientist who led the University of California, two university campuses, and the American Council on Education, died March 21, after suffering from Parkinson's disease. He was 91.

His academic career began as a faculty member at Smith College, followed by the University of Illinois at Urbana-Champaign.

He wrote a textbook, *Government by the People,* with **James MacGregor Burns,** which was published in 1952 and has reappeared in numerous editions since then.

In 1963, Mr. Peltason became inaugural dean of the University of California at Irvine's College of Arts, Letters and Science and he soon became the new campus's vice president for academic affairs.

From there, he returned to the Urbana-Champaign campus to be chancellor, a post he held from 1967 to 1977. His next stop was Washington, where he was president of the American Council on Education from 1977 to 1984. That year he returned to Irvine to serve as chancellor for eight years.

In his last position before he retired, he was president of the University of California, from 1992 to 1995.

During that time, the Board of Regents voted, against his advice, to end racial preferences in hiring and admissions. Mr. Peltason responded in a written statement that the university would comply with the new policy but would remain committed to its goal of reflecting the diversity of the state.

He remained involved with the university system during his retirement. Last year he was awarded a UC Presidential Medal, the university's highest honor, by the system's president, **Janet Napolitano.** —R.H.

TRANSITIONS

JOB MOVES

W. Marichal Gentry, associate vice president for student life at Yale University, will become dean of students at Sewanee: the University of the South on July 1. **Eric Hartman,** the most recent dean, is preparing for a new role as vice president for risk management and institutional effectiveness.



SEWANEE

Robert F. Wallace, chief executive and chief investment officer of the London-based firm Alta Advisers, will become president and chief executive of the Stanford Management Company. He will assume the job full time later this year but has already begun making the transition. He will succeed **John F. Powers,** who will be leaving after nine years in the post. The job entails responsibility for more than $25 billion in endowment and other assets, whose income supports Stanford's research and teaching.

Aaron P. Dworkin, a violinist known for his advocacy of diversity in the performing arts through his leadership of the nonprofit Sphinx Organization, will become dean of the University of Michigan School of Music, Theatre & Dance in July. He will also be a professor of music and a tenured professor of strings. The dean for the past decade, **Christopher Kendall**, will step down this summer and continue as a professor of conducting.



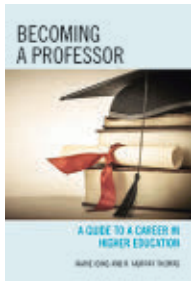
KEVIN KENNEDY

DEPARTURE

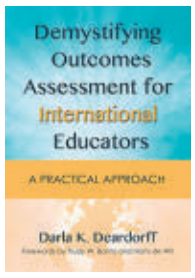
Daniel W. Jones did not have his contract as chancellor of the University of Mississippi renewed. Dr. Jones, who has held the position for six years, said in a message to the campus community that he had wanted to serve another four. The decision to seek a new chancellor, which was made by the Mississippi Board of Trustees of State Institutions of Higher Learning, has been met with opposition by the university's Faculty Senate, and some students and alumni.

Read more career news in Gazette, on Page A34, or on Twitter at @ruthehammond. Submit items to people@chronicle.com or at chronicle.com/listingRequest/People

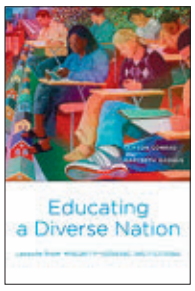
Selected New Books ON HIGHER EDUCATION



Becoming a Professor: A Guide to a Career in Higher Education, by Marie Iding and R. Murray Thomas (Rowman & Littlefield; 185 pages; $60 hardcover, $30 paperback). Offers advice to graduate students and others contemplating a career in teaching, or interested in reimagining their existing practice.



Demystifying Outcomes Assessment for International Educators: A Practical Approach, by Darla K. Deardorff (Stylus Publishing; 242 pages; $95 hardcover, $29.95 paperback). A guide for administrators and others involved in the varied realms of study-abroad programs, international-student services, global learning in the curriculum, and institutional internationalization.



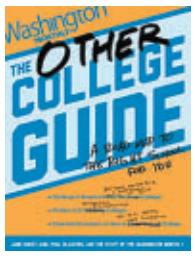
Educating a Diverse Nation: Lessons From Minority-Serving Institutions, by Clifton Conrad and Marybeth Gasman (Harvard University Press; 295 pages; $35). Draws on a study of programs at 12 institutions, comprising three each of tribal colleges, HBCUs, and Hispanic- and Asian American and Native American Pacific Islander-serving institutions.



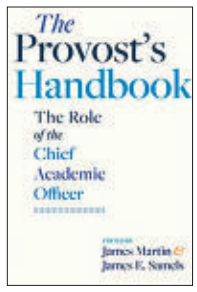
Interdisciplining Digital Humanities: Boundary Work in an Emerging Field, by Julie Thompson Klein (University of Michigan Press; 201 pages; $70 hardcover, $30 paperback). Examines issues of definition, practice, institutionalization, and professional recognition and reward in interdisciplinary digital humanities.



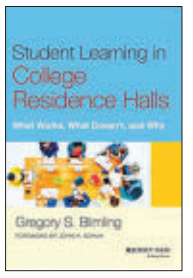
Leading Innovation and Change: A Guide for Chief Student Affairs Officers on Shaping the Future, by Laurence N. Smith, Albert B. Blixt, and others (Naspa — Student Affairs Administrators in Higher Education; 228 pages; $34.95 for Naspa members, $39.95 for nonmembers). Discusses student affairs as central to transformational change on campus.



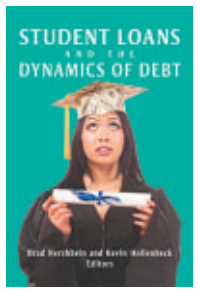
The Other College Guide: A Roadmap to the Right School for You, by Jane Sweetland, Paul Glastris, and the staff of the *Washington Monthly* (New Press; 428 pages; $17.95). Combines advice on the selection, application, and aid process with rankings of more than 1,500 "best bang-for-the-buck" institutions by region, a 224-college list of the "affordable elite," and profiles of 50 institutions.



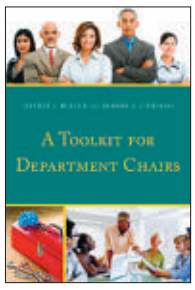
The Provost's Handbook: The Role of the Chief Academic Officer, by James Martin, James E. Samels, and others (Johns Hopkins University Press; 235 pages; $70 hardcover, $34.95 paperback). Essays that reflect the expansion of the provost's responsibilities in a changing and increasingly turbulent academic environment.



Student Learning in College Residence Halls: What Works, What Doesn't, and Why, by Gregory S. Blimling (Jossey-Bass; 388 pages; $42). Topics include how to shape the peer environment in residence halls to advance student learning, and measuring the outcome of dormitory programs.



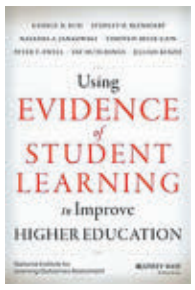
Student Loans and the Dynamics of Debt, edited by Brad Hershbein and Kevin M. Hollenbeck (W.E. Upjohn Institute for Employment Research; 473 pages; $45 hardcover, $25 paperback). Writings on such topics as changes in the distribution of student-loan debt over time, student borrowing at for-profit institutions, and the effects of student loans on long-term household financial stability.



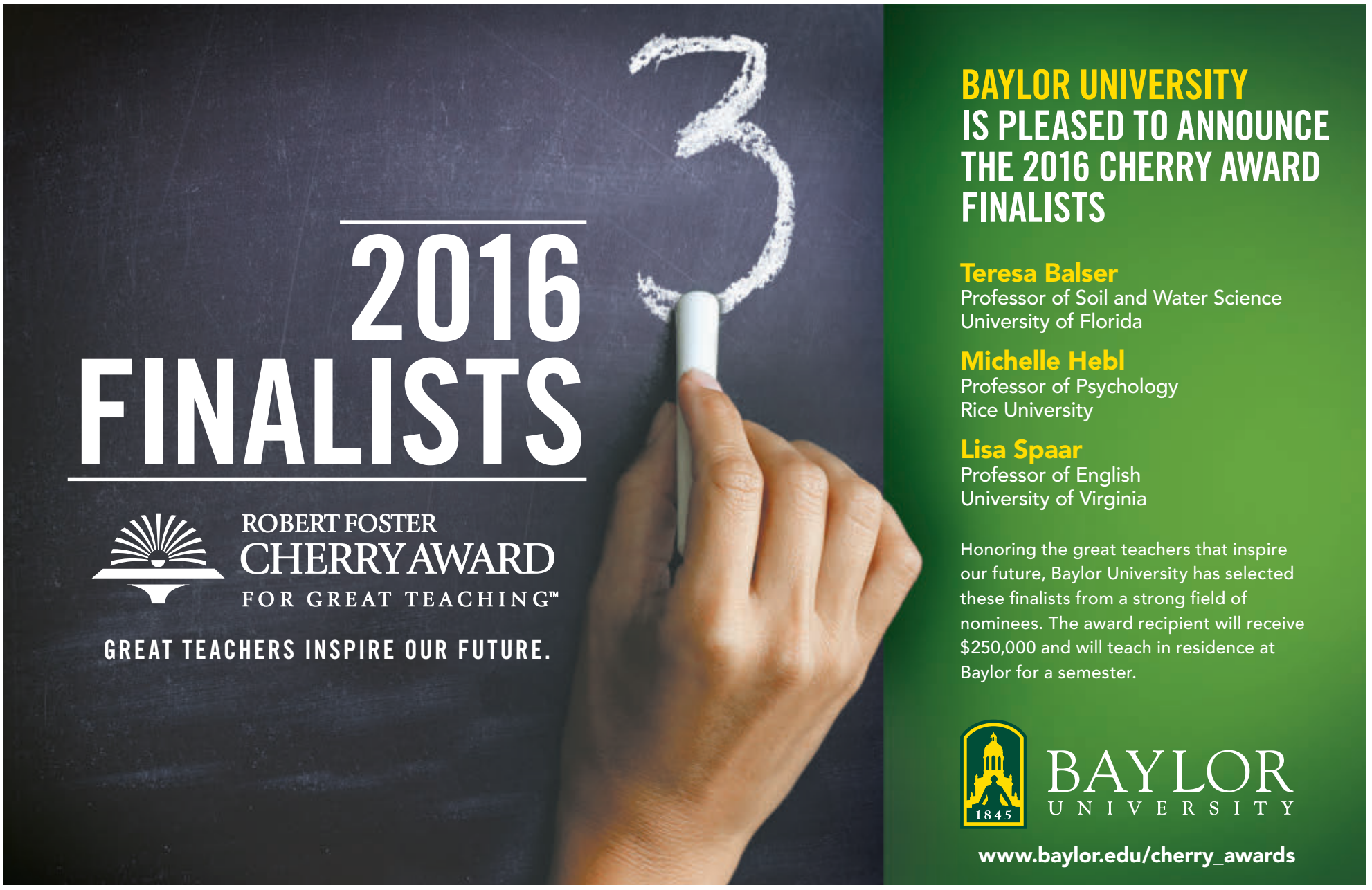
A Toolkit for Department Chairs, by Jeffrey L. Buller and Robert E. Cipriano (Rowman & Littlefield; 132 pages; $60 hardcover, $30 paperback). Uses case studies and scenarios to offer advice on hiring and evaluating faculty, promoting collegiality and collaboration, managing conflict, making decisions, communicating, and budgeting.



Transiciones: Pathways of Latinas and Latinos Writing in High School and College, by Todd Ruecker (Utah State University Press; 219 pages; $24.95). Documents the experiences of seven Latino students from El Paso, Tex., during their transition from high school to community college or university; draws on interviews with the students as well as their writing and English instructors.



Using Evidence of Student Learning to Improve Higher Education, by George Kuh and others (Jossey-Bass; 304 pages; $40). Essays by scholars at the National Institute for Learning Outcomes Assessment on how to use student-outcome data to improve teaching, learning, and institutional decision making.



In Brief



THOMAS GRANING, AP IMAGES

BIG PICTURE
See more online and on the iPad

A crowd of students gathered last week to rally in support of Daniel W. Jones, the ousted chancellor of the U. of Mississippi. In March the state's governing board for higher education voted not to renew his contract. Dr. Jones had clashed with the board on issues including whether his campus deserved a greater share of state funds.

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COMMUNITY COLLEGES

Team Teaching Is Key to Success of Job-Training Program

Students with particularly weak mathematics and reading skills typically face long, uphill battles to catch up, earn postsecondary credentials, and get a job with family-sustaining wages, but the Accelerating Opportunity Program at community colleges in four states offers one strategy for states to consider, says a report released last week.

Jobs for the Future manages the program, which is designed to transform how states work with adult-education programs at community and technical colleges to educate and train adult students who score between the sixth and 12th grades in basic-skills levels. The report documents progress, two years into the three-year effort, in the participating states: Illinois, Kansas, Kentucky, and Louisiana.

One key finding in the report is that team teaching allows instructors to impart basic academic skills at the same time students are earning academic credit in training for jobs.

ACCREDITATION

Court Backs Accreditor's Decision Against a Massage School

In January 2014, a federal judge in Virginia reversed an accreditor's decision to revoke the accreditation of a massage school in Missouri, and took the unusual step of awarding more than $400,000 in damages to the institution.

Last week a federal appeals court reversed the lower court and upheld the accreditor's decision, ruling that the district court's action amounted to "a wholesale substitution of the judgment of the court for that of the agency."

The case stemmed from a March 2012 decision by the Accrediting Commission of Career Schools and Colleges to revoke the accreditation of the Professional Massage Training Center, in Springfield, Mo. The commission said the training center "lacked administrative continuity and management capacity," according to court filings.

The school eventually sued the accreditor, and Judge Liam O'Grady of the U.S. District Court in Alexandria, Va., ordered the commission to reinstate the center's accreditation. The accreditor's decision was "arbitrary and unreasonable," the judge wrote, and was based on vague standards and inattention to its own processes.

The accreditor appealed, and a unanimous three-judge panel of the U.S. Court of Appeals for the Fourth Circuit ruled that the decision to revoke the school's accreditation "was well supported, not arbitrary or capricious."

RESEARCH

New Grant Aims to Jump-Start Careers of Young Scientists

The average age at which American medical researchers receive their first major grant from the National Institutes of Health is frustratingly, persistently high. So three leading philanthropic groups are attempting to step in and support young medical researchers early in their careers.

The Howard Hughes Medical Institute, the Bill & Melinda Gates Foundation, and the Simons Foundation announced last week a $150-million grant program designed to counter tight NIH budgets.

The new grant, to be known as the Faculty Scholars competition, will provide five-year nonrenewable awards ranging from $100,000 to $400,000 per year. (Institutions will receive an additional 20 percent for administrative costs.)

Faculty Scholars candidates must be postdoctoral researchers in tenure-track positions who have already won at least one smaller grant, such as a training award. They must also be affiliated with one of about 220 institutions selected by program administrators for meeting minimum levels of research activity.

Sponsors said they anticipated 70 winners in every two-and-a-half-year cycle, though Erin K. O'Shea, vice president and chief scientific officer at Hughes, said she hoped to see the program grow to about 100 annually.

FACULTY

Stanford Provost Reports 'Troubling' Increase in Cheating

Stanford University is investigating a "troubling" increase in cheating by students, Bloomberg News reports. The university's provost, John W. Etchemendy, wrote in a letter to faculty members that the Office of Community Standards had recently received an uncommonly high number of reports of academic dishonesty.

"With the ease of technology and widespread sharing that is now part of a collaborative culture," he wrote, "students need to recognize and be reminded that it is dishonest to appropriate the work of others." Mr. Etchemendy asked faculty members to more clearly define collaboration to their students.

STUDENTS

Residencies for Medical Students Increase Again in Match Program

Almost 17,000 seniors at medical schools were matched to residencies last month, representing an increase of 500 from last year, the National Resident Matching Program announced. About 94 percent of the 18,025 seniors who submitted program preferences were matched to residencies.

The number of students matched to internal-medicine programs increased by 246 from 2014, which continues a trend observed in recent years. Over all, 41,334 people registered to be matched, and 30,212 positions were offered. Both totals were also increases.



Sweet Briar College, a women's institution in Virginia, announced last month that this semester would be its last. Students placed tributes on the grave of Indiana Fletcher Williams, who left her estate to establish the college in memory of her 16-year-old daughter, Daisy.

The Death of a College

By STEVE KOLOWICH

In Focus

SMALL COLLEGES

SWEET BRIAR, VA.

ALUMNAE LIKE to describe Sweet Briar College as a magical place. Many people say they fell in love with the women's college the moment they saw the campus, a sprawling tract of land crowned by a cluster of Georgian Revival buildings. You see the buildings, and you know you want to belong there forever. They know this is a cliché, but they insist it's true.

That sense of magic evaporated in early March, after the Board of Directors decided that Sweet Briar's failure to increase its revenue in recent decades had driven it to the brink of financial collapse. The board voted unanimously to close the 760-student college at the end of the current academic year. The news left many devotees of small liberal-arts colleges to wonder if seeing a future for that model is a form of magical thinking.



CHRONICLE PHOTO BY JULIA SCHMALZ



CHRONICLE PHOTO BY JULIA SCHMALZ

Students at Sweet Briar College attended a "college fair," which brought together institutions they might transfer to after Sweet Briar closes its doors, in late August.

Some of them were here on the imperiled college's campus on a Monday in mid-March. It was the first day back from spring break, and administrators were holding the first of four college fairs for Sweet Briar's soon-to-be-orphaned undergraduates. Representatives of about a dozen other small colleges sat in Upchurch Field House, answering questions about credit transfers and financial aid.

As fate would have it, the fair coincided with Junior Week, when, as a rite of passage, Sweet Briar seniors instruct juniors to dress up in elaborate costumes. So as the students discussed the logistics of building a life beyond Sweet Briar, many were dressed as Disney princesses, anthropomorphic tea cups, and singing-animal sidekicks.

"People are kind of expected to go all-out," said Charlotte von Claparède-Crola, a junior.

Ms. von Claparède-Crola had obliged. Wearing glasses, a bow tie, gray hairspray, fake wrinkles, and high-waisted pants with suspenders, and pushing a walker with balloons tied to it, she was a dead ringer for Carl Fredericksen — the character in the movie *Up* who, under pressure to abandon his home as modern forces bear down around him, ties balloons to the chimney and floats away.

Like pretty much everyone here, Ms. von Claparède-Crola was stunned to learn that her own home was in jeopardy. Early in March, when she got an email from Sweet Briar's president announcing a meeting that day in the auditorium, she considered skipping it. Shortly after the note arrived, one of her professors hugged her and asked how she was doing.

"I just gave her a weird look," she recalled, "and the person she was with said: 'They don't know yet.'"

Soon after that, James F. Jones Jr., president of Sweet Briar, broke the bad news. "I think we all just kind of stopped breathing," said Ms. von Claparède-Crola. "And then the tears started, and they never stopped."

In the weeks since then, Ms. von Claparède-Crola has moved through grief to planning for the future. At the fair, she peppered the officials from Hollins University, another small, women's institution in nearby Roanoke, with questions — "secretly comparing it to Sweet Briar," she confessed to me. They told her she could finish both her music and business majors there, as well as her certificate in arts management. She thinks she's going to go.

Not everybody has reached that point yet. "There are those who are just so completely in denial, who are saying, You can't take my college away from me, you can't take my home away from me, I've devoted everything," Ms. von Claparède-Crola said. "Secretly, down deep in our hearts, we're all thinking that."

Alas, no amount of balloons could lift the campus to safety. But Ms. von Claparède-Crola was not holding out for a miracle. She had allowed herself to start thinking about life after Sweet Briar. "We don't want to lose our home," she said. "But that's just not what reality is."

THE DAY before the fair, as students and faculty members returned to the campus, hundreds of women lined up along the campus driveway, dressed in the college's green and pink and holding signs. They greeted each car with a wave of high-pitched whoops that sounded half like cheers, half like battle cries.

The alumnae had incorporated a nonprofit group — Saving Sweet Briar — and vowed to reverse the board's decision. They had elected their own board, hired lawyers, and built a website. The graduates of Sweet Briar were going all out: They would not let the college close without a fight.

Debbie Martin stood on the side of the driveway with her daughter Dawn, who graduated in 2001. Dawn held a green sign: *We've only just begun ... SAVE SWEET BRIAR*.

"There's something underlying that we don't know about," said Debbie Martin of the board's decision to close. Dawn Martin chimed in: The board's financial-emergency excuse didn't make sense. The endowment, totaling $84 million, seemed healthy. The president was surely lying. The truth would out.

Jean Bryan, Class of 1982, had appointed herself as something like a mascot for the rally. Wearing a bright pink cowboy hat and green-and-pink shawl, Ms. Bryan buzzed up and down the main campus drive in her Plymouth convertible, offering rides to the front gate to demonstrators who wanted to solicit honks of support from passing cars.

"You kind of want to find a scapegoat," said Ms. Bryan. "There's not one person you can point your fingers to, but gosh, you just don't close an institution."

That afternoon, the demonstrators climbed Monument Hill, where the college's founders are buried, and laid flowers on their graves. Sally Mott Freeman, a member of the nonprofit board, climbed the edge of the founder's monument and cried out that Saving Sweet Briar had just hit $3 million in donations.

The goal is $20 million. That's how much Saving Sweet Briar's alumnae leaders think it will take to keep the college open past the scheduled closure date, at the end of the summer, said Ms. Freeman in an interview. The long-term plan to save Sweet Briar is a different and more complicated question. But the No. 1 priority is keeping the lights on.

That money won't stop the bleeding, according to President Jones. By the administration's count, it would have taken a lot more than $3 million to save Sweet Briar. More like $200 million to $250 million, he said.

Mr. Jones, whose wife and sister-in-law graduated from Sweet Briar, had been president for only six months when the board voted

Continued on Following Page



CHRONICLE PHOTO BY JULIA SCHMALZ

The faculty, too, were shocked to learn of Sweet Briar's demise. Christopher Witcombe, an art-history professor, bought a retirement home on the campus in 2013. He may have to sell it back to the institution. "Nothing has been made clear to us at all. We're still very much in limbo," he said.

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Continued From Preceding Page
to close the college, a fact his critics now regard with suspicion.

I met the president in his office the morning after the alumnae rally. Mr. Jones is a tall man who speaks in a gentle Georgia twang through perpetually half-pursed lips. On his business card, the word "Interim," in front of "President," is blacked out with a marker.

Sweet Briar's existential crisis, according to the president, is based on simple math. The students choosing to attend the college are no longer from "the wealthy families of the South, who sent their daughters here with their horses," said Mr. Jones. "Forty-three percent of these wonderful young women are on Pell Grants. You know what that means about the economic stratum that their families are in."

The president continued: "Are we doing something that's incredibly noble? Yeah. It's like the second GI Bill, except it's not being funded by the federal government."

As a result, Sweet Briar has had to discount its tuition — $34,935 this year, including fees — by more than 60 percent. The college has been withdrawing cash from its unrestricted endowment in order to pay its bills. Now, administrators say, there is no longer enough money to steer the ship in a new direction while also keeping it afloat. Better to invest what's left in life rafts for students and the faculty.

The president said he had been moved by the eagerness of other small liberal-arts colleges to step in and help the students find new homes. "You ought to walk around and look at this," he said, gesturing toward the field house, where the college fair was just beginning. "It's the damnedest thing in the world."

THE TWO-STORY red-brick house on the north side of Elijah Road was the centerpiece of Christopher Witcombe's retirement plan. The art-history professor bought the house in the fall of 2013, after renting a different house on the campus for more than 30 years.

The new place was expensive but worth it. The back patio offers a stunning vista of Virginia countryside, as well as partial views of several Sweet Briar landmarks — the field-hockey pitch, two lakes, and the boathouse.

On the early-March day when students got the news, Mr. Witcombe and the rest of the Sweet Briar faculty also gathered in the chapel for a meeting with the president. They knew the college had hired consultants to help chart a path forward.

"Everybody went to this meeting expecting to hear the results of that," the professor said. Instead, Mr. Jones informed them that the college would close. As Mr. Witcombe understood it, professors and staff members who owned homes on campus property would have to sell them back.

The college is obliged to pay "fair market value" to people who move out of homes built on its land, said Mr. Witcombe. But because of the current financial state of the college, he was not taking anything for granted. A similar ambiguity was hanging over the question of severance. "We're still very much in a state of limbo," he said.

Sweet Briar's decision to close has raised an awkward question. Are small, remote colleges — especially the ones with relatively small endowments — living in a dream world? Many people here described Sweet Briar as a magical place, but magic isn't real. Financial obligations are.

Then again, many alumnae claim the college can still exist in the real world, under the proper management.

Mr. Witcombe seemed caught in the middle. He said he was still willing to give Mr. Jones and his fellow administrators the benefit of the doubt. Yet he could not help but feel betrayed.

The professor suggested that Sweet Briar's closure was not a matter of a benevolent fairy tale coming to an end, but of a sinister one coming true: "The Boy Who Cried Wolf." The faculty at Sweet Briar had been hearing about money troubles for decades, he said. Eventually all that doom-saying became background noise.

Even now, perhaps more than ever, it was hard to hear. Near the end of our interview, the tears that had welled up in Mr. Witcombe's eyes disappeared. His tone grew firm.

"This does not need to happen," he said. "We could survive this." ■



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CHRONICLE PHOTO BY JULIA SCHMALZ

Sweet Briar College's 3,250-acre campus includes a lake and a boathouse, often a setting for student parties. The 114-year-old institution announced that it would close because of "insurmountable financial difficulties."

How Sweet Briar's Board Decided to Close the College

By STEVE KOLOWICH

Elizabeth H.G. Wyatt was a shy valedictorian. It was Virginia in the 1960s; women were not necessarily encouraged to speak their minds. If Ms. Wyatt was one of the smartest students in her hometown of Petersburg, she was also one of the least assertive.

Sweet Briar College changed that. After she graduated, in 1969, Ms. Wyatt got her M.B.A. at Harvard Business School and ascended in the business ranks, serving on the boards of several companies. And she joined the board of her alma mater, which she credited with turning her into somebody who could not only think through hard choices but act on them with confidence.

By November 2014, it was clear to Ms. Wyatt that Sweet Briar faced hard choices of its own. For two decades, Sweet Briar had been withdrawing money from its endowment to pay yearly operating costs. New programs and marketing efforts had failed to raise enrollment and tuition revenue.

Years of bad numbers were finally catching up to the 114-year-old women's college. On November 4, days before the board's fall meeting, Standard & Poor's fired a warning shot. If things didn't improve, the agency said, it would downgrade Sweet Briar's bond rating.

The big picture was equally discouraging. Board members had been asked to read a paper by Linda Sax, an education professor at the University of California at Los Angeles. Ms. Sax found that the demographic profile of students who attended women's colleges had changed drastically since the 1970s, when those students tended to come from relatively wealthy families. "Now students entering women's colleges hail from families with the lowest incomes," she wrote.

That paper made an impression on Ms. Wyatt. It mirrored demographic changes at Sweet Briar, where 37 percent of students are the first generation in their families to attend college. Sweet Briar had responded by increasing financial aid: good for diversity, bad for revenue.

Applications were up, according to Ms. Wyatt, but the number of students accepting Sweet Briar's offers of admission had plummeted. Only 20 percent of students who were getting in were choosing to go.

Sweet Briar had been looking for ways to maneuver out of the hole. It had hired the Art & Science Group, a market-research firm, to study how it might draw more students. The study was to be completed in time for the board's scheduled retreat in June.

By January, however, it had begun to look as if Sweet Briar wouldn't be able to wait that long. James F. Jones Jr., the recently appointed president, was worried about how long the college could stay afloat, says Ms. Wyatt. "He was beginning to say, 'We need to pull the information together about what it would take to close,'" she says.

Quietly, Sweet Briar had been courting other institutions to step in and save it. In one scenario, says Judith W. Grant, chair of the board's committee on development, the college would have become "a satellite school of a bigger institution."

The college hoped to engineer "the preservation of the campus itself, and at least a retention of the name in some visible form," says Ms. Wyatt, but its financial straits gave it very little leverage. All the talks fell apart in January.

In February, shortly before the board was to meet, Art & Science delivered its market research — most of it, anyway. The college had leaned on the firm to finish in time for the meeting.

The news was not good. The things that made Sweet Briar indispensable in the eyes of many alumnae — its intimate campus, its remote location — did not seem to move prospective students, says Ms. Wyatt.

The firm recommended two or three changes that might boost Sweet Briar's desirability, she says. Ms. Wyatt won't say what those changes were. None were guaranteed to pay off, and executing them would have taken more time and money than the college had to spare, she says.

David W. Strauss, a principal at Art & Science, says Sweet Briar asked him not to talk about the work his firm did for the college. But colleges that want to overhaul their missions must spend a lot of money upfront, he says. Women's colleges that decide to admit men, for example, "have mistakenly thought that's all they have to do to open up the floodgates." But they often have to build new facilities, athletics programs, and academic programs — not only to accommodate male students but also to entice them.

The key question for a struggling women's college, he says, is: "What would it take for us to do and become something that would be so compellingly attractive that students will choose us?"

Board members had been informed on January 9 that their February meeting would be held in Washington, not on the Sweet Briar campus. Hilary Bowie, a 2012 graduate who had recently joined the board, felt the location change was significant.

"Whatever we're talking about," Ms. Bowie remembers thinking, "the catering staff couldn't overhear it."

The Palomar is a posh hotel just northwest of downtown Washington. To the left of the reception desk is a hallway, leading to a longer hall with fake bookshelves painted on the wall.

Near the end of that corridor, on the left, is the meeting room where Sweet Briar received its death sentence.

Ms. Grant arrived in Washington on February 26. Her travel agent had squeezed her onto an early flight to beat a snowstorm headed into the Denver area, where she lived. It was a middle seat at the rear of the plane, near the bathroom. "I'm taking one for the team on this one," she thought.

The meetings began that night. President Jones spoke, as did Paul G. Rice, chairman of the board. The board members were told that the meeting might culminate in a vote to close the college.

Ms. Bowie turned to the board member seated next to her and asked if she thought Sweet Briar could stay open until the current freshman class could graduate.

"She said, 'I think we'll have to see the numbers tomorrow,'" recalled Ms. Bowie. "And I immediately looked through my handout and flipped to page whatever, and I looked at the numbers and was like, No. No we won't."

The next day was long. The tables were set up in an elongated rectangle, with college leaders — including the president, Mr. Rice, and Ms. Wyatt — seated at the head of the room.

Scott Shank, vice president for finance, gave a presentation. He didn't necessarily seem to be arguing for closing the college, says Ms. Grant, but the facts in his slides seemed to point in that direction. "He didn't make any

bones about the fact that it was a grim picture, a very grim picture," she says. "And he did want to make sure we got that, that there was no silver lining there."

Ms. Wyatt asked Mr. Shank to go over one slide twice. According to Mr. Shank, it included information about the college's budgetary shortfalls, its outstanding debt, and how much of the endowment could legally be spent on operating costs. The slide portrayed "the whole picture of what it means to try to move forward — and try to not move forward," he says.

Board members were also handed a three-page summary of the market-research findings from Art & Science, as well as a fund-raising-feasibility study from the consulting firm Grenzebach Glier and Associates. The fund-raising study had found that while Sweet Briar has many alumnae willing to give to their alma mater, few could write checks as big as the college would need to stay open, says Ms. Wyatt.

Mr. Rice, the board chair, would occasionally go around the room and invite people to say what was on their minds. If the board was going to vote to close Sweet Briar, there could be no second thoughts.

There were questions about whether donors could move their own contributions from the restricted endowment to the unrestricted endowment, according to Diane B. Dalton, a member of the board's executive committee. (The answer was yes, she recalls.) Someone else asked if the college was allowed to set up a separate fund for donations to severance payments for the faculty and staff. (That time, she says, the answer was no.)

The fate of the faculty and staff was the hardest part for the board to swallow, says Ms. Wyatt. Officials had calculated that the college would probably not be able to pay its employees a year of severance without drawing on the restricted part of the endowment. How the college would be allowed to spend that money would have to be negotiated with the Virginia attorney general, she says.

"Not being able to give those people — who have given their working lives — adequate compensation," says Ms. Wyatt, "is a very tough thing."

By dinner time, a funereal mood had descended on the room. The board members ate at their seats. Dinner was salmon with kale salad and cauliflower. "It was not comfort food," says Ms. Grant. She only picked at hers.

The meeting wrapped up sometime after 9 p.m., and several board members retired to the bar on the other side of the hotel.

The day had been akin to a family talking to doctors about whether to pull the plug on a dying matriarch, says Ms. Grant. The scene in the bar was more like a wake. Ms. Bowie and two other young alumnae joined the old guard at a cluster of tables near the back of the crowded room. They drank wine and swapped stories about what it was like to find their footing in the real world after leaving Sweet Briar behind.

THE FINAL DAY was short. The board members were given a chance to air any lingering doubts. Julia K. Sutherland, chair of the board's external-affairs committee, and Christy Jackson, the college's communications director, gave a PowerPoint presentation about who would be told what, and when. They would wait three days before breaking the news to the faculty, staff, and students.

Shortly afterward, the college staff members were sent out of the room. Their work was just beginning. Mr. Shank, along with Sweet Briar's lawyers, would have to begin the process of putting down a college, which is nearly as complicated as keeping one alive.

The board read over the text of a resolution that would shutter Sweet Briar at the end of the academic year. Mr. Rice, the board chair, moved to close the college. Somebody seconded it.

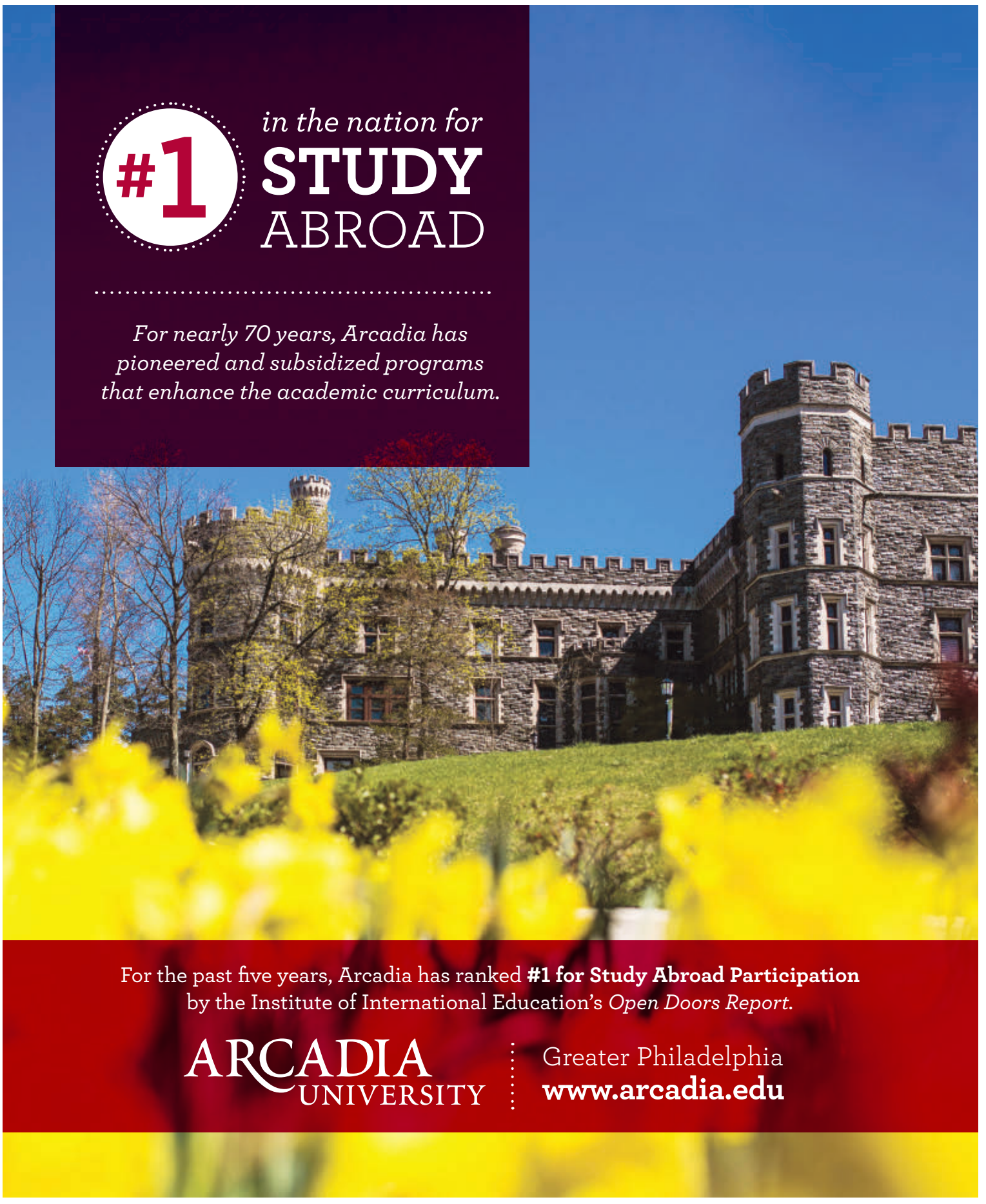
All in favor? *Aye.*

All opposed? Silence.

THEY TOOK a break. Some board members excused themselves. Ms. Grant stayed in her seat. Growing up in Houston, she always assumed she would go to Southern Methodist University, like her mother. Sweet Briar may as well have not existed.

Then one day Nancy Baldwin, a graduate of the college, visited her high school. Ms. Baldwin wore a stunning burgundy suit. She was charming and fun. When Ms. Grant got home, she told her parents she was going to a women's college in Virginia. She enrolled without seeing the campus first.

Ms. Grant looked down at her notebook and noticed that she was crying. She felt a hand on her shoulder. It was Elizabeth Wyatt. She was crying too. ■



THE CHRONICLE OF HIGHER EDUCATION

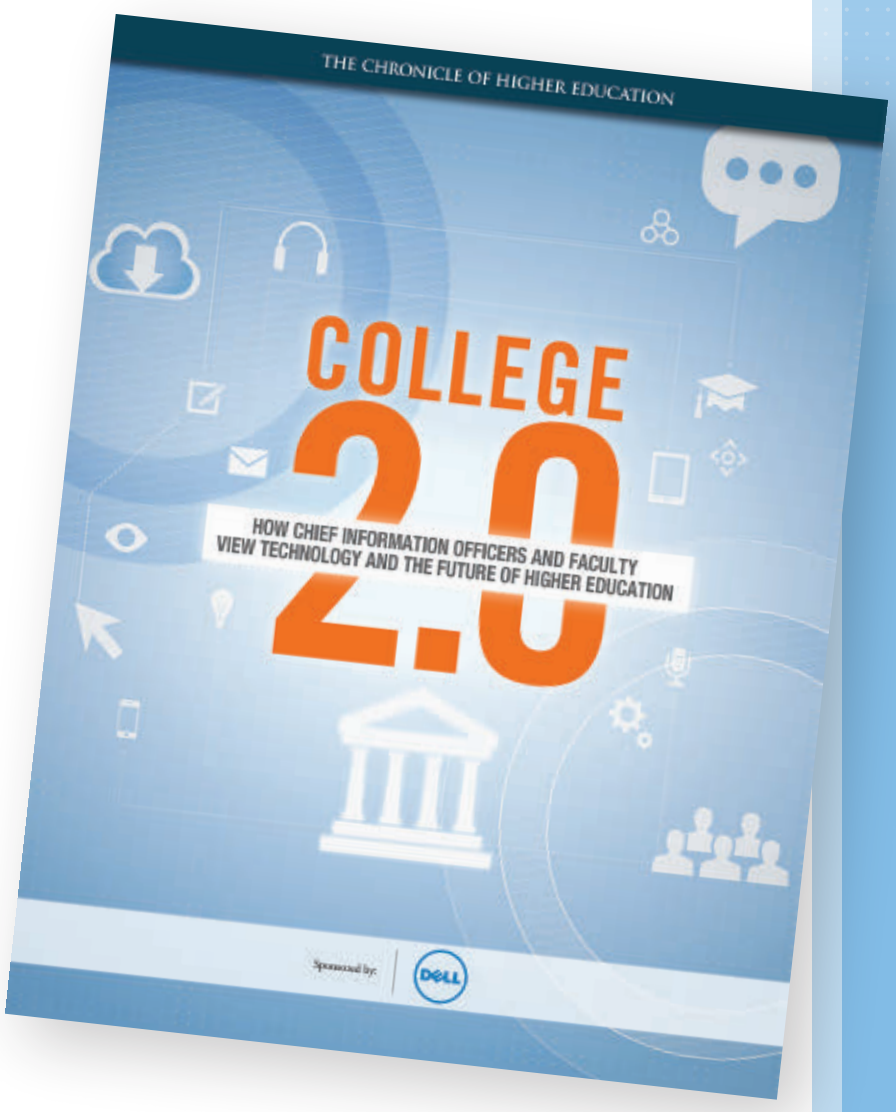
COLLEGE 2.0

Do CIOs and faculty agree about the future of technology on campus?

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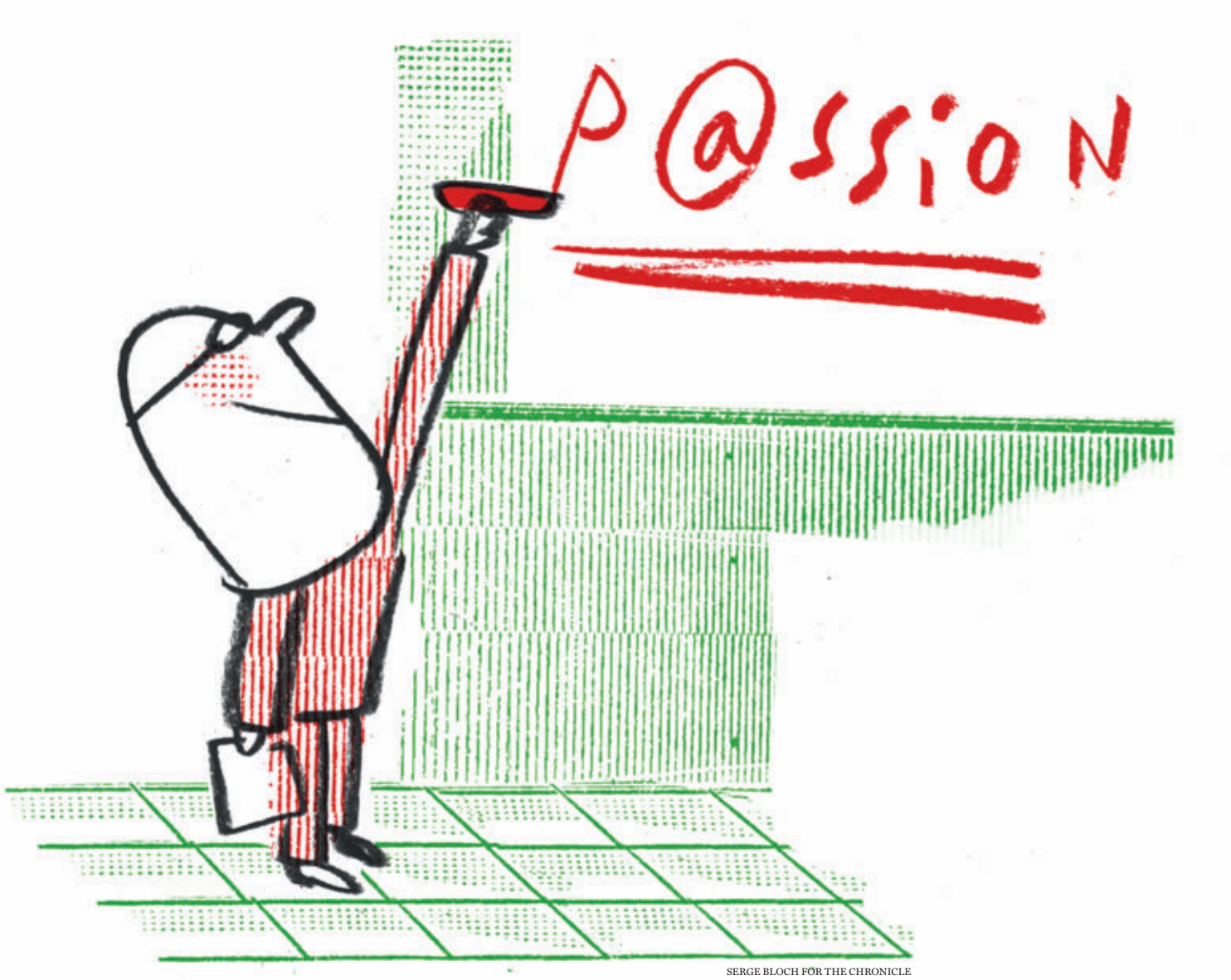
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The 4 Properties of Powerful Teachers

Even if you weren't born with some of these qualities, you can develop them



SERGE BLOCH FOR THE CHRONICLE

ROB JENKINS

American higher education seems to be experiencing a kind of teaching renaissance. Articles on the subject proliferate in this publication and others, suggesting a renewed interest in and commitment to teaching across academe.

As a faculty member for almost 30 years, I have been inspired and motivated by all of the chatter. It's made me think about the great teachers I've known — and I've known many, from kindergarten through graduate school and beyond. Several taught in my department when I served as chair, and I had the pleasure of observing them at work.

Those experiences have led me to conclude that, when we boil down all the metrics, we're left with four qualities that all powerful teachers possess. I'm not just talking about adequate, effective, or even good teachers. I'm talking about the ones who most move us, who have made the most difference in our lives, and whom we most wish to emulate. Perhaps we can't all be that kind of teacher, but I suspect many of us at least aspire to be.

So what makes those teachers so great?

Personality. Nearly all of the great teachers I've watched in action have similar personality traits. To some degree, teaching is an ability, and just like musical or athletic ability, some people seem to have more of it than others. At the same time, just because you'll never play the Hollywood Bowl doesn't mean you can't do wedding gigs with your garage band. If you weren't born with the personality traits of a great teacher, you can still work to develop some of those traits.

Just what are those traits? Here are some I've identified, and you could probably add to this list: Great teachers tend to be good-natured and approachable, as opposed to sour or foreboding; professional without being aloof; funny (even if they're not stand-up comedians), perhaps because they don't take themselves or their subject matter too seriously; demanding without being unkind; comfortable in their own skin (without being in love with the sound of their own voices); natural (they make teaching look easy even though we all know it isn't); and tremendously creative, and always willing to entertain new ideas or try new things, sometimes even on the fly.

The best teachers are always fully in the moment, connecting with both their subject matter and their students.

If none of the above describe you, and you're afraid that means you'll never be a

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great teacher — well, maybe you're right. Or you can work to develop some of those traits and become a much better teacher than you are now. And if you're fortunate enough to possess several of those traits already — as I suspect is the case with many who choose this profession — then you can still work hard to fine-tune those qualities.

Presence. What I mean by that, in part, is the unmistakable capacity some people have to "own" any room. We might call it charisma, but it's more than that. It's the ability to appear completely at ease, even in command, despite being the focal point of dozens (or even hundreds) of people. To some extent, this aspect of presence is something you're either born with or not, although I would also argue that owning the room is an ability people can develop over time.

Teaching is like a relationship. You have to work hard sometimes to keep the passion alive, and yet it's vital that you do so.

But that isn't the only relevant meaning of the word "presence" in the context of great teaching. In his recent essay "Waiting for Us to Notice Them," James Lang talked about what he called "a pedagogy of presence." He argued that, just as we are sometimes disengaged in our interpersonal relationships, so, too, can we become disengaged in the classroom — simply going through the motions and barely acknowledging students at all.

Yet the best teachers, as Lang concluded, are always "present" — fully in the moment, connecting with both their subject matter and their students. That's a type of presence to which we can all aspire, whether or not we're born with great charisma. All it takes is a degree of self-awareness, a little concentration, and a fair amount of determination.

Preparation. Speaking of determination, something else all teachers can do, regardless of their natural gifts, is prepare meticulously. Knowing what you're talking about can compensate for a number of other deficiencies, such as wearing mismatched socks, telling lame jokes, or not having an Instagram account. Preparation occurs on three levels: long-term, medium-term, and short-term.

Most faculty members have already accomplished the necessary long-term preparation by virtue of holding advanced degrees. That preparation will serve you well, and be your primary source of authority, from your first day in the classroom until your last.

In between, you must continue your education on a regular basis — by reading extensively in your field, attending conferences and seminars, conducting and presenting your own research, and remaining a practitioner of your art or science. You must also continue to learn and grow as a teacher by exploring new advances in pedagogy and technology.

And in the short term, to be a powerful teacher you must go into every single class meeting as prepared as you can be, given the time you have. That means more than just reviewing your notes or PowerPoint slides. It involves constantly reassessing what you do in the classroom, abandoning those strategies that have proved ineffective or are just outdated, and trying new ones. It means being so familiar with your subject matter that you can talk about it off the cuff.

Some of that will come with time, as your level of familiarity with your subject will naturally increase the more you teach it. Then again, just because you've been teaching a course for 15 or 20 years doesn't mean you shouldn't approach it each term as if for the first time. It's that level of preparation that allows great teachers to make it all look so easy.

Passion. Of all the qualities that characterize great teachers, this is the most important, by far. The Beatles famously sang, "All you need is love," and while in teaching that might not be entirely accurate, it is true that a little passion goes a long way. Or as St. Peter put it, love certainly "covers a multitude of sins."

Passion, or love, manifests itself in the classroom in two ways: love for students and love for your subject matter.

I'm always amazed, and more than a little puzzled, at how many of my colleagues don't seem to like students very much. Those faculty members are the ones who always buttonhole you in the hallway to talk about how irresponsible and disrespectful their students are; who take great delight in pointing out students' deficiencies or constantly regale you with examples of (supposedly) stupid things students have said or done; who are always tsk-tsking about "kids today."

I sometimes want to say, "If you dislike students so much, why are you in this business? Why in the world would you want to spend so much of your time with a bunch of people you find so disagreeable?"

Don't think, by the way, that students don't pick up on the disdain. They absolutely do. And my experience with evaluating faculty members over the years suggests that the teachers who are most widely disliked are the ones who most dislike students. Conversely, the faculty members who seem to love teaching and love (or at least really like) students are the ones who are the most popular and, I believe, the most effective.

You also have to love your subject matter. Students might not even like a course at first, especially if it's one they're required to take, but a teacher's passion for the subject can be extremely infectious.

Love of your field is probably a reason you became a teacher. But it may be that, after teaching the same thing year after year, you're beginning to get a little burned out. That's where preparation comes in. Perhaps becoming re-engaged with your field is just the spark your teaching needs to reignite the passion. Or maybe it's time to switch things up — bring in new reading assignments, try out some new technology, add a new in-class activity.

The point is that teaching is, in a way, like a relationship. You have to work hard sometimes to keep the passion alive, and yet it's vital that you do so. And if you don't, students pick up on that, too. If what you're covering in class every day seems to bore you, how do you expect them to be interested?

Maybe teaching just comes naturally to you. But even if it doesn't, you can still have a powerful impact on students. By learning what great teachers do and how they do it, and then applying those lessons in your own classroom, you could become one of the "greats," too. With apologies to Lady Gaga, your students will never know if you were born that way or not. ■

Rob Jenkins is an associate professor of English at Georgia Perimeter College and author of Building a Career in America's Community Colleges. *He writes monthly for our community-college column and blogs for Vitae. The opinions expressed here are his own and not necessarily those of his employer. You can follow Rob on Twitter @HigherEdSpeak.*

The Cost of Centralization at Harvard

CHARLES FRIED and ROBERT H. MNOOKIN

TODAY HARVARD faces a serious governance problem that requires institutional change. When we first came to the college, it was organized on the constitutional principle "each tub on its own bottom." This meant that each of the component schools (arts and sciences, medical school, law school, and so on) had not only a high degree of budgetary independence but also that its faculty and dean had a large measure of autonomy.

And at the level of the schools, such administrators as there were worked under the direction of the dean and in close cooperation with faculty committees. Correspondingly, the central administration was very small: There were four vice presidents to oversee administration, alumni affairs and development, finance, and government relations, and a general counsel.

In 1991, when Derek Bok left office after 20 years, there was no provost. The president managed his academic duties alone, with a small staff. He chaired the ad hoc committees that considered permanent appointments, read the supporting materials, heard the witnesses, and submitted his conclusion to the governing boards. The president's establishment was small, so of necessity much of the business of the university was conducted at the level of the individual faculties. There, faculty members took on many of the administrative tasks, though not always to their delight.

Today's official mantra is One Harvard. In the last 20 years there has been a vast expansion of the central administration and an increasing degree of centralization. This is hardly a trend specific to our campus. Colleges and universities across the country, both public and private, are grappling with this same issue.

Today at Harvard, not only is there a provost, who is the university's "chief academic officer," there are also a deputy provost, a senior vice provost for faculty development and diversity, three vice provosts (for research, for advances in learning, and for international affairs), a senior associate provost who is the chief technology officer, and four associate provosts for institutional research, for science, for social sciences and the professions, and for arts and culture, as well as assistant provosts — all with staffs. In addition there is a cadre of high-level administrators such as an executive vice president and senior nonacademic officials with central administrative responsibilities.

The One Harvard mantra to some extent represents progress. And in any event great-

er centralization is inevitable because of the greater size and complexity of the university and greater degree of governmental regulation. At the all-important intellectual and academic level there has been an enormous growth of interdisciplinary learning and teaching. Our intellectual lives and our academic programs and offerings not only correspond to but lead the change and growth in the organization of knowledge.

The old mode of organization was wasteful and often an impediment to the kinds of collaboration that make the most of the vast intellectual resources of the university. Not so long ago there were over 70 libraries more or less loosely affiliated in the university system. Today there is one coordinated library system for the whole university, which both avoids expensive duplication and can make resources readily available everywhere in the university.

Also recently, the calendars of several of the schools were coordinated so that students and teachers could readily learn and teach across faculties. And this more integrated structure has allowed the university to explore the ways in which the Internet can be used to extend our reach both geographically and demographically and to offer expert material assistance to the faculty undertaking such efforts.

But such necessary and important advances have come at a cost. Where learning, teaching, and administration used to be in the hands of the schools and therefore in the hands of their faculties, today, with One Harvard, the administration and leadership of the university have migrated substantially to the central administration and its bureaucracy. And the results have not always been good.

Take two examples from just this academic year. On everybody's return from summer vacation we were met with a ukase imposing a single set of sexual-harassment policies and procedures, and a new central bureaucracy combining under one director compliance, enforcement, investigating, and adjudicating functions for the whole university. These policies and procedures were arrived at by a working group of administrators and then adopted by the president and fellows. There were no law faculty members involved.

When our law faculty had a good look at these procedures, we made it plain that we considered them inconsistent with due process and that if radical changes were not made it was probable that a large majority of Harvard's law faculty would publicly denounce them. In response the university authorized the law dean to appoint a faculty redrafting committee, and now there are for the law school alone disciplinary procedures worthier of a leading law faculty. Those alternative procedures were overwhelmingly approved by vote of the law faculty.

New health plans are a second example. Before the start of the open enrollment period for 2015-16, the university announced a new array of health plans to the faculty. These plans included several innovations, the chief of which was for the first time a co-insurance feature that in effect could cost families up to $4,500 in additional out-of-pocket expenses a year. These changes were devised in consultation with a committee that included some faculty, but no representative faculty group was consulted nor did those involved report to their faculties.

On the merits, the new plan may well represent good policy. However, that it was dropped on the faculty as a *fait accompli* caused considerable dismay. At the next meeting of the arts-and-sciences faculty, the reaction was so hostile and so pointed that the president felt obliged to promise to review the whole thing for the next year and to compensate at least less-well-paid faculty members for their increased costs this year. The attack was fueled by resentment at the accompanying explanatory materials, which several speakers stated were inaccurate, misleading, and unforthcoming.

Finally, there are the well-known events leading to the resignation of President Lawrence Summers in 2006. It is hard to avoid the conclusion that his resignation was precipitated in part by a highly publicized vote of no confidence taken at a meeting of the faculty of arts and sciences. That meeting is regularly chaired by the president and open only to members of that faculty — or as many as choose to attend. The majority purported to speak for the Harvard faculty as a whole, and the press reported it as such. One cannot know, however, whether a majority of the faculty in the other schools would have voted the same way.

These examples suggest that a new institutional mechanism is required to allow legitimate faculty input and participation in decisions now being made by the central administration. The time has come for Harvard to institute, as some other universities have done, a representative faculty senate that would include ladder-rank faculty from all schools in the university.

A faculty senate would provide the administration with an opportunity to have universitywide efforts discussed and assessed by a broadly representative group, not appointed by the central administration or particular deans. It would provide a legitimacy that is lacking today and a source of independent judgment coming from a variety of perspectives. ■

Charles Fried and Robert H. Mnookin are professors at Harvard Law School.

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For many entering college students, a single score on a placement test places them into developmental education, presenting an immediate and significant hurdle to their success. The last decade has seen a variety of modifications to the way we approach student placement in an effort to improve student success. One method involves holistic assessment, or using multiple measures outside of the placement test alone. In our model we use an assessment of noncognitive factors to help identify students who might succeed, even with slightly lower placement test scores. This placement paradigm not only allows institutions to shorten or eliminate the developmental sequence for some students, but it also provides a more thorough understanding of the strengths and challenges that each student faces, so that—regardless of where they are placed—students can receive the right cocurricular supports and improve their chances of success.

In this FREE webinar on **Wednesday, April 15, at 2:00 pm Eastern**, speakers will discuss holistic assessment and placement, including how one institution is including noncognitive assessment into a dramatic redesign of its developmental education efforts.

Register now at: **http://chronicle.com/webinars/ETS_5**

This webinar is sponsored by ETS and hosted by The Chronicle of Higher Education. All content presented during the event is provided by ETS.
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Gazette

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APPOINTMENTS

Lynne Allen, director of the School of Visual Arts, to interim dean of the College of Fine Arts at Boston University.

Leslie Bellavance, dean of the School of Art and Design and director of graduate programs at Alfred University-New York State College of Ceramics, to president of Kendall College of Art and Design of Ferris State University.

Steven Bonanno, interim director, to dean and director of the Extension Service at West Virginia University.

Jeff Coker, dean of undergraduate studies at University of North Florida, to dean of the College of Arts and Sciences at Shenandoah University.

Sandra Edmonds Crewe, acting dean, to dean of the School of Social Work at Howard University.

Glenn Cummings, interim director, to associate dean and director of the postbaccalaureate premedical programs and health professions advising at Bryn Mawr College.

Mahesh Daas, professor and chair of the architecture department at Ball State University, to dean of the School of Architecture, Design, and Planning at University of Kansas.

Timothy Doyle, associate dean of finance and chief financial officer for the School of Engineering and Applied Sciences at Harvard University, to chief operating officer at the Carnegie Institution for Science.

Dana Dunn, executive vice chancellor and provost, to acting chancellor of University of North Carolina at Greensboro.

Aaron Dworkin, president and founder of Sphinx Organization, to dean of the School of Music, Theatre, and Dance at University of Michigan at Ann Arbor.

Cherie Fister, interim dean, to dean of the College of Arts and Sciences at Maryville University of Saint Louis.

Cindy Fitch, director of the extension service's families and health programs, to associate dean of programming and research for the extension service at West Virginia University.

Rev. Francis Fornaro, associate priest at St. Mary's Church in Dorchester, Mass., and adjunct faculty member, to interim president and dean of Episcopal Divinity School.

Jeanine Gangeness, founding dean of the School of Nursing at Bemidji State University, to associate vice president for academic affairs at Winona State University.

W. Marichal Gentry, associate vice president for student life at Yale University, to dean of students at Sewanee: The University of the South.

Jack Graves, professor of law, to an additional post, director of digital legal education at Touro College (N.Y.).

John Haldane, professor of moral philosophy at University of St. Andrews, to professor of philosophy at Baylor University.

Andrew Hamilton, vice chancellor at University of Oxford, to president of New York University.

Kenneth Hawkinson, provost at Western Illinois University, to president of Kutztown University of Pennsylvania.

John Henning, associate dean of academic engagement and outreach for the College of Education at Ohio University, to dean of the School of Education at Monmouth University.

Barry Joyner, interim dean, to dean of the College of Health and Human Sciences at Georgia Southern University.

Brian Kench, chair of the economics department at University of Tampa, to dean of the College of Business at University of New Haven.

Eric Link, associate dean of the College of Arts and Sciences at University of Memphis, to dean of the College of Arts and Sciences at Indiana University-Purdue University at Fort Wayne.

Stephan Liozu, adjunct professor and visiting scholar in the School of Management at Case Western Reserve University, to assistant professor of management and strategy at Chatham University.

Carolyn Livingston, senior associate vice president for campus life and Title IX coordinator for students at Emory University, to vice president for student life and dean of students at Carleton College.

Jessica Lowe-Minor, former director of the Live Free campaign at Faith in Florida, to director of the Institute for Nonprofit Innovation and Excellence at Tallahassee Community College.

William Maki, vice president for finance and administration at Bemidji State University and Northwest Technical College, to president of the Northeast Higher Education District.

Kina Mallard, executive vice president and provost at Carson-Newman University, to president of Reinhardt University.

Christopher Martin, dean of the School of Business at Centenary College, to dean of the College of Business at Louisiana Tech University.

Joanna Masingila, interim dean, to dean of the School of Education at Syracuse University.

Celena Mondie-Milner, director of orientation and new student programs at Clayton State University, to director of new student services at University of Texas at Austin.

John Pelissero, provost, to interim president of Loyola University Chicago.

Scott Pratt, professor of philosophy, to dean of the Graduate School at University of Oregon.

Jessie Ramey, adjunct professor of history at Carnegie Mellon University, to director of the Women's Institute at Chatham University.

J. Scot Ransbottom, deputy director of the Information Technology Security Lab, to chief of staff and deputy chief information officer at Virginia Tech.

Rollin Richmond, former president of Humboldt State University, to acting president of California State University at Chico.

Gerard Rooney, executive vice president for enrollment, advancement, and planning, to president of St. John Fisher College.

Ryan Schellenberg, director of biblical and religious studies programs and assistant professor at Fresno Pacific University, to assistant professor of New Testament at Methodist Theological School in Ohio.

Jean Shankweiler, dean of the natural sciences division, to vice president for academic affairs at El Camino College.

Donna Sosnowski, senior associate director of the MBA Center for Career Development, to director of the Undergraduate Center for Career Development at Babson College.

Carla Swearingen, director of the SUCCESS grant at the National Science Foundation, to dean of faculty development and director of the Teaching and Learning Center at John Brown University.

Nancy Targett, dean of the College of Earth, Ocean, and Environment and director of the Delaware Sea Grant program, to interim president of University of Delaware.

Anita Jones Thomas, associate dean of academic affairs and research in the School of Education at Loyola University Chicago, to dean of the School of Psychological Sciences at University of Indianapolis.

Brent Thomas, director of development at Western Carolina University, to vice president for advancement at Lees-McRae College.

Fredel Thomas, director of the Kelley Center for Entrepreneurship, to dean of admissions at Dakota Wesleyan University.

Michael Thorp, dean of enrollment management at Millsaps College, to dean of enrollment management at Wabash College.

Mia Tuan, professor of education studies and former interim dean of the College of Education at University of Oregon, to dean of the College of Education at University of Washington.

Jean Wactawski-Wende, interim dean, to dean of the School of Public Health and Health Professions at University at Buffalo.

Rhonda Waskiewicz, interim dean of the School of Education at Wilkes University, to dean of the College of Health and Education at Husson University.

Juliet Weissman, vice president for organizational effectiveness at College Board, to chief administrative officer for the technology campus at Cornell University.

Dan Wells, interim dean, to dean of the College of Natural Sciences and Mathematics at University of Houston.

Jennifer Ours Williams, director of the agriculture and natural resources programs, to associate dean of partnerships and initiatives for the extension service at West Virginia University.

To submit information for a listing in the Gazette, please go to chronicle.com/listings. To submit announcements of gifts of $1-million or more, send news releases to gifts@philanthropy.com.

NEW CHIEF EXECUTIVES

- **Kendall College of Art and Design of Ferris State University,** Leslie Bellavance
- **Kutztown University of Pennsylvania,** Kenneth Hawkinson
- **New York University,** Andrew Hamilton
- **Reinhardt University,** Kina Mallard
- **St. John Fisher College,** Gerard Rooney

RESIGNATIONS

Rev. Michael Garanzini, president of Loyola University Chicago, effective June 30.

Jeremy Levitt, dean of law at University of New Brunswick, effective March 17.

DEATHS

Keith Absher, 63, dean of the School of Business Administration at Union University, March 24.

Nick Anast, 55, professor of life sciences at Santa Rosa Junior College, March 18.

John Arras, 69, professor of philosophy and public health sciences at University of Virginia, March 16, in Galveston, Tex.

Stella Botelho, 96, professor emeritus of physiology at University of Pennsylvania, March 11, in Blue Bell, Pa.

Patrick Hunter, 85, founder and former chair and professor of the psychology department at Housatonic Community College, March 15, in Bridgeport, Conn.

Bruce Kramer, 59, former dean of the College of Education, Leadership, and Counseling at University of St. Thomas (Minn.), March 23, in Hopkins, Minn.

Paul Christoph Mangelsdorf, 90, professor emeritus of physics at Swarthmore College, March 6, in Newtown Square, Pa.

Catharine Nepomnyashchy, chair of the Slavic department and professor of Russian Literature at Barnard College, March 21, in New York.

Jack Peltason, 91, president emeritus of University of California and chancellor emeritus of University of California at Irvine, March 21.

Donald Roberts, 91, professor emeritus of art at Ohio University, March 16, in Athens, Ohio.

June Stuckey, 86, former associate vice president for academic affairs at California State University at Sacramento, February 25, in Sacramento.

PRIVATE GIVING

James Madison University. $3-million pledge from G.J. and Heather Hart to name the School of Hospitality, Sport and Recreation Management. Mr. Hart is executive chairman and chief executive officer of California Pizza Kitchen, an international restaurant chain. He is an alumnus of the university.

Reinhardt University. $1.67-million bequest from Mozelle Tarpley for the theater program. A portion of the interest drawn from the donation will go toward student scholarships and later to constructing a new theater building. Ms. Tarpley was the wife of the late Fred Tarpley, former group vice president at First National Bank in Dalton, Ga. The couple were alumni of the university. Ms. Tarpley died in May 2013.

Southern Methodist University Cox School of Business. $2-million gift from Ken and Linda Morris to endow a directorship in the Caruth Institute for Entrepreneurship. Mr. Morris is vice president for student systems software at Workday, a human resource and financial management software company in Pleasanton, Calif., and co-founder of the human resource software company PeopleSoft. He is an alumnus of the university and has served on the school's Executive Board.

University of California at Los Angeles. $5-million gift from Alan Leve to establish several endowments at the Center for Jewish Studies that will support graduates and undergraduates studying in fields related to Jewish studies; teaching and curricular innovation, including a scholar-in-residence program; and faculty and graduate student research. Mr. Leve is founder and president of Ohmega Technologies, an electronics company based in Culver City, Calif. He and several of his family members are alumni of the university.

University of Missouri at Columbia, College of Arts and Science. $1-million pledge from Mark Wilkins, a private wealth adviser for Merrill Lynch's Private Banking and Investment Group, for faculty recruitment and retention. Mr. Wilkins earned a bachelor's degree in political science from the university in 1990.

University of Nebraska at Lincoln. $2.5-million pledge from Clayton Yeutter, former U.S. Secretary of Agriculture, to create an international trade and finance institute. Mr. Yeutter is a senior adviser on trade issues at Hogan Lovells, an international law firm. He is an alumnus of the university.

University of Nevada at Las Vegas, Black Mountain Institute. $20-million pledge from the Rogers Foundation (Beverly Rog-

ers). The donation will be used to add graduate-level programs in creative nonfiction and dramatic writing and to hire new faculty and graduate assistants. Ms. Rogers is the widow of James Rogers, former chief executive of Sunbelt Communications, a company that owns several television stations. He died in June 2014.

University of Southern California. $15-million from an anonymous donor to endow one of the residential colleges in the planned USC Village, a residential and retail center.

DEADLINES

April 21: Social and behavioral sciences. The Center for a Public Anthropology is accepting submissions for the California Series in Public Anthropology 2015 international competition, "Stories of Inequality." The center is particularly interested in authors who convey both the problems engendered by inequality as well as ways for addressing it. There is no restriction on how prospective authors should address this topic; however, it must be presented in a way that will draw readers to its themes through the inclusion of powerful stories about real people. The series is directed at the general public as well as college students. Proposals will be reviewed for publication independent of whether the manuscripts themselves have been completed. The proposals can describe work the author wishes to undertake in the near future or work that is currently under way. Visit the center's website for more details. Contact: Rob Borofsky, Center for a Public Anthropology; bookseries@publicanthropology.org; http://www.publicanthropology.org/books-book-series/california-book-series

May 1: Social and behavioral sciences. The American Anthropological Association is accepting nominations for the CoGEA award, which honors scholars who bring to light and investigate practices in anthropology that are potentially sexist and discriminatory based on gender presentation, as well as feminist scholars who work to raise awareness of discrimination in anthropology on grounds of gender presentation of any kind. The award committee seeks nominations for scholars and practitioners from all subfields of anthropology at stages ranging anywhere from promising midcareer to proven late-career. Self nominations are not accepted. Visit the organization's website for more details. Contact: Suzanne Mattingly; smattingly@aaanet.org; http://www.aaanet.org/about/Prizes-Awards/COSWA-Award.cfm

May 18: Science, technology, and math. The Camille and Henry Dreyfus Foundation's Henry Dreyfus Teacher-Scholar Awards program supports the research and teaching careers of talented young faculty in the chemical sciences at undergraduate institutions. The award is based on accomplishment in scholarly research with undergraduates, as well as a compelling commitment to teaching, and provides an unrestricted research grant of $60,000. The program is open to academic institutions in the states, districts, and territories of the U.S. that grant a bachelor's or master's degree in the chemical sciences, including biochemistry, materials chemistry, and chemical engineering. Awardees are typically in departments that do not grant a doctoral degree. Nominees must hold a full-time tenure-track academic appointment, be after the fourth and not after the twelfth years of their independent academic careers, and be engaged in research and teaching primarily with undergraduates. Institutions may submit only one nomination annually. Renominations are accepted. Visit the foundation's website for more details. Contact: Camille and Henry Dreyfus Foundation; (212) 753-1760; programs@dreyfus.org; http://dreyfus.org/awards/henry_dryfus_teacher_award.shtml

July 1: Humanities. The Illinois Institute of Technology's Chicago-Kent College of Law is accepting submissions for the Roy C. Palmer Civil Liberties Prize, which honors a work of scholarship that explores the tension between civil liberties and national security in contemporary American society. A $10,000 prize will be awarded. Articles or books submitted to the competition must be in draft form or have been published one year prior to the July 1 deadline. The winner will present his/her work at the college. Visit the website for more details. Contact: Gwendolyn Osborne; (312) 906-5251; gosborne@kentlaw.iit.edu; http://www.kentlaw.iit.edu/academics/palmer-civil-liberties-prize

July 6: Social and behavioral sciences. The W.E. Upjohn Institute for Employment Research invites submissions for its annual prize for the best Ph.D. dissertation on employment-related issues. A first-place prize of $2,500 is being offered. Up to two honorable mention awards of $1,000 may also be given. The dissertation may come from any academic discipline, but it must have a substantial policy focus. Any person whose dissertation has been accepted during the 24-month period from July 1, 2013 to June 30, 2015 is eligible for the 2015 prize. Contact: W.E. Upjohn Institute for Employment Research; (269) 343-5541; communications@upjohn.org; http://www.upjohn.org/GrantsandAwards

September 1: Humanities. The American Philosophical Association awards the Jean Hampton Prize to a philosopher at a junior-career stage whose paper is accepted for the Pacific Division Meeting. The paper must be in some area of philosophy in which Professor Jean Hampton worked. The prize amount is $500. Self-nominations are encouraged. Visit the organization's website for more details. Contact: American Philosophical Association; http://www.apaonline.org/?hampton

December 1: Science, technology, and math. Nominations for Northwestern University's 2016 Nemmers Prizes in economics and mathematics will be accepted through December 1. Each prize carries an award of $200,000. The prizes are open to those with careers of outstanding achievement in their disciplines as demonstrated by major contributions to new knowledge or the development of significant new modes of analysis. Prizes are awarded to individuals of all nationalities and institutional affiliations. Visit the university's website for more details. Contact: Nemmers Prize; http://www.nemmers.northwestern.edu

Humanities. Texas State University's College of Education offers the Tomas Rivera Mexican-American Children's Book Award annually to an author/illustrator of the most distinguished book for children and young adults that authentically reflects the lives and experiences of Mexican Americans in the U.S. The book may be fiction or nonfiction. Nominations are accepted from authors, illustrators, publishers, and the public at large. The deadline for nominations is November 1 of the year of publication. Visit the award's website for more details. Contact: Jesse Gainer, Texas State University; riverabookaward@txstate.edu; http://riverabookaward.org

Humanities. The Story Prize is awarded annually to the author of an outstanding collection of short fiction (at least two stories and/or novellas). The winner receives a $20,000 cash award and each of two runners-up receive $5,000. Eligible books must be written in English and first published in the U.S. during the calendar year, in either hardcover or paperback, and available for purchase by the general public. Collections must also include work previously unpublished in book form. Eligible books may be entered by the publisher, agent, or author. Books published from January through June must be submitted by July 15. Books published from July through December must be submitted by November 15. Visit the website for more details. Contact: Larry Dark, The Story Prize; info@thestoryprize.org; http://www.thestoryprize.org/index.html

Humanities. Columbia University awards the Bancroft Prizes annually to authors of distinguished works in either or both of the following categories: American history (including biography) and diplomacy. The competition is open to all regardless of connection to Columbia University. Applicants do not need to be a U.S. citizen to apply. Submitted works must be written in English or have a published translation in English. Volumes of papers, letters, and speeches of famous Americans, unless edited by the author, are not eligible. Autobiography comes within the terms of the prize but books reporting on recent personal experiences of Americans, within a limited area both in time and geography, are not considered eligible. Visit the university's website for more details. Contact: http://library.columbia.edu/about/awards/bancroft.html

Science, technology, and math. The American Chemical Society Award for Encouraging Women into Careers in the Chemical Sciences, established by the Camille and Henry Dreyfus Foundation, recognizes significant accomplishments by individuals who have stimulated or fostered the interest of women in chemistry, promoting their professional development as chemists or chemical engineers. The award consists of $5,000; a certificate; a grant of $10,000 that will be made to an academic institution designated by the recipient to strengthen its activities in meeting the objectives of the award; and up to $1,500 for travel expenses reimbursement. Nominations for the award, due November 1 annually, may come from any professional setting: academia, industry, government, or other independent facility. Visit the organization's website for more details. Contact: American Chemical Society; (202) 872-4575; awards@acs.org; http://www.acs.org/content/acs/en/funding-and-awards/awards/national/bytopic/acs-award-for-encouraging-women-into-careers-in-the-chemical-sciences.html

Science, technology, and math. The American Chemical Society Award for Encouraging Disadvantaged Students into Careers in the Chemical Sciences, established by the Camille and Henry Dreyfus Foundation, recognizes significant accomplishments by individuals in stimulating students, underrepresented in the profession, to elect careers in the chemical sciences and engineering. The award consists of $5,000; a certificate; a grant of $10,000 that will be made to an academic institution, designated by the recipient, to strengthen its activities in meeting the objectives of the award; and up to $1,500 for travel expenses reimbursement. Nominations for the award, due November 1 annually, may come from any professional setting: academia, industry, government, or other independent facility. Visit the organization's website for more details. Contact: American Chemical Society; (202) 872-4575; awards@acs.org; http://www.acs.org/content/acs/en/funding-and-awards/awards/national/bytopic/acs-award-for-encouraging-disadvantaged-students-into-careers-in-the-chemical-sciences.html

FELLOWSHIPS

April 17: Social and behavioral sciences. The John W. Kluge Center at the Library of Congress invites applications for the David B. Larson Fellowship in Health and Spirituality, which allows scholars to use the library's collections to conduct research that relates religiousness and spirituality to physical, mental, and social health. The fellowship is for six to 12 months and carries a stipend of $4,200 per month for residential research. It is open to U.S. citizens and permanent residents with a doctoral degree awarded by the deadline date. Visit the center's website for more details. Contact: John W. Kluge Center; (202) 707-3302; scholarly@loc.gov; http://www.loc.gov/loc/kluge/fellowships/larson.html

June 30: Social and behavioral sciences. The Russell Sage Foundation will begin accepting applications for its 2016-17 Visiting Scholar Fellowship on April 15. Up to 17 residential fellowships will be awarded to select scholars in the social sciences who are at least several years beyond the Ph.D. Visiting Scholar positions begin September 1 and ordinarily run through June 30. Scholars are provided with an office at the foundation, research assistance, computer and library facilities, and supplemental salary support of up to 50 percent of their academic-year salary when unavailable from other sources (up to a maximum of $110,000). Scholars who reside outside the greater New York City area are also provided with a partially subsidized apartment near the foundation's offices. Prior scholars are welcome for a second visit. Visit the foundation's website for more details. Contact: James Wilson; (212) 750-6014; james@rsage.org; http://www.russellsage.org/how-to-apply

August 3: Science, technology, and math. The Camille and Henry Dreyfus Foundation's Postdoctoral Program in Environmental Chemistry provides a principal investigator with an award of $120,000 over two years to appoint a postdoctoral fellow in environmental chemistry. The program is open to all academic and other nonprofit organizations in the states, districts, and territories of the U.S. Applications are accepted from principal investigators who have well-established research efforts in environmental science or engineering. These research activities need not be located in traditional departments in the chemical sciences, and collaboration across departments and institutions is encouraged. The postdoctoral fellow is usually not already identified nor in the principal investigator's lab at the time of application. Award recipients must wait two years from the conclusion of an award before being eligible to reapply. Visit the foundation's website for more details. Contact: Camille and Henry Dreyfus Foundation; (212) 753-1760; programs@dreyfus.org; http://dreyfus.org/awards/postdoctoral_program.shtml

Business/management (Faculty/Research). Applications for resident fellowships in the Institute for Global Enterprise in Indiana at the School of Business Administration at the University of Evansville. Contact: http://www.evansville.edu/globalenterprise

Education. The English Language Fellow Program at Georgetown University, which is funded by the U.S. Department of State, places U.S. educators with a master's degree and an interest in TEFL/TESL or applied linguistics in regions around the world. Fellows provide foreign educators, professionals, and students with the communication and teaching skills needed to participate in the global economy. Fellows must be a U.S. citizen and must have obtained a master's degree. For other eligibility requirements, visit the program's website. Contact: English Language Fellow Program, 3300 Whitehaven Street N.W., Suite 1000, Washington, D.C., 20007; (202) 687-2608; elf@georgetown.edu; http://www.elfellowprogram.org/elf

Health/medicine. Applications welcome for the Robert Wood Johnson Clinical Scholars program at the University of Pennsylvania. The program is for two to three years and it provides masters-level interdisciplinary training to scholars to provide them with the necessary skills to improve health and healthcare in community settings. Visit the program's website for more details. Contact: http://www.med.upenn.edu/rwjcsp/program.shtml

Humanities. Applications are accepted for fellowships and residencies at the Vermont Studio Center. To be considered for a fellowship, applicants must submit their applications by one of the three annual fellowship deadlines: February 15, June 15, or October 1. It's advised that applicants should apply at least six months in advance of their preferred start date. Visit the center's website for more details. Contact: http://www.vermontstudiocenter.org/apply

Humanities. Applications for the National Endowment for the Arts's Literature Fellowships, which offers $25,000 grants in prose (fiction and creative nonfiction) and poetry to published creative writers. The grant enables writers to set aside time for writing, research, travel, and general career advancement. The program operates on a two-year cycle with fellowships in prose and poetry available in alternating years. Applicants may apply only once each year. Who may apply: U.S. citizens or permanent residents. Visit the organization's website for more details. Contact: National Endowment for the Arts; (202) 682-5034; LitFellowships@arts.gov

Humanities. Hagley Museum and Library invites applications for the Henry Belin du Pont Research Dissertation Fellowships. These fellowships are designed for graduate students who have completed all course work for the doctoral degree and are conducting research on their dissertation. This is a four-month residential fellowship. A stipend of $6,500 is provided as well as free housing on Hagley's grounds, use of a computer, mail and Internet access, and an office. The annual deadline is November 15. Visit the library's website for more details. Contact: Hagley Museum and Library; http://www.hagley.org/library-fellowships

Humanities. The East-West Center is accepting applications for its affiliate scholar program. The program provides a limited number of opportunities for graduate students from universities and institutions worldwide, to have a short-term affiliation with the center while working on a thesis or dissertation research related to the Asia Pacific region. Affiliate scholars pursue their research in the library and connect with faculty and other scholars and specialists at the East-West Center and the University of Hawaii at Manoa whom they have previously identified as sharing their interests. Applicants must be able to provide their own funding. Applications are accepted year round. Visit the center's website for more details. Contact: East-West Center; affiliatescholar@eastwestcenter.org; http://www.eastwestcenter.org/education/student-programs

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Humanities. Creative writing fellowships are available at Malone University for students who plan to pursue creative writing as a major or minor. Fellows will be selected based on the quality of their writing and strength of desire to develop their gifts through study and practice. Award amounts are $2,500 or $1,000. The fall deadline is December 1 and the spring deadline is March 1. Visit the website for more details. Contact: John Estes, director of creative writing; creativewriting@malone.edu; http://www.malone.edu/creative-writing/creative-writing-fellowship.php

Humanities. The National Endowment for the Arts's Translation Projects grants support the translation of specific works of prose, poetry, or drama from other languages into English. Grant amounts are for $12,500 or $25,000. Translations of writers and of work that are not well represented in English translation are encouraged. Also, priority will be given to projects that involve work that has not been previously translated into English. Who may apply: U.S. citizens and permanent residents. Visit the organization's website for more details. Contact: National Endowment for the Arts; (202) 682-5034; LitFellowships@arts.gov

Humanities. The Herzog August Bibliothek is accepting applications for its doctoral fellowships. The program is open to applicants in Germany and abroad and from all disciplines. Applicants may apply for fellowships of either three or six months. The program provides a stipend and accommodations. Applications are due April 1 and October 1 each year. Visit the library's website for more details. Contact: Herzog August Bibliothek; forschung@hab.de; http://www.hab.de/en/home/research/fellowships/doctoral-fellowships.html

Humanities. The Hill Museum and Manuscript Library invites applications for the Swenson Family Fellowships in Eastern Christian Manuscript Studies. The fellowship is open to graduate students or postdoctoral scholars (those who are within three years of being awarded a doctoral degree at the time of application) with demonstrated expertise in the languages and cultures of Eastern Christianity. Awards range from $2,500 to $5,000 and residences last from two to six weeks. The deadlines are: April 15 (for residencies between July and December of the same year) and November 15 (for residencies between January and June of the following year). Visit the library's website for more details. Contact: hmmlfellowships@csbsju.edu; http://www.hmml.org/research2010/Swenson.htm

International. Applications are accepted for the Institute of International Education's Scholar Rescue Fund from established professors, researchers, and public intellectuals whose lives or careers are threatened in their home countries. The fund will provide fellowships, which can last up to one academic year, that place scholars in temporary academic positions at universities, colleges, and research centers in safe locations anywhere in the world where SRF fellows can continue their work unharmed, pending improved conditions in their home countries. It's possible for fellowships to be extended for a second year. Visit the institute's website for more details. Contact: Scholar Rescue Fund, Institute of International Education, 809 United Nations Plaza, New York, N.Y., 10017; (212) 205-6486; srf@iie.org; http://scholarrescuefund.org

International. Applications for the Simons postdoctoral fellowship in disarmament and nonproliferation of weapons of mass destruction and their delivery systems. Contact: Simons Centre for Disarmament and Nonproliferation Research, Research Postdoctoral Fellowship Selection, Simons Centre for Disarmament and Nonproliferation Research, Liu Institute for Global Issues, University of British Columbia, 6476 N.W. Marine Drive, Vancouver, BC V6T 1Z2 Canada; simons.centre@ubc.ca; http://www.ligi.ubc.ca

September 15: Professional fields. The Social Science Research Council and the Japan Center for Global Partnership present the Abe Fellowship for Journalists. The fellowship is designed to encourage in-depth coverage of topics of pressing concern to the U.S. and Japan through individual short-term, policy-related projects. Applicants are invited to submit proposals on one of the following themes: traditional and nontraditional approaches to security and diplomacy; global and regional economic issues; social and cultural issues. The fellowship is open to citizens of the U.S. and Japan with at least five years of professional journalistic experience with newspapers, news magazines, wire services, and online news organizations. Freelancers are also eligible. Nationals of other countries must be permanent residents of the U.S. or Japan, or have a long-term affiliation with the American or Japanese journalistic communities. Proposals must be nonpartisan. The program provides support for six weeks in Japan or the U.S. A stipend of $23,500, which includes one round-trip air ticket, funds to prepare for overseas fieldwork, and support for interpretation, is provided. Fellows may receive salary from their employers, but cannot carry out assignments while on the award. Visit the organization's website for more details. Contact: Social Science Research Council; (212) 377-2700; abe@ssrc.org; http://www.ssrc.org/fellowships/abe-fellowship-for-journalists

Science, technology, and math. The Smithsonian Tropical Research Institute invites applications for the Earl S. Tupper three-year postdoctoral fellowship in the areas represented by the scientific staff. Research should be based at one of the STRI facilities, however, proposals that include comparative research in other tropical countries will be considered. Applications are due on January 15 of each year. Visit the institute's website for a list of staff and research interests. Contact: Adriana Bilgray; fellows@si.edu; http://www.stri.si.edu/english/education_fellowships/fellowships/index.php

Correction: Our previous issue listed the Society of Woman Geographers's Evelyn L. Pruitt National Minority Fellowships with an incorrect deadline date. The due date was March 15, not May 15.

Careers

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Getting Them to Stop Talking

DAVID GOOBLAR

From Vitae
A service of The Chronicle of Higher Education

At first, you're grateful. At the beginning of the semester, with a classroom full of skeptical students not yet ready to speak up, you usually have at least one student who always seems ready to raise his hand or blurt out answers. This student seems like a godsend: He (it's almost always a he) actually listens to what you're saying and is confident enough to want to test out his ideas in the public space of the classroom.

But soon you start to suspect that this overeager student may be hurting more than helping. He dominates discussions, always jumping in before anyone else gets a chance, sucking all the air out of the room. It doesn't matter if his answers are correct, or whether you encourage him or not. It becomes a self-sustaining pattern: The other students quickly realize they don't need to respond; if they hold back long enough, they know that the dominant student will speak up.

In my last column, I wrote about the difficulties of getting quiet or uncooperative students to contribute to class discussions. Motivating them to speak up can take a lot of work. But it can be just as challenging to have one or two students who talk too much. A few garrulous students can end up crippling class debate and cutting off the possibility of a wide-ranging discussion involving the whole class. How should you respond?

First, try to talk to the student or students in question. It's worth being direct, either by asking them to stay after class to chat or inviting them to your office. When speaking to overly talkative students, it's important not to discourage their participation. Indeed, you want to praise them for being such ardent contributors to class discussions. But explain that you worry that they may be discouraging others from taking part by talking so much. Explain that not every student is so ready to jump in right away with an answer or comment. Ask for their help in making the discussion more varied, in leaving space so that others are encouraged to speak up.

Remember, too, that some students need help understanding how constructive conversations work. They may not have much experience in recognizing the social cues that would tell them they're talking too much. So ask them, gently, to take a breather, to wait for you to call on them before speaking up.

Calling on students in general may be a good way to break the reign of a dominant student. Research suggests that in courses in which the professor often calls on students, they voluntarily answer questions and participate more often. That makes sense. By calling on students frequently, you break down the wall of silence that can prevent someone from making the first comment. You get students used to speaking in the classroom, laying the groundwork for future, voluntary, participation. Some teachers shy away from putting students on the spot, but it really does pay off in the long run.

Mostly, though, you're looking for ways to democratize your discussions, ways to make it more likely that a wider variety of students will contribute. You want to build rituals into your regular practice that naturally encourage more students to participate.

One strategy is to ask students to take a couple of minutes to write down their thoughts before you open up the floor to discussion. That signals to the class that you want everyone to respond (if only on paper) and gives everyone the time they may need to come up with a good answer (i.e., before the usual suspects chime in). Shyer students may benefit most from this practice, as it gives them time to formulate an answer before being asked to share it out loud.

You can create a class back channel via a Twitter account or collaborative Google Doc, and have it open on the smartboard during class. Students can easily and anonymously make comments and ask questions during class, and you can quickly hand-pick the responses to amplify ("Sarah, I see that you don't quite see the parallel here. Can you expand on that?").

Or try Kurtis Swope's idea and roll many-sided dice to determine which student has to answer each question. Some teachers forgo the dice and simply write students' names on playing cards, shuffle the deck, and pick a card to start a discussion. Another popular technique is to hand out a certain number of poker chips, or pennies, to each student. Each time students make a comment in class, they have to surrender a poker chip; when they run out, they're done for the day. That way, nobody is allowed to speak too often.

However you respond, it's worth making your goals for class discussions clear to your students. Let them know — without making reference to the offending student(s) — that you are committed to a classroom space in which *everyone* feels comfortable contributing. Make the case that participation will help them learn concepts more thoroughly, improve their final grade, and can even help class time go by faster. The more transparent you can be in trying to make discussions more democratic, the more likely that a broader base of students will take seriously your entreaties that they speak up, and the more likely that your dominant student may think twice and let someone else talk. ■

David Gooblar teaches literature and writing at Mount Mercy University and Augustana College.

Response from Aimee Morrison: At the risk of encouraging the dread syllabus bloat, I do have a statement in my syllabus that describes the "active listening" and "conversation" parts of participation. This is useful because everybody learns about it on the first day, and it's also useful when there's that one student who talks too much and doesn't get it. We have that after-class chat, but I can point back to the syllabus so they know it's a rule for everyone.

Response from Edwin Duncan: After it becomes clear who's dominating the discussions, I simply say at the beginning of a class something like, "Fred, I've heard plenty from you and Brad — and that's not a bad thing — but today I'm not going to call on you until the others have had a chance to speak because I want to get everyone involved in the discussion. So if I don't call on you two — even if you're wildly waving your hands — don't feel bad." Then, I do that. This is not hard, and students understand why I'm doing it. After two or three other students have said something about a particular question, I may even let Fred and Brad get involved, but if either starts trying to take over the discussion, I remind him and shut him down again. This way no one is offended. I also give points for class participation, so that's also an incentive.

Response from Gerald Bergtrom: Why not pose a question and ask students to collaborate in small impromptu groups to come up with an answer? Then ask one of the group to raise their hand and share their group's response. I do this in a biology course. I require students to write answers on index cards to clicker questions designed to provoke discussion (or I write the question I want students to consider on the board or in a PowerPoint slide). I find that the more opportunities I offer for collaborative thinking/learning, the more often individuals raise their hands when I direct a question to the whole class. Giving low-stakes credit for some of these collaborative activities is a reasonable way to spur participation, and probably essential with clickers!

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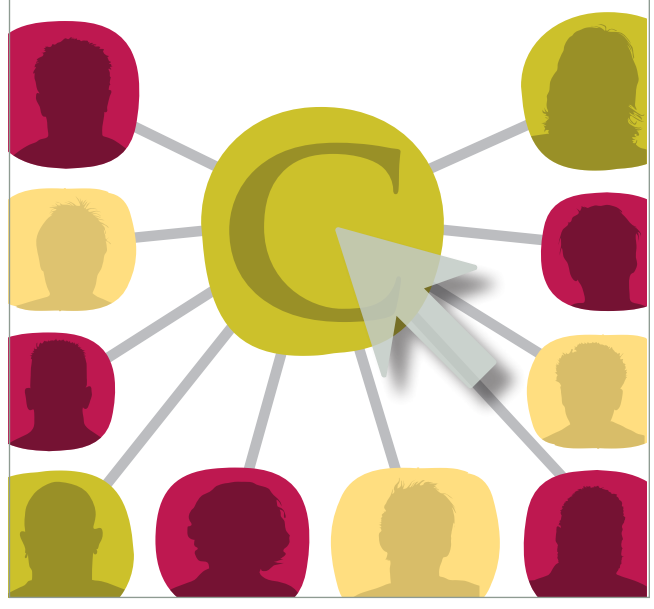
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Purchase College announces endowed faculty positions for the 2015–2016 Academic Year

The Eugene Grant Distinguished Scholar

Purchase College is seeking nominations for the appointment of a prominent scholar/public intellectual who will enhance the College's Liberal Arts and Sciences. Priority will be given to nominees who demonstrate the ability to contribute to curriculum and outreach activities in social activism and community engagement, especially pertaining to the environment. The Eugene Grant Distinguished Scholar will be expected to teach, give public lectures, and participate in smaller events for targeted groups of students. The appointment will be for one or two years with an annual budget of approximately $150,000. Please email nominations (including self) **by April 15, 2015.** Include name of nominee; links to a website, biography, and work; and a paragraph of no more than 250 words detailing how the scholar would raise public value for the college. **Inquiries and nominations should be emailed to grantscholar@purchase.edu.**

Roy and Shirley Durst Distinguished Chair in Literature

Purchase College also welcomes nominations and letters of interest from accomplished writers, critics, intellectuals, and/or scholars to be in residence as the Roy and Shirley Durst Distinguished Faculty Chair in Literature. The Chair will engage in teaching and scholarly activities related to the relationship between literature and the visual and performing arts, and will serve as a critical resource for the college within the School of Liberal Arts and Sciences, the School of the Arts, and, in particular, the Literature discipline. The Chair is expected to enrich the vibrant intellectual and cultural community of the campus by offering public programs, small panels and workshops, and informal meetings with faculty and students. The salary for this one-year appointment is commensurate with experience. Interested individuals are asked to submit a letter describing current work and interests, and a description of potential areas of collaboration with the Purchase community. Nominations should include the name of the nominee, link to a biography, and a brief paragraph describing the nominee's current and planned work. **All submissions must be emailed to durstchair@purchase.edu no later than April 15, 2015.**

Founded on the principle that artists and scholars are indispensable to each other and to an enlightened society, Purchase College combines professional programs in the visual and performing arts and distinguished programs in the liberal arts and sciences. Located 25 miles north of Manhattan in Westchester County, the campus celebrates individuality, diversity, and creativity as we encourage students to "Think Wide Open." At Purchase College, the arts play a special role—liberal education infuses the arts and the arts infuse the campus. Purchase College is part of the State University of New York system.

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INDIANA UNIVERSITY

Lecturer in Spanish

http://www.indiana.edu/~spanport/

The Department of Spanish and Portuguese at Indiana University invites applications for a Lecturer position for the 2015-16 academic year, beginning August 2015. This is a three-year appointment with possible renewal, subject to institutional need and job performance.

Duties involve teaching first- and/or second-year Spanish, up to 3 courses per semester (fewer courses if assigned significant supervisory duties). Qualifications: native or near-native proficiency in Spanish and advanced proficiency in English; MA in Hispanic literature, culture and/or linguistics or related; strong commitment to high-quality teaching of college-level Spanish. Special consideration will be given to candidates with the ability to teach Spanish with task-based, communicative instruction.

Salary: $41,000 plus competitive benefits package. Interested candidates should submit their application at **https://indiana.peopleadmin.com.** Application consists of letter of application describing teaching philosophy, curriculum vitae, three confidential letters of recommendation, and up to three representative samples of recent student evaluations. Questions regarding the position or application process can be directed to Ms. Jane Drake, via e-mail to **jmdrake@indiana.edu** or USPS at 1020 E. Kirkwood Ave, Ballantine Hall 844, Bloomington, IN 47405. Applications will be accepted until April 30, 2015. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

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Application materials should include a letter of interest, curriculum vitae, three letters of recommendation, and graduate transcripts. Review of applications will begin immediately and continue until the positions have been filled. Applicants must successfully complete the interview process to be considered as a finalist.

Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic Plan for Excellence. West Chester University is an Affirmative Action/Equal Opportunity Employer. Women, persons of color, veterans, and persons with disabilities are encouraged to apply.

All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background checks.

TOWSON UNIVERSITY

Towson University (**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 almost 18,000 undergraduates and 4,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has over 865 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
Department of Art + Design, Art History, Art Education
Assistant Professor, Illustration
Tenure-track, 10-month Assistant Professor, Illustration position in the Department of Art + Design, Art History, Art Education beginning August 2015. MFA in Studio Art. Qualified applicants will demonstrate expertise in illustration as defined broadly to include applied and conceptual issues and practices with experience in both traditional and digital media. Applicants must possess a strong commitment to excellence in teaching and the aptitude to contribute to a collective working environment. Teach 4, four credit classes (6-7 course units) per academic year at undergraduate and graduate levels as assigned for the first year. Beginning the second year the workload reverts back to the standard instruction workload of 5, four credit classes (7-8 course units) per academic year. Submit a letter of application, artist statement, statement of teaching philosophy, curriculum vitae, 20 digital images of scholarly or professional work (or a link to an electronic site for review), 20 digital images of students' work as available, an image list, and three academic letters of reference to be postmarked by April 20, 2015. **COFAC-N-2855**

COLLEGE OF HEALTH PROFESSIONS
Department of Nursing
Chairperson
The College of Health Professions invites applications for Chair of the Department of Nursing to begin August 2015.The Chairperson position is accompanied with a faculty appointment at the rank of Associate Professor or Professor and is eligible for tenure. The position is a 10-month faculty appointment with a supplemental chair stipend and a reduced teaching load. Earned research doctoral degree in nursing or related discipline and a graduate degree in nursing; eligibility for unrestricted licensure as a registered nurse in Maryland; record of successful teaching, scholarship, and service that places the candidate at the rank of Associate Professor or Professor with eligibility for tenure; experience with undergraduate and graduate nursing education; administrative experience in academia; strong interpersonal skills; a clear commitment to diversity; commitment to active engagement in the profession of nursing and commitment to interdisciplinary collaboration and addressing community needs. Primary roles in management, teaching, scholarship, and service activities and leads a large nursing department with a strong commitment to excellence in nursing education. Greenwood/Asher & Associates, Inc. is assisting Towson University in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. **CHP-N-2852**

COLLEGE OF LIBERAL ARTS
Department of Psychology
Assistant Professor, School Psychology
Tenure-track, 10-month Assistant Professor position for our Masters/Advanced Certificate Program in School Psychology beginning August 2015. Doctorate in School Psychology from a NASP-approved or APA-accredited program. ABD applicants considered, but appointment will be at the instructor rank and all degree requirements must be completed by February 1, 2016. Faculty assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year the workload reverts back to the standard instructional workload of seven to eight (7-8) course units. Teach courses for the school psychology graduate program including child/adolescent therapy using evidence-based approaches, multicultural counseling, preschool assessment and foundation courses such as developmental psychology. Review of applications begins immediately and continues until position is filled. **CLA-N-2853**

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Accounting: Instructor of Accounting. Penn State Beaver invites applications for an Instructor of Accounting (Fixed-term, multi-year, 36 week position); begin August 2015. Responsibilities: Teach four courses (12 credits) each semester of lower- and upper-division undergraduate courses in accounting using traditional and online delivery methods. This position entails teaching both for Penn State's World Campus BSBIC Program and the Penn State Beaver Business Program, delivering the majority of courses online to the World Campus and others face-to-face, hybrid and online to Penn State Beaver. Qualifications: Ph.D in accounting from an AACSB-accredited institution is preferred; additional CPA credential also preferred. Apply to Job No. 56487, at http://apptrkr.com/596530. Applicants are required to apply online and upload a cover letter and curriculum vitae. Finalists will be asked to submit a list of references. Application review will begin immediately and will continue until a suitable candidate is found. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Applications Analyst/Programmer: Alamo Colleges is seeking an Applications Analyst/Programmer to develop programs and processes that provide a service to students, and/or other internal College or District customers. Specifically, this position will: 1)Design solutions to user requests and problems; develop specifications to implement these solutions. 2)Collaborate with functional analysts to provide information solutions. 3)Code programs with the most efficient language. 4)Provide testing strategies for delivered solutions. Assure quality and customer satisfaction. 5)Troubleshoot, triage and resolve system discrepancies. 6)Assist other programmer/analysts in designing and modifying software systems. 7) Document procedures and processes for customers. 8)Comply with change management processes in support of the system development life cycle. 9) Provide 24-hour on-call operational support for problem determination and resolution. We are looking for a proactive and dedicated individual that meets the following minimum requirements: 1)Associate's Degree or a combination of relevant experience, education and training that equates to the required degree. 2)One year of job-related experience. We prefer the following: 1)Bachelor's Degree. 2) Four years' of job related experience. Knowledge, Skills and Abilities: A) In depth knowledge of the principles, practices, and techniques of computer science. B)Working knowledge of various computer languages and tools to support information systems in production. C)Ability to grasp new languages and development tools; analyze problems; provide solutions and strategies. D)Ability to establish and maintain effective working relationships with staff, faculty, and the public. E)Ability to communicate clearly and effectively, both verbally and in writing. In addition to a competitive base salary, Alamo Colleges offers free medical insurance for the employee, a defined benefit pension plan, dental insurance, life and disability insurance. Our generous work-life balance programs include at least 20 paid holidays (which includes 2 weeks off in December and one week off in March), paid vacation days, paid personal days and paid sick days. The Alamo Colleges also offer employees tuition assistance to further their education and a four day work week during the summer. Most importantly, we provide you the opportunity to empower our community and reshape the future of our students' lives. If you have questions, please feel free to email Julia Puente, Staffing & Placement Specialist, at mpuente31@alamo.edu. Alamo Colleges is an Equal Opportunity and Affirmative Action employer that welcomes all applicants. To learn more and to apply, please visit the following: https://alamo.csod.com/ats/careersite/JobDetails.aspx?id=313.

Applications Management: Alamo Colleges is seeking an Applications Manager with supervisory and technical experience to develop programs and processes that provide a valuable service to students and/or other internal College or District customers, within a project-oriented environment. Specifically, this position will: Manage the systems development and administration staff. Provide guidance and coaching to staff to achieve customer requested deliverables. Act as a mentor to subordinates on the most complex projects and applications; conduct both technical and functional training on application systems; review developed system and program solutions and provide suggestions and enhancements; provide technical guidance to personnel from other sections on application software matters; perform database administration functions. Manage resources to assure maximum availability for the timely completion of development projects. 5. Assure quality product delivery in the Alamo system development cycle. We are looking for a leader that possesses the following minimum requirements: Bachelor's degree or a combination of relevant experience, education and training that equates to the required degree. Five years relevant work experience with three at the managerial level. Experience must be progressively responsible work as a Programmer or Analyst, with two years at a senior level with supervisory duties. Working knowledge of Banner ERP. We prefer the following: Bachelor's degree in Information Systems, Business or a closely related field. Eight years of related experience with five years at the managerial level is preferred. Knowledge, Skills and Abilities: A)Strong technical knowledge of application design and development in Alamo related platforms and their development languages, tools, and data access methods; database theory and practices; and end user department functions and duties. B)Supervisory and organizational skills. C)Ability to manage professionals in a project-oriented work environment. D)Ability to establish and maintain effective working relationships with staff, faculty, and the public. E)Ability to communicate clearly and effectively, both verbally and in writing. F)Directly supervises more than 5 employees. In addition to a competitive base salary, Alamo Colleges offers free medical insurance for the employee, a de-

Assistant Principal for Arts Education

Manatee School For the Arts
Palmetto, FL 34221

Beautiful Manatee County on Tampa Bay and the Gulf Beaches

We seek an accomplished artist with a passion for arts education and a background of leadership in the field.

Internally: Candidate must be able to work with a community of professional arts educators dedicated to excellence in the arts. This person must have a working knowledge of all areas of the arts including dance, music, theatre, visual and graphic arts. They must be able to support the faculty, students and the school in our efforts to provide a broad range of training experiences in the arts.

Externally: Candidate must be able to network with professionals at the post secondary level and in the community to develop educational and performing opportunities for students and graduates. This person will represent the school throughout the State of Florida and the Nation.

The Division of Arts Education includes the following areas:

Dance - 8 ft faculty
Digital Art and Technology - 4 ft faculty
Music - 8 ft faculty
Theatre - 4 ft faculty
Visual Art - 6 ft faculty

For a complete job description go to **http:// www.msfta.org** and look for employment, then positions available.

Position will require some travel.

Qualifications:

Minimum: Terminal degree (MFA, Ph.D.) in one or more of the Arts areas of the School or a Masters in Arts Education with a strong emphasis on performance as well as pedagogy. Doctorate is preferred.
Successful professional performance background and experience is highly desirable.

Demonstrated successful administrative experience in arts education at the secondary or postsecondary level, 5 years minimum, 10 years preferred.

Demonstrated ability to function as a productive administrative team member with a positive attitude and a good sense of humor.

Broad understanding and appreciation of all areas of the arts taught at the school.

Must be willing and able to support and advance a production base for all performing arts areas and a strong, extensive studio base for the visual arts.

Excellent speaking, writing and interpersonal skills.

Demonstrated ability to establish high expectations for excellence in the arts, with the willingness, compassion and dedication to help faculty and students achieve that excellence.

Send cover letter and resume to Dr. Bill Jones at **bjones@msfta.org.**

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Careers.Chronicle.com

SCHOOL OF OCEAN AND EARTH SCIENCE AND TECHNOLOGY
UNIVERSITY OF HAWAI'I AT MĀNOA

Director, Hawai'i Institute of Marine Biology (HIMB)

Nominations and applications are sought for the position of Director, Hawai'i Institute of Marine Biology (HIMB), in the School of Ocean and Earth Science and Technology (SOEST) at the University of Hawai'i at Mānoa.

Nominees and applicants must have a doctoral degree in a related field, an established international reputation in marine-related research, skill at establishing community partnerships, and a history of obtaining programmatic support, including from private donors, state legislatures, and federal agencies. Candidates must also have administrative experience with a research institute or large research program. Collaborative experience with international institutions, especially in Pacific Rim countries, is desirable.

This is a continuous recruitment until filled. Application letters, including a resume, a vision statement, and the names, addresses, and telephone numbers of at least four professional references, and requests for information should be sent to:

Chair, HIMB Director Search Committee
University of Hawai'i at Mānoa, 1680 East-West Road (POST 802), Honolulu, Hawai'i 96822
fletcher@soest.hawaii.edu

Please see the posted opening at workatuh.hawaii.edu/Jobs/NAdvert/20917/3178472/1/postdate/desc/ for more details.

The University of Hawai'i at Mānoa is an Affirmative Action/Equal Employment Opportunity employer. Women and minority candidates are encouraged to apply.

fined benefit pension plan, dental insurance, life and disability insurance. Our generous work-life balance programs include at least 20 paid holidays (which includes 2 weeks off in December and one week off in March), paid vacation days, paid personal days and paid sick days. The Alamo Colleges also offer employees tuition assistance to further their education and a four day work week during the summer. Most importantly, we provide you the opportunity to empower our community and reshape the future of our students' lives. If you have questions, please feel free to email Julia Puente, Staffing & Placement Specialist, at mpuente31@alamo.edu. Alamo Colleges is an Equal Opportunity and Affirmative Action employer that welcomes all applicants. To learn more and to apply, please visit the following: https://alamo.csod.com/ats/careersite/JobDetails.aspx?id=309.

Biology/Ecology: The Department of Biological Sciences at Le Moyne College has a tenure-track opening at the Assistant Professor level to begin August 2015. We are seeking a broadly trained biologist with research expertise in Ecology. Teaching responsibilities will include general ecology, general biology, and additional courses within area of specialty. Additional responsibilities include implementing a research program that encourages undergraduate participation, advising biology majors, and college service. Ph.D. from an accredited university/college required; undergraduate teaching experience preferred. Candidates can apply by visiting our website at http://www.lemoyne.edu/employment. A letter of application with curriculum vitae, transcripts, and separate statements of teaching philosophy and research interests must be submitted for consideration. Also, please arrange to have three letters of recommendation sent electronically to lemoynehr@lemoyne.edu with a subject line of "Biology". Documentation may also be submitted by mail to: Diann Ferris, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Attn: Biology Search, Syracuse, New York 13214. Review of applications will begin immediately. Applications must be received by April 10th, 2015 for consideration. Le Moyne College is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply. Visit our web page at http://www.lemoyne.edu.

Business/Management: Instructor of Business Management. Penn State Shenango invites applications for an Instructor of Business Management (Two-year Fixed-term, 36 week position); begin August 2015. Responsibilities: Teach four courses (12 credits) each semester in the business program using predominantly online delivery modes. Course assignment may also require onsite classroom instruction. Courses will include undergraduate management courses, including Principles of Management, Leadership, International Management, Small Business, Supply Chain Management, and/or Project Management. Teaching assignments for the classroom may require teaching day, evening and/or Saturday classes as needed. Participation in campus, university, and community service activities are required. Qualifications: Ph.D in Business Administration, Management or related field required preferred. Applicants with Master's in Business Administration will also be considered. Apply to Job No. 56491, at http://apptrkr.com/596680. Applicants are required to apply online and upload a cover letter and curriculum vitae. Finalists will

NM STATE UNIVERSITY — Academic Department Head of Counseling and Educational Psychology at New Mexico State University

The **Counseling and Educational Psychology** (CEP) department includes 15 faculty and 5 programs: an APA-accredited Counseling Psychology Ph.D. program, a NASP-accredited School Psychology Ed.S. program, a CACREP-accredited MA program in Mental Health Counseling, a post-doctoral MA in Clinical Psychopharmacology, and a BS in Counseling and Community Psychology.

Rank: Full or Associate Professor

Required: Ph.D. in Counseling Psychology, School Psychology, or Counselor Education. License-eligible in NM.

Preferred: Graduated from an NASP, APA, or CACREP approved program (and APA-accredited internship if counseling psychologist).

Complete Description: **http://jobs.nmsu.edu/postings/20954**

Millersville University — FULL-TIME, ONE-YEAR METEOROLOGY INSTRUCTOR/ASSISTANT PROFESSOR

Millersville University welcomes applications for a full-time, one-year, instructor/assistant professor of meteorology. The position is a sabbatical leave replacement. The primary teaching responsibilities will be in boundary layer meteorology and statistical methods applied to meteorology. Millersville University, highly regarded for its instructional quality and strong commitment to diversity, is a student-centered institution and one of 14 institutions of the Pennsylvania State System of Higher Education. The campus, located in historic Lancaster County, is within a short drive or train ride of Baltimore, Philadelphia, New York City, and Washington, DC. Millersville enrolls approximately 8,000 undergraduate and graduate students, and is nationally ranked as one of the top regional public colleges and universities by *U.S. News & World Report*. The Department of Earth Sciences offers a traditional BS-meteorology degree. Additional information about the department can be found at **www.millersville.edu/esci/**. To learn more about the position, and to apply, link to **http://jobs.millersville.edu/postings/1723**. Full consideration will be given to applications received by 03 May 2015.

An Equal Opportunity/Affirmative Action Institution • www.millersville.edu

University of Cincinnati

Online Profile

Instructor - Field Svc (1341)

The University of Cincinnati College-Conservatory of Music seeks four Instructor- Field Service faculty members to serve as the in Residence String Quartet in the Performance Studies Division.

Job Duties will include:
* Serve as a member of the College-Conservatory of Music String Quartet in Residence.
* Provide instruction and guidance for a minimum of 20 string quartets.
* Teach and coach string quartet chamber music seminars.
* Assist string faculty in auditioning and assigning chamber music groups.
* Develop a comprehensive chamber music curriculum.
* Maintain an active national/international concert presence and carry the CCM name with them on all performance.
* Provide house concerts, as arranged through the College-Conservatory of Music.
* Perform related duties based on departmental need.

Minimum Qualifications: Bachelor's degree in music/chamber music. An active performing schedule as a member of a string quartet as evidenced by at least 8 performances annually over a five-year period.

To apply for **requisition (1341)**, please see https://career8.successfactors.com/career?company=UCPROD

The University of Cincinnati is an affirmative action/equal opportunity employer/M/F/Vet/Disabled.
UC is a smoke-free work environment.

UNIVERSITY OF Cincinnati

ASSOCIATE DEAN AND CLINICAL ASSISTANT PROFESSOR

NYU School of Professional Studies

Schack Institute of Real Estate

The NYU School of Professional Studies seeks an Associate Dean and Clinical Assistant Professor to lead its renowned Schack Institute of Real Estate. The successful candidate will be a committed educator and industry leader, with evidence of significant contributions both in academia and real estate. Expected start date is fall 2015.

The NYU-SPS Schack Institute of Real Estate is among the largest and most prestigious educational entities dedicated to the real estate and construction industries. Schack's esteemed reputation attracts students from around the globe and sends its graduates equally far afield. The faculty, thought leaders and expert practitioners, combine theory with real-world applicability in their curricula.

Schack offers innovative undergraduate, graduate, and noncredit studies. The undergraduate program attracts highly qualified traditional-aged students, and is unique for fully integrating a liberal arts education with rigorous, professionally-focused offerings. Schack's three Master of Science degrees and two graduate certificates accommodate both full-time and part-time students, and equip them with the skills necessary to address the evolving needs of all areas of the real estate industry, including real estate finance, capital markets, construction management, REIT's, and global development. The Institute offers numerous non-credit courses, and sponsors invitational lecture series and conferences, including the Conference on Capital Markets, the REIT Symposium, and the Sustainable Real Estate Conference.

Located in midtown Manhattan, Schack's thirteen full-time and 200 adjunct faculty members, along with a cadre of distinguished lecturers, prepare some 672 matriculated undergraduate and graduate students to become leaders in their chosen fields. In addition to the exceptional academic preparation, the Institute is also known for its strong ties to industry. Members of its Advisory Board are titans in the real estate and construction fields across New York City and the country. Schack's Alumni Association is an extensive global network of professionals in positions of influence.

The Associate Dean will have a vision for the academic and strategic direction of Schack. S/he will lead the faculty in developing rigorous curricula rooted in strong pedagogy. S/he will also provide administrative oversight over the unit and manage a large staff of dedicated professionals. The Associate Dean will work collaboratively with other units across the School. The position reports to the Dean of NYU's School of Professional Studies.

The successful candidate will possess advanced academic and professional credentials (Ph.D. or comparable advanced terminal degree preferred), and a minimum of 10 years of substantial direct professional and academic experience. S/he will be qualified to hold a faculty position at the level of clinical assistant professor. The Associate Dean must be committed to advancing the global presence--and global character--of the academic programs, and to developing the future leaders of the real estate and construction industries, and, in the process, growing the identity and reputation of the Institute.

Inquiries, applications (cover letter and curriculum vitae), and nominations should be directed to: **NYUSchack@storbeckpimentel.com** ***by May 4, 2015.***

NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled

HUNTER

The City University of New York

CENTER ARCHIVIST - CENTRO DE ESTUDIOS PUERTORRIQUENOS

Job ID: 11681

The Center for Puerto Rican Studies (Centro) is a research center dedicated to the study and interpretation of the Puerto Rican experience in the United States. Centro is the primary repository of archival and library materials dedicated to stateside Puerto Ricans. Centro is committed to facilitating research projects useful to those in community organizations, public policy, and academia. The Center's Archivist will be primarily assigned to oversee digitization projects, for example, s/he will be assigned to oversee the recently created Oral History Project and the collection of primary data that complements existing and new archival collections. S/he will also be in charge of organizing the hundreds of existing oral histories and to make all this content available to researchers including the development of descriptive guides, the analysis of content and publication of findings in academic outlets, the development of digital products and the application of preservation standards to these collections. S/he will also oversee special projects combining primary and secondary data thematically where archival collections would be contextualized and made available to specialists and the general public using CMS such as Omeka, Collective Access and through web pages using Drupal, Plone or other similar programs.

Specifically, duties include:

- Writes summaries of oral histories and oversees process to transcribe and add metadata to files and make them available to the public.
- Manages digitization projects and special collections that combine primary and secondary sources.
- Oversees the acquisition and processing of organizational records and personal papers donated to the Centro de Estudios Puertorriquenos.
- Authors appraisals and description of materials.
- Assists in weeding, inventorying and in the preservation of new collections.
- Assists the Director in outreach efforts and donor relations.
- Supervises and trains college assistants and work-study students for archival projects.
- Works collaboratively with staff in a team environment on a variety of projects.
- Participates in staff and CUNY-wide committees.

Bachelor's degree and six years' related experience; training in Library Science and/or Archives, such as an MLS and/or MA in a related program. For a complete job description and direction on how to apply please visit: **http://hr.hunter.cuny.edu/jobs**. The search will remain open until the position is filled.

CUNY is an AA/EO/IRCA/ADA Employer

UMASS AMHERST

OIM Lecturer Information Systems

The Operations & Information Management (OIM) Department of the Isenberg School of Management invites applications for a position of Lecturer in the Operations and Information Management Department to start in September 2015. The initial appointment will be for one year and can be renewed based on performance and program needs.

Requirements:

Candidates must have or expect to complete a doctoral degree in Information Systems, or a related discipline, by August 31, 2015. The full-time position requires teaching in each of the Fall and Spring semesters, two large enrollment sections and one online section of introductory information systems. Teaching experience or evidence of expertise in teaching introductory information systems is required. Potential or, preferably, demonstrated ability to teach at the undergraduate level in face-to-face, large classroom, and distance education formats is required. Evidence of engagement with the business community and industry is desirable.

Additional Information:

The department has a thriving undergraduate program in Operations & Information Management (with career opportunities in Information Systems and Supply Chain Management), contributes to a highly reputed MBA program, and also coordinates the Ph.D. track in Operations & Information Management for the doctoral program in Business Administration.

The Isenberg School of Management is AACSB accredited, with nationally recognized undergraduate and MBA programs ranked in the top 50 and top 25 respectively, and a strong research culture with Ph.D. specializations offered in each of our major disciplines. The University of Massachusetts Amherst is a land-grant university, the flagship campus of the University of Massachusetts system, and the largest public university in New England. The University offers bachelor's, master's, and doctoral degrees in 88 undergraduate and 72 graduate areas of study, through eight schools and colleges. In a 2009 article for MSN.com, Amherst was ranked first in Best College Towns in the United States. In 2012, *U.S. News and World Report* ranked Amherst among the Top 10 Great College Towns in America.

Application Instructions:

To apply, please submit letter of interest, curriculum vitae, and names and contact information of at least three references at http://umass.interviewexchange.com/joboffer details.jsp?JOBID=57923

Applicants should apply by the priority deadline of April 19, 2015, in order to ensure consideration.

The University is committed to active recruitment of a diverse faculty and student body. The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members. Because broad diversity is essential to an inclusive climate and critical to the University's goals of achieving excellence in all areas, we will holistically assess the many qualifications of each applicant and favorably consider an individual's record working with students and colleagues with broadly diverse perspectives, experiences, and backgrounds in educational, research or other work activities. We will also favorably consider experience overcoming or helping others overcome barriers to an academic degree and career.

Millersville University

PROGRAM COORDINATOR, FT GLOBAL EDUCATION & PARTNERSHIPS

Millersville University seeks an experienced professional in the field of international education to join the Office of Global Education team. This team fosters international partnerships and opportunities for MU students and faculty. We also work to create a welcoming international student friendly campus and support international students who attend MU.

Millersville is located in historic Lancaster County, known for its excellent schools and vibrant arts community, and close to NYC, Washington, Baltimore and Philadelphia. MU enrolls over 8,500 undergraduate and graduate students. We seek individuals who embrace the field of international education as well as our university mission, professionalism, integrity and compassion.

Full consideration given to applications received by **April 6, 2015**. For full description of duties, qualifications and to apply, go to **https://jobs.millersville.edu** and create a staff application. A cover letter and resume are required

An Equal Opportunity/Affirmative Action Institution • www.millersville.edu

UNLV

Head, Planning and Assessment

The University of Nevada, Las Vegas invites applications for Head, Planning and Assessment as part of the senior management in its University Libraries.

Reporting to the Dean of University Libraries, this position is part of the Libraries' senior management team and leads the effort to envision, document, articulate, and advocate for the value of the Libraries to the University's mission and goals. As UNLV emerges as a leading urban research institution, the Libraries pioneer dynamic, user-focused methods of contributing throughout the research lifecycle of faculty and students in order to foster academic success and lifelong learning. The Head of Planning and Assessment will maintain and expand upon the well-established culture of assessment that inform the Libraries' planning, priority setting and decision-making, creating infrastructure and providing library wide consultations that encourage an evidence based approach for continuous improvement.

The Head of Planning and Assessment works closely with the dean and senior management to design, manage, and coordinate a participatory, biennial strategic planning process that is user-centered, outcomes based, and includes articulation of assessments. The plan provides a blueprint of strategic directions and resource allocation for the Libraries. This position provides ongoing consultation throughout the organization for data collection methods relevant to the strategic planning assessment process, collaborating to produce internal and external reports about the outcomes, accomplishments and impacts of the University Libraries.

For more information, please visit **https://hrsearch.unlv.edu**

EEO/AA/Vet/Disability Employer

SACRAMENTO STATE

Multiple Positions - Faculty

California State University, Sacramento invites applications from individuals interested in joining our dynamic and growing faculty beginning Fall 2015. California State University, Sacramento is accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The College of Business Administration has a tenure-track faculty positions opening in Accounting. For further details, please visit **http://www.csus.edu/hr/faculty/bus/index.htm**

California State University, Sacramento is an Affirmative Action, Equal Opportunity, employer and hires only those individuals who are lawfully authorized to accept employment in the United States. Jeanne Clery Act statistics available.

UNIVERSITY OF MICHIGAN

Movement Science, Open Rank Tenure Track Position

The Movement Science Program at the University of Michigan invites applications and nominations for an open rank tenure track / tenured position in motor developmental research and/or intervention research questions applied to infants, and who are capable of teaching in this area. Candidates will be expected to maintain an active research agenda, teach undergraduate and graduate courses, and mentor student research at the undergraduate, master's and doctoral levels. Successful candidates will be expected to pursue and maintain extramural funding to support their research at the University of Michigan.

The Movement Science Program prides itself on research productivity and teaching excellence. Movement Science is one of four programs within the School of Kinesiology; for more information, please see **http://www.kines.umich.edu/programs/movement-science**. For a complete position description with application instructions, please visit: **http://umjobs.org/** job ID 93723.

be asked to submit a list of references. Application review will begin immediately and will continue until a suitable candidate is found. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Business/Marketing: Instructor of Business Marketing. Penn State Du-

CASCADIA COLLEGE

BOTHELL

Director of Institutional Effectiveness

Responsible for integrating data gathering and analysis to support data-driven planning and decision-making across all areas of the college.

For more information and to apply, visit **http://apptrkr.com/596160**

EEO/AA Employer

Tenure-Track Faculty Position in Strategic Management

Cornell University
School of Hotel Administration
Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow's thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a tenure-track position in strategic management at the Assistant/Associate Professor level who can perform research and teach at a quality level that is consistent with the school's pre-eminent status. The ideal candidate can effectively interact with students and faculty and enrich the intellectual capital of the school through their research and teaching activities. Research should have the potential to influence both academics and practitioners. A Ph.D. degree in the fields of strategy, organizational theory, or business economics. Potential areas of research focus include but are not limited to competitive strategy, franchising, inter-firm collaborations, entrepreneurial ventures, and innovation in service industries.

Responsibilities: Teach required and elective courses in strategy at the undergraduate and graduate level in the School of Hotel Administration. Conduct high quality research and publish in top discipline journals, advise students, and, depending on rank, perform a variety of other professional duties.

Rank and Salary: The tenure-track professorial position is a three-year, renewable appointment beginning in the Fall of 2015. Rank and salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive fringe benefits. Significant research funding, summer support, professional development, and supplementary income opportunities are also available.

Institution: The School of Hotel Administration, one of seven undergraduate colleges at Cornell University, has approximately 800 undergraduates and 120 graduate students. Founded in 1922, the School is the oldest hospitality management program in the world, with a resident faculty of 65 and over 8,000 alumni worldwide. Important resources to faculty include extraordinary access to industry leaders, excellent research funding, the Center for Real Estate and Finance, the Center for Hospitality Research, and the intellectual and cultural resources of the Cornell University community. Hotel School faculty members have the opportunity to work with faculty and students in the Johnson Graduate School of Management, the Department of Economics, the Dyson School, and the broader community of accounting and economics scholars at Cornell.

Start Date: July 2015.

Application: Consideration of candidates will begin immediately and will continue until the position is filled. Please send a cover letter indicating research and teaching interests, curriculum vitae, names of three references, representative publications and/or working papers, syllabi for recent courses taught, and corresponding teaching evaluations to:

Dr. Michael C. Sturman
Associate Dean for Faculty Development
Strategic Management Search
146 Statler Hall
School of Hotel Administration
Cornell University
Ithaca, NY 14853
Phone: 607 255 3692
mcs5@cornell.edu

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.

Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

VICE PRESIDENT, HEALTH SCIENCES AND CEO, VCU HEALTH SYSTEM

RICHMOND, VIRGINIA

Virginia Commonwealth University (VCU), one of the largest universities in Virginia and among the nation's top public research universities, invites applications and nominations for Vice President for Health Sciences & CEO, Virginia Commonwealth University Health System (VP/CEO). VCU's renowned medical center spans disciplines to forge new frontiers in research, provide exceptional training to students, and deliver world-class patient care.

In its next VP/CEO, VCU seeks a strong, visionary physician leader who will elevate the enterprise to the next level as a premier, nationally competitive academic medical center and set the strategic course to grow its research, education and clinical care missions. Reporting to the VCU President and to the VCU Health System board, the VP/CEO has academic responsibility for the Schools of Medicine, Dentistry, Nursing, Pharmacy, Allied Health Professions and the Massey Cancer Center. As CEO of the $2.7 billion Health System ($1.0 billion of which constitutes the Virginia Premier Health Plan, a 184,000-member Medicaid based HMO), this individual provides leadership and oversight for all VCU hospitals (1,125 beds), MCV Physicians (700-member faculty practice plan) and Virginia Premier. The VP/CEO is a senior officer of the University, and serves as a critical partner to the President in the University's academic and strategic deliberations. The VP/CEO is responsible for all aspects of the academic portfolio for VCU Health Sciences and the Health System's administration. In addition, the VP/CEO plays a vital internal and external role as the spokesperson for the Health System.

The successful candidate will be a leader with vision, breadth, and drive; proven intellectual leadership skills; demonstrated executive management experience in an equally complex setting and the interpersonal ability to lead and inspire diverse constituents working across and throughout the University. An M.D. or the equivalent degree is required. Ideally, this individual will bring: a distinguished record of leadership and success in academic health center research, education and patient care missions; experience leading transparently, fairly, collectively and responsively; a deep understanding of both academic medical centers and universities and the broad threats and opportunities facing both.

Please direct inquiries, nominations, and applications to Isaacson, Miller, a national retained executive search firm. All replies will be held in strict confidence. Review of candidates will begin immediately and will continue until the position is filled. Correspondence and applications, which should include a curriculum vitae should be submitted electronically to the search consultant Denise O'Grady Gaffney. Please visit **www.imsearch.com/5380** for more information. All applications must also be submitted through the VCU Jobs website: **https://www.vcujobs.com/postings/43036**

VCU is an affirmative action, equal opportunity employer.
Women, minorities and persons with disabilities are encouraged to apply.

ISAACSON, MILLER

MONTANA STATE UNIVERSITY College of NURSING

Associate Dean, College of Nursing - Undergraduate Programs

The Associate Dean for Undergraduate Programs provides administrative leadership for the baccalaureate program in the College of Nursing and reports to the Dean of the College.

The Montana State University College of Nursing offers a baccalaureate degree, an accelerated second degree option, and master's and doctoral (DNP) graduate degrees in nursing. The undergraduate curriculum is offered in five locations across the state (Billings, Bozeman, Great Falls, Missoula, and Kalispell – a satellite of the Missoula campus) to better serve students. The Associate Dean position will be located on the Bozeman campus, the central administrative location of the college.

A full position announcement and requirements for application can be found here: **https://jobs.montana.edu/postings/1652**

Screening of applicants will begin on April 6, 2015.

University of Cincinnati

Online Profile

ASSISTANT PROFESSOR (1544)

The Department of Operations, Business Analytics, and Information Systems (OBAIS) in the Carl H. Lindner College of Business at the University of Cincinnati invites applications for two full-time tenure-track assistant professor positions in Analytics.

Description: Candidates must have a completed Ph.D. by the effective date of the appointment in statistics or related field; demonstrate success or high potential in producing excellent research and in effective teaching. Responsibilities include: conducting active research in statistics or related field; teaching Ph.D., masters (MS and MBA), and undergraduate courses in a full-spectrum Business Analytics program; interaction with students, faculty, and businesses in analytics; and service. Our department faculty maintains a rigorous research agenda in diverse quantitative areas including statistics, operations research, operations management, and information systems.

Women, People of Color, persons with a disability, and Vietnam Era and veterans that are disabled are encouraged to apply.

To apply for requisition **(1544),** please see https://career8.successfactors.com/career?company=UCPROD

Please upload your letter of interest and curriculum vitae.

The University of Cincinnati is an affirmative action/equal opportunity employer/M/F/Vet/Disabled.
UC is a smoke-free work environment.

UNIVERSITY OF Cincinnati

Bois invites applications for an Instructor of Business Marketing (Two-year Fixed-term, 36 week position); begin August 2015. Responsibilities: Teach four courses (12 credits) each semester in the business program using predominantly online delivery modes. Course assignment may also require onsite classroom instruction. Courses could include the following undergraduate marketing courses; Principles of Marketing, Selling Techniques, Marketing Research, Consumer Behavior, Integrated Marketing Communication, Social Media Marketing and International Marketing. Teaching assignments for the classroom may require teaching day,

HUNTER
The City University of New York

LIBRARY MANAGER – CENTER FOR PUERTO RICAN STUDIES

Job ID: 12615

The Centro de Estudios Puertorriqueiios, the only university-based institute dedicated to the interdisciplinary study of the Puerto Rican experience in the United States, seeks a Library Manager for the Centro Library and Archives.

Specific Responsibilities:

- Supervises library staff, operations and services.
- Create and design digital media resources targeting the Puerto Rican Studies community at the national level.
- Create, index, and catalog bibliographic multi-media and digital resources following professional standards.
- Compose bibliographic/digital objects data sets and make them readily available for uploading to the Centro web site.
- Provide research consultation and follow up requests in person, phone and email.
- Collaborate with Centro staff and participate in the evaluation, acquisition and organization of digital collections.
- Support and promote staff development.
- Participate in Centro-wide committees.

Bachelor's Degree and six years' related experience required; MLS degree and/or Master's in a related field may be substituted for a portion of the experience requirement. For a complete job description and direction on how to apply please visit: **http://hr.hunter.cuny.edu/jobs**. The search will remain open until the position is filled.

CUNY is an AA/EO/IRCA/ADA Employer

ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

Founding Executive Chair, Clinical Sciences

The Chicago Medical School (CMS) is embarking on an aggressive strategic expansion, with the development of regional campuses, a cutting edge curriculum and simulated learning environments to significantly enhance clinical education. The School's faculty recently voted to dissolve its existing clinical departments in favor of one single department of clinical sciences whose primary mission will be to develop and maintain quality clinical education opportunities for students and residents. This new department will collaboratively interface with another newly created department of Medical Education, Innovation and Humanities. Together, these two departments will lead the School towards a unique vision which will train students to be physician leaders, who innovate, adapt and discover in an ever changing healthcare landscape.

The new department of Clinical Sciences in the Chicago Medical School at Rosalind Franklin University of Medicine & Science invites applications for a full-time Founding Executive Chair position. The University encourages applications from individuals belonging to groups underrepresented in their field and those who can add new and valuable perspectives to the academic environment. We are also particularly interested in applicants with a commitment to mentoring and to increasing diversity in the fields of medicine, science and related health professions. The Executive Chair of Clinical Sciences ensures the provision of high quality clinical education and patient care through the leadership and achievement of clinical educational and research goals and objectives; as demonstrated in medical student outcomes, faculty engagement, and clinical affiliate satisfaction. Applications are accepted on-line only. To apply, visit: **http://rosalindfranklin.peopleadmin.com/postings/10342**

Rosalind Franklin University of Medicine and Science is an Equal Opportunity/Affirmative Action employer and is dedicated to creating and fostering a diverse academic environment. We are especially seeking and encouraging nominations and applications from individuals belonging to groups underrepresented in their respective fields, as well as others who would enrich and add unique perspectives to the University.

EE/AA EMPLOYER/Veterans/Disabled

Director of the Nebraska Center for Virology (NCV)

The University of Nebraska - Lincoln (UNL) is seeking an extraordinary research scholar to serve as Director of the Nebraska Center for Virology (NCV). NCV was founded in 2000 and has been funded continuously by an NIH Center for Biomedical Research Excellence Grant. NCV is a Regents' designated Center of Excellence and includes about 35 virologists from UNL, University of Nebraska Medical Center and Creighton University Medical Center. NCV faculty conduct research on human, animal, and plant viral diseases.

Candidates must have: 1) a PhD, MD, DVM or equivalent in a related area of science; 2) a nationally recognized, federally funded research program in virology; 3) administrative experience including leadership of scientists and research teams through the ability to envision, facilitate, develop, and coordinate innovative, interdisciplinary and collaborative research; and 4) a record of scholarly achievements and qualifications for appointment as a tenured, full professor in an appropriate department at UNL. Preferred qualifications include: 1) experience building new research partnerships to capitalize on emerging research opportunities; 2) experience working with university administrators to enhance research capacity; and 3) leading submission of competitive applications for large, center grants to support research or training efforts. The specific area of research is open to all disciplines of virology. In addition to competitive start-up support and a state-funded salary line as NCV Director, several new junior tenure track faculty positions will be available for recruitment by the successful candidate.

To learn more about the University of Nebraska and the Nebraska Center for Virology visit **http://unl.edu/virologycenter.** To be considered for this position go to **http://employment.unl.edu** and search for requisition **#F_150060.** Click on "Apply to this job." Attach CV, cover letter, statement of management and research philosophy and up to 3 reprints (other). Review of applications will begin May 8, 2015 and will continue until a suitable candidate is selected.

University of Nebraska Lincoln

The University of Nebraska-Lincoln is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers. UNL is the flagship land-grant University in Nebraska with a total enrollment of more than 25,000 students.

THE UNIVERSITY OF TEXAS AT AUSTIN

ASSISTANT REGISTRAR

The Office of the Registrar, a unit that reports to the Provost's Office, employs 70 full-time staff and oversees office operations for more than 50,000 students and 17,000 faculty and staff. Responsible for the day-to-day operations as well as the management oversight of various core functions of the Registrar's Office. Handle, coordinate, and ensure continuity of specific operations, procedures and policies related to core areas of responsibility.

The successful candidate will actively contribute to the Office of the Registrar efforts to promote productivity, collaboration, and coordination within and between all sections of office. Manage various core operations of the Registrar's office such as registration, diplomas services, document imaging, student academic records, or transcript services, etc. Evaluate current processes and develop future plans to improve the services of the office. In concert with the Associate Registrar, responsible for the hiring and oversight of staff in assigned area, including hiring, training, evaluation, coaching, and professional development. Plan depth and knowledge within the section sufficient to provide coverage in times of vacation, illness, and turnover. Be attentive to operational efficiency and effectiveness for assigned sections, including ensuring documentation of core processes, monitoring compliance and risk management, and supporting business process mapping. Evaluate the effectiveness of specific functional operations, recommend and lead organizational and procedural changes, and provide documentation and training to the campus community. Advises students, parents, faculty and staff about office and university regulations. Support, promote, and enforce office operating practices and standards including the project management plan, staff development program, and staff recognition program. Ensure operations comply with federal, state, and institutional legislation.

For a complete job description and applicant instructions, please visit our Web site at:

https://utdirect.utexas.edu/apps/hr/jobs/nlogon/search/0/

Refer to job # **15-03-17-01-0356.**
You MUST apply online to be considered for this position

WHAT STARTS HERE CHANGES THE WORLD

UT is committed to diversity, and we encourage women and members of underrepresented groups to apply. An Equal Opportunity, Affirmative Action Employer.

California State University DOMINGUEZ HILLS

Associate Dean, College of Education

CSU Dominguez Hills, an urban university in the 23-campus California State University system, is located in Carson, in the South Bay region of Los Angeles County. With an enrollment exceeding 14,000 students, CSUDH is a federally recognized Minority-Serving Institution as well as a Hispanic Serving Institution and is among the most ethnically diverse universities in the nation.

CSUDH is fully accredited by the WASC Senior College and University Commission and offers 45 baccalaureate degrees, 24 master's degrees, and a number of certificate and credential programs.

The College of Education serves as the leading provider of educators serving the South Bay and hub cities of South Los Angeles County. The college, staffed by over 30 full-time faculty, offers credential programs in multiple-subject and single-subject education, special education, counseling and early childhood development, as well as Master's of Education degrees in Educational Administration, Pupil Personnel Services, Multicultural Education, Technology-Based Education and Curriculum & Instruction. The college also serves over 800 Liberal Studies students at the undergraduate level. The college's most significant district partners are Los Angeles and Torrance Unified School Districts. Approximately 1,000 current students and a network of over 30,000 graduates consider the College of Education their base of preparation for careers in education. Our innovative programs in school leadership, math and science education, charter and autonomous schools and international education have been awarded over $50 million in grant funding over the past five years and have made the College of Education a model of urban education for programs at the state and national levels.

Position Description: Reporting directly to the Dean of the College of Education, the Associate Dean works closely with the Dean to provide overall leadership and coordination for academic and administrative services within the College. The Associate Dean will have oversight of school-level assessment, faculty and staff orientation and development, and curricular and program development. Additional responsibilities include guidance and supervision of personnel and activities. The Associate Dean will also serve on various campus and community committees, assume the leadership role in the absence of the Dean, and perform other responsibilities as assigned.

How to apply or make a nomination

The full position description, including qualifications and other pertinent information is available through the following link: **http://apptrkr.com/594271**

For assurance of full consideration, applications and supporting material should be submitted by April 12, 2015.

California State University, Dominguez Hills, is an equal opportunity employer, and is strongly committed to achieving excellence through a diverse workforce. The University actively encourages applications of all qualified individuals.

evening and/or Saturday classes as needed. Participation in campus, university, and community service activities are required. Qualifications: Ph.D in Business Administration, Marketing or related field is preferred. Applicants with Master's in Business Disciplines combined with appropriate work experience will also be considered. Apply to Job No. 56497, at http://apptrkr.com/596685. Applicants are required to apply online and upload a cover letter and curriculum vitae. Finalists will be asked to submit a list of references. Application review will begin immediately and will continue until a suitable candidate is found. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Vice President for Student Learning

NEOSHO COUNTY COMMUNITY COLLEGE

Neosho County Community College has provided students with a quality education since 1936, offering university transfer, technical education, continuing education, and community services with an enrollment of 3812 students. The college has 15 outreach sites serving eight counties and has an outreach campus in Ottawa, KS. FTE is 1579 with an annual budget of over $20 million with 170 full-time and 180 part-time employees. The college is looking for a person who enjoys small town life, who has a commitment to the comprehensive community college, and is an innovative, creative and enthusiastic leader to help lead the Student Services Division of the college as we become the premier community college in Kansas.

Responsibilities: The vice president reports to the president and serves as the Chief Academic Officer of the college and provides leadership of the Student Services Division. The primary responsibility is to develop, implement, and maintain a quality academic program including programs in college transfer, technical/vocational education, continuing education, and support services. The vice president also provides leadership and supervision of all areas of academic study in the transfer, occupational/technical and developmental components of the credit and non-credit programs at the college.

Qualifications: Master's degree required. Doctorate strongly preferred. Six or more years' experience of full-time teaching or academic administration with three years minimum at Division Chair or higher level required. Demonstrated leadership experience, particularly in curriculum development, distance learning, alternative instructional delivery modes, student services and/or site administration. Must be computer literate and have excellent interpersonal, oral and written communication skills. Strongly prefer experience in a community college and an understanding and commitment to the community college mission. This position will start July 1, 2015.

Salary: $70,000 - $90,000 with fringe benefits including health/dental insurance, matching 403(b) and KPERS retirement.

Application: Applications must be received by April 17, 2015 for consideration. Send letter of application, resume, one page philosophy statement on the role of community colleges in higher education, employment application (available at **www.neosho.edu human resources**), unofficial transcripts, and the names, phone numbers and addresses of five references to: Director of Human Resources, Vice President Search, Neosho County Community College, 800 W. 14th, Chanute, KS 66720 or FAX 620-431-0082 or email **tdale@neosho.edu.** *Neosho County Community College is an AA/EOE employer.*

Communication: The Communication Studies (CS) department at Gonzaga University invites applications for one full-time, non tenure-track faculty position beginning fall 2015. The candidate should be able to teach public speaking and a variety of intro-

COLLEGE OF THE Holy Cross

Vice President for Administration and Finance



The College of the Holy Cross seeks nominations and applications for the position of Vice President for Administration and Finance. The institution, a Jesuit, Catholic liberal arts college, is searching for a dynamic leader with strong financial, planning, and management skills to join a committed team of senior administrators led by the President, Rev. Philip Boroughs, S.J. Holy Cross has just completed a comprehensive strategic planning process and embarked on a $400 million fund-raising campaign to realize its goals. The next several years will be an extraordinary period in the College's development as a combination of ambitious enhancements to academic, spiritual and student life, and major capital projects are brought to fruition. The Vice President for Administration and Finance position presents an outstanding opportunity for an accomplished professional to play a leading role in fulfilling the vision and mission of the College.

One of the nation's most distinguished liberal arts institutions, the College of the Holy Cross offers an academically rigorous, personalized undergraduate education in the Jesuit tradition. Founded in 1843 on a hill overlooking the city of Worcester, Holy Cross' picturesque campus is home to 2,900 students, 300 faculty, and 700 staff. The College is animated by a warm community of people; one that values intelligence, passion, discernment, and service engagement.

The role of Vice President for Administration and Finance requires strong technical skills, deep understanding of the unique qualities of a liberal arts college, full appreciation of the central role of academic and student life in the institution, commitment to the Jesuit and Catholic mission of the College, and a willingness to work collaboratively and creatively with the leadership team. As part of its mission, Holy Cross seeks to build and sustain a campus community that embraces diversity and inclusion. The ideal candidate, while not required to be Catholic, should have a strong understanding of Jesuit values and the Catholic intellectual tradition and how both are central to the mission of the College and life of the community.

Please visit **http://www.baasearch.com/current.opportunities/VP-AdminHC.pdf** for a detailed position description.

All inquiries and correspondence relating to the position should be directed to:

Matthew S. Cullinan, Ph.D. or Martin M. Baker
Baker and Associates LLC
mcullinan@baasearch.com or mbaker@baasearch.com

WestVirginiaUniversity.

Associate Vice President for Enrollment Management and Services

West Virginia University is conducting a national search for its next Associate Vice President for Enrollment Management and Services. The Search Committee invites letters of nominations, applications (letter of interest, complete CV, and list of five references), or expressions of interest to be submitted to the search firm assisting West Virginia University. Confidential review of materials will begin immediately and continue until final candidates for the appointment are identified. It is preferred, however that all nominations and applications be submitted prior to **April 30, 2015.** Applications received after this date may be considered at the discretion of the Committee and/or hiring authority. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

Laurie C. Wilder, President
Porsha Williams, Vice President
pwilliams@parkersearch.com || mbonds@parkersearch.com
Phone: 770-804-1996 x109 Fax: 770-804-1917

WVU is an EEO/Affirmative Action Employer. Underrepresented class members are encouraged to apply. This includes: minorities, females, individuals with disabilities and veterans.

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

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DEPAUW UNIVERSITY

Sustainability Leadership Program Fellow

At DePauw, we are seeking energetic, creative people to join our dynamic team in developing new and exciting ways to support a culture of intellectual engagement combined with unique social experiences that prepare our students for life. We are currently recruiting for a Sustainability Leadership Program Fellow to assist with making successful our new Sustainability Leadership Program.

The position requires a minimum of a bachelor's degree and demonstrated experience with campus organizing and event planning.

For more details and application visit:
http://depauw.applicantpro.com/jobs/

DePauw University is an equal opportunity employer. Women and members of under-represented groups are encouraged to apply.

Assistant Vice President for Academic Enrollment Management and Data Analytics

Responsible for academic enrollment planning and management and data analytics.

Visit **apptrkr.com/594925** (Job Opening ID# 101316) for more information and to apply.

Equal Opportunity Employer

SACRAMENTO STATE *Redefine the Possible*

UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

CHIEF FINANCIAL OFFICER

Employer Information: The University of Alabama at Birmingham ("UAB") is an internationally renowned public research university and academic medical center. The university has rapidly become one of the state's largest public universities with a College of Arts and Sciences, nine schools (Business, Dentistry, Education, Engineering, Health Professions, Medicine, Nursing, Optometry, and Public Health), an honors college, a large graduate school, and a world- renowned medical center. UAB takes pride in the discovery of knowledge that will change our world.

UAB is among 51 public and private universities classified by the Carnegie Foundation for both "very high research activity" and "community engagement." UAB receives more than $400 million annually in research grants and contracts and ranks 10th among all public universities in NIH funding. For Fall 2014, 19,283 undergraduate, graduate, pre-professional, and postdoctoral students attended UAB. Of these, 60% are in undergraduate programs and 40% in graduate, professional, and postdoctoral programs. With 23,000 employees, UAB is the largest single-site employer in the state of Alabama with an annual state economic impact of more than $5 billion.

Position Description: This is an unrivaled opportunity for a proven finance executive to strategically lead and enhance the fiscal operations of one of America's elite public universities. This exciting role requires a proven finance leader with a clear vision and a commitment to strategically address the most important matters facing higher education, and therefore, UAB today.

The Chief Financial Officer ("CFO") functions as a supporter of the academic mission and partners closely with the President and Vice President, Financial Affairs & Administration ("Vice President") to drive advancements beyond the status quo in higher education finance, generating results that others aspire to replicate. The CFO will work across the enterprise to optimize the University's decision-making capabilities and inspire the highest standards of financial performance.

The CFO is responsible for oversight of all financial operations of the University. The CFO provides leadership for, and has managerial oversight of, a division of more than 150 employees, including those who provide services in: budget, payroll, purchasing, treasury/cash management, controller functions including external audits, bond compliance and reporting, and IT related to financial affairs.

Professional Experience/Qualifications

- Ten years of significant fiscal management responsibility with direct responsibility in areas of fiscal analysis, forecasting, borrowing, accounting, and financial reporting
- Experience in a Carnegie recognized research-intensive, comprehensive university that includes NCAA D1 athletics and an academic medical center
- Exposure to Responsibility Center Management (RCM) and a demonstrated understanding of its institutional framework.
- Advanced verbal and written communication skills and experience in board presentations
- Ability to operate effectively within a complex multi-faceted academic environment
- Ability to analyze financial data and prepare financial reports, statements, and projects
- Demonstrated expertise in the development of comprehensive, integrated financial budgeting and reporting systems
- Energy and enthusiasm for new ideas
- Ability to effect change through influence and collaboration

All applications and nominations will be held in the strictest of confidence. Complete application packets should include a formal letter of interest and resume. Please email applications and nominations to:

Email: beau.lambert@kornferry.com
Beau Lambert, Principal
Korn Ferry
1201 West Peachtree St, Suite 2500, Atlanta, GA 30309

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

For additional information about the position, visit:
https://UAB-CFO.ekornferry.com

KORN FERRY

METROPOLITAN STATE UNIVERSITY OF DENVER

Director of Major Gifts - AES Initiative

Advancement - Dev. Office

DEADLINE 4/17/2015

Apply at:
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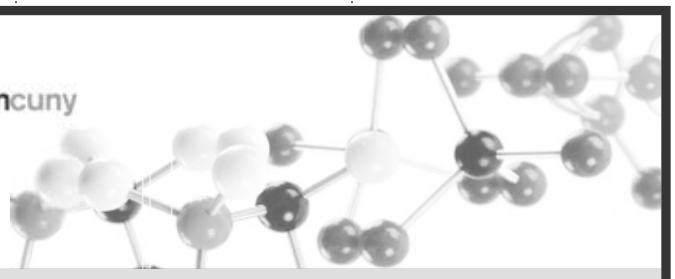
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ductory and advanced courses across the undergraduate curriculum. CS is committed to a multidisciplinary approach that develops exceptional oral, written, and visual communication skills while helping students explore the creation and use of symbols in the formation of culture. Teaching load: 24 credits /year. Required Qualifications: Ph.D. in Communication, at least one year of teaching experience, evidence of excellence in teaching, and evidence of active scholarly engagement. To apply, please visit our website at: https://gonzaga.peopleadmin.com/. Questions about this position can be directed to Tony Osborne, Chair, Communication Studies, osborne@gonzaga.edu, or Connie Hickman, Dept. Asst., hickmanc@gonzaga.edu. Position closes on April 10, 2015, midnight, Pacific Time. For assistance with your online application, please call the Human Resources department at 509-313-5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

Computer/Management Information Systems: Alamo Colleges is seeking a Lead Systems Administrator to develop programs and processes that provide a valuable service to students, and/or other internal College or District customers. Specifically, this position will: 1)Mentor and provide direction to application development staff in the creation and maintenance of system processes. 2)Assume project leadership capacity in the management of application development work and resources. 3)Serve as the subject matter expert for the Banner ERP and systems that interface with Banner. 4)Assure systems quality and data integrity. 5)Model and architect information solutions for efficiency and effectiveness. 6)Analyze, develop, and maintain programs and procedures; prepare system analysis documents using structured methodology tools; develop new programs and processes. 7)Research discrepancies to the more complex application systems; consider courses of actions that are within the defined standards; consider developing new methods to achieve the proper results. 8)Administer application systems with technical parameters to best suit customer needs. 9)Collaborate with functional liaisons to establish technical specifications used to develop solutions. 10)Collaborate with application service providers to assure quality and currency with hosted software. 11)Establish interfaces with the enterprise ERP and ancillary support solutions. 12)Assure compliance with ITS procedures with regard to the project framework, development standards and change management processes. 13)Lead peer review of new and updated methods. We are looking for a strong leader that meets the following minimum requirements: 1)Bachelor's degree or a combination of relevant experience, education and training that equates to the required degree. 2)Five years of professional work experience as an Applications Analyst or Programmer highest technical level with extensive knowledge and experience administering Banner ERP. We prefer the following: 1)Degree with a major in Computer Information Systems (CIS) or Management Information Systems (MIS) or a closely related field. 2)Five or more years' experience in the higher education industry. 3)Certification in specialized technical area of accountability. 4) Three years of experience in a formal or informal leadership role. Knowledge, Skills and Abilities: A)Extensive knowledge of theories of computer science/information systems, data management languages, all application software systems in assigned area, government/institution rules/regulations affecting applications, business-oriented computer languages used in enterprise administrative systems and reporting systems. B)Problem solving skills. C)Ability to accurately analyze problems and users' needs, convert highly technical concepts to layman's terms, meet deadlines, interpret governmental rules/regulations, and learn new computer languages. D)Ability to communicate clearly and effectively, both verbally and in writing including the ability to communicate technical information to non-technical personnel. E)Ability to establish and maintain effective working relationships with staff, faculty, and the public. F)Lead worker over others in similar jobs and/or provides work leadership and direction for employees. In addition to a competitive base salary, Alamo Colleges offers free medical insurance for the employee, a defined benefit pension plan, dental insurance, life and disability insurance. Our generous work-life balance programs include at least 20 paid holidays (which includes 2 weeks off in December and one week off in March), paid vacation days, paid personal days and paid sick days. The Alamo Colleges also offer employees tuition assistance to further their education and a four day work week during the summer. Most importantly, we provide you the opportunity to empower our community and reshape the future of our students' lives. If you have questions, please feel free to email Julia Puente, Staffing & Placement Specialist, at mpuente31@alamo.edu. Alamo Colleges is an Equal Opportunity and Affirmative Action employer that welcomes all applicants. To learn more and to apply, please visit the following: https://alamo.csod.com/ats/careersite/JobDetails.aspx?id=545.

Computer Science: Faculty Position in Computer Science Missouri University of Science and Technology http://cs.mst.edu/. The Department of Computer Science at the Missouri University of Science and Technology in Rolla, Missouri is seeking outstanding applicants for a tenure-track (TT) faculty position in Software Engineering at the level of Assistant Professor. Competitive salary commensurate with the rank and qualifications of the candidates will be offered. The successful TT candidate will be expected to have a strong commitment to contributing to the departmental research efforts in Software Engineering, high-quality teaching both at the undergraduate and graduate levels, and service. Applicants should have a demonstrated excellent record of re-

researchfoundationcuny



POSITION: **Director, Office of Award Pre-Proposal Support (APPS)**
DEPARTMENT: Office of the President

GENERAL DESCRIPTION:

This is a new position reporting directly to the President and charged with designing and implementing programs in which colleges of The City University of New York can participate, at their sole discretion, to enhance their efforts to secure grant and contract funding (aka sponsored programs).

The City University of New York is the third largest university in the country. The Research Foundation is a private, not-for-profit educational corporation chartered by the State of New York in 1963. The Foundation supports CUNY faculty and staff in identifying and obtaining external support (pre-award) from government and private sponsors and is responsible for the administration of all such funded programs (post-award). According to the most recently published annual report, awards reached $379 million in 2013. Program areas include, but are not limited to, research in the natural and social sciences, training, curriculum planning, assessment, literacy, program evaluation, media production, and software development. Approximately 12,000 full- and part-time staff are employed by the Foundation annually and can be found in the laboratories, theaters, studios, libraries, and offices of CUNY's 24 colleges and professional schools, as well as at numerous off-campus sites.

JOB OVERVIEW:

The Director will engage with the University community in order to design and implement those programs that have the greatest potential to advance the goals of both CUNY and the Foundation with respect to sponsored programs and that add value to the work of those on campus who have the primary responsibility in this area.

In addition, working closely with Central Office staff, campus Grants Officers, and others as appropriate, the Director will conduct ongoing outreach to the campuses and individual faculty and staff via site visits and electronic exchanges. By providing support, the Director will help to identify and promote external funding opportunities; will work closely with the Central Office communications team to maintain and improve the Foundation's website as a marketing and informational venue for prospective sponsors; and attract potential funders to campuses to meet with faculty and explore collaboration. Consulting with appropriate stakeholders, the Director is responsible for identifying and promoting the capabilities at each campus and leveraging existing strengths.

QUALIFICATIONS:

Graduate degree (preferably Ph.D. or professional degree/certification) and ten years' progressive experience as a principal investigator and/or grant administrator in higher education or similar field.

Demonstrated track record of success in securing research and other funding from both governmental and private sources (or, conversely, as a program officer in an agency or foundation).

In-depth knowledge of the sponsor community.

Experience in mentoring colleagues and students in proposal preparation.

Strong interpersonal, supervisory, and communications skills (including the use of social media); and facility with various technologies.

Familiarity with Kuali Coeus a plus.

START DATE: On or after July 1, 2015

SALARY: Dependent on qualifications and experience.

THE RESEARCH FOUNDATION OF THE CITY UNIVERSITY OF NEW YORK IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION/ AMERICANS WITH DISABILITIES ACT/ E-VERIFY EMPLOYER.

search publications, external funding, and evidence of high-quality teaching. Applicants must hold a Ph.D. in Computer Science or a closely related field by the appointment start date. Interested TT applicants must apply at: http://hraadi.mst.edu/hr/employment using Reference Number 48994. An application should include 1) a cover letter, 2) a current curriculum vitae, 3) a statement of research and teaching interests and experience, and 4) complete contact information for five references. Acceptable electronic formats include PDF and MS Word. Applications will be reviewed after they are received and the review of applications continues until the position is filled. More information about the position can be found at: http://cs.mst.edu. Missouri S&T is an AA/EEO employer. Females, minorities, and persons with disabilities are encouraged to apply.

Counseling: University of Illinois Counseling Center is seeking applications for a Clinical Counselor/Coordinator of Prevention and Community Engagement for Alcohol and Other Drug Concerns (A1500123). This position serves as a generalist for clinical service provision. In addition, this individual will coordinate the Counseling Center's Alcohol and Other Drug (AOD) education and prevention efforts on campus. The successful candidate will be a well-rounded, energetic person who works comfortably both individually and as a team member in providing effective outreach and prevention programs. Job duties may include, but are not limited to: managing crisis and triage services; providing assessment and time-limited counseling and psychotherapy for individuals, couples, and groups. The successful hire will have demonstrated interest and experience in Alcohol and Other Drug education. Masters degree in Clinical Psychology, Clinical/Community Psychology, Counseling Psychology, Social Work, or related advanced degree is required. Doctorate in Clinical Psychology, Clinical/Community Psychology, Counseling Psychology, or related field is preferred. Degree completed by application submission required. License in Illinois as a Licensed Clinical Psychologist, Licensed Clinical Social Worker, or Licensed Clinical Professional Counselor is required. Please access full position announcement at http://www.counselingcenter.illinois.edu. To ensure full consideration please create your candidate profile through http://jobs.illinois.edu and upload your cover letter, a vita, and contact information for three references by April 9, 2015. Applicants are strongly encouraged to submit three current letters of recommendation to: Alejandro Gomez, MSW, LCSW, Search Committee Chair, Counseling Center, University of Illinois at Urbana-Champaign, 610 E. John St., 110 SSB, Champaign, IL 61820. Individuals with diverse backgrounds, experience and ideas who embrace and value diversity and inclusivity are encouraged to apply. Illinois is an EEO Employer/Vet/Disabled http://www.inclusiveillinois.illinois.edu.

English: Two contract faculty positions available August 21, 2015, for the academic year with possibility of summer work and contract renewal. Responsibilities: 16 contact hours per week teaching a variety of skills-based courses in the Intensive English Institute (reading, writing, speaking, listening, grammar, etc.); hold office hours; advise IEI students; participate in professional development meetings; attend cohort and faculty meetings; collaborate with the administrative team and IEI colleagues to develop, revise, and improve the curriculum and procedures of the IEI. For more information, please go to http://www.bsu.edu/hrs/jobpostings. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Enrollment Mangement: Woodbury University invites applications and nominations for the position of Vice President for Enrollment Management. Reporting to the President of the University, the Vice President serves as a member of the presidents cabinet. The Vice President will be responsible for redeveloping, improving, and maintaining the institutions enrollment management. Woodbury University is one of the oldest high-

R. WILLIAM FUNK & ASSOCIATES

KU COLLEGE OF LIBERAL ARTS & SCIENCES
The University of Kansas

Dean, College of Liberal Arts and Sciences

The University of Kansas is seeking a Dean of the College of Liberal Arts and Sciences, KU's broadest and most diverse academic unit

The University of Kansas (KU) announces the search for dean of the College of Liberal Arts and Sciences, representing a unique leadership opportunity at a major AAU public international research university. The dean of the College of Liberal Arts and Sciences is the chief academic officer of the College, KU's broadest and most diverse academic unit. Founded in 1865, KU is both a Carnegie doctoral/research-extensive university and a member of the prestigious Association of American Universities. The university enrolls 30,000 students across 14 academic schools with more than 175 academic fields of study. KU is successfully building upon its many current strengths and is finding innovative ways to respond to the changes and challenges facing public universities. We seek a forward-thinking, creative, and innovative individual to lead the College to the forefront of future developments in higher education.

The College is the home of the humanities, social sciences, natural sciences, mathematics, arts, and languages at KU. It offers more than 100 majors, minors, and certificates in 53 academic departments and programs and three schools, enrolling 15,000 undergraduate and 2,000 graduate students and employing more than 600 faculty. The College boasts dozens of programs ranked among the Top 10 and Top 40 in the U.S., according to *US News and World Report*. It is experiencing robust growth in key areas and aspires to ever greater academic and research excellence in its mission to educate leaders, build healthy communities, and make discoveries that change the world.

The College is particularly distinguished by its core commitment to excellence in undergraduate and graduate education. The College includes internationally recognized scholars and scientists, bringing in $52.6M in research funding in FY 2013 — approximately one-third of the total funded research on the Lawrence campus. The College also emphasizes interdisciplinary and experiential learning and global awareness, houses a vibrant Honors Program that emphasizes undergraduate research and service, and affiliates with outstanding cross-disciplinary research centers including the Hall Center for the Humanities, the Life Span Institute, and the Institute for Policy and Social Research.

Applications and nominations will be accepted until a new dean is selected. Interested parties are encouraged to submit their materials to our consultant at the address below by May 30 to receive the highest level of consideration. Applications should include a current resume and a letter of interest addressing the position qualifications specified in our "Leadership Statement," found at **http://college.ku.edu/**.

KU CLAS Dean Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312

~The University of Kansas is an Equal Opportunity/Affirmative Action Employer.~

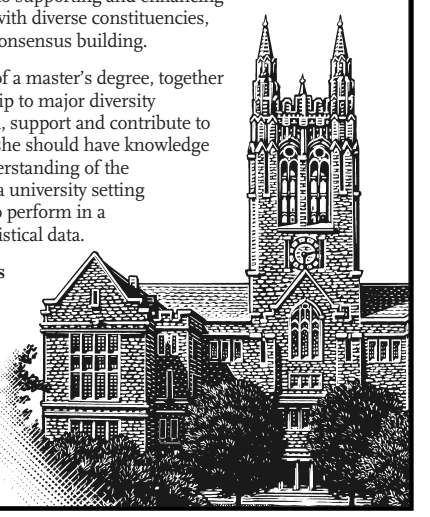
BOSTON COLLEGE
A Jesuit Catholic University

Executive Director, Office for Institutional Diversity

Boston College seeks an experienced and effective leader for the position of Executive Director, Office for Institutional Diversity. Founded in 1863, Boston College is a Jesuit, Catholic university located six miles from downtown Boston with an enrollment of 9,150 undergraduates and 4,420 graduate and professional students. Ranked 31 among national universities and a member of the Association of Research Universities, Boston College has 758 full-time and 1096 FTE faculty, 2,750 non-faculty employees, an operating budget of $917 million, and an endowment in excess of $2.2 billion.

The Position: Reporting to the Vice President for Human Resources, the Executive Director will advise and assist the community in fostering and advancing a strategic approach to diversity, in concert with Boston College's Jesuit, Catholic mission. The Executive Director will also ensure equal opportunity in employment, as well as sponsor and support University initiatives that address diversity and inclusion. The successful candidate will possess an understanding of critical issues related to supporting and enhancing diversity and equity, and will have proven experience in working with diverse constituencies, bringing a positive, collaborative approach and proven record of consensus building.

Qualifications: The successful candidate must have a minimum of a master's degree, together with five to seven years of previous experience providing leadership to major diversity initiatives. This individual will have the ability to articulate, model, support and contribute to the Jesuit, Catholic dimensions of Boston College's mission. He/she should have knowledge of major academic and diversity issues, with a demonstrated understanding of the importance of a diverse, equitable, and inclusive environment in a university setting of similar size and complexity. This position requires the ability to perform in a technically oriented environment, and to analyze and present statistical data.



Inquiries, Applications and Nominations: Review of applications will continue until the position is filled. Candidates should provide a professional resume and letter of application. These materials should be sent electronically to Boston College consultants Brill Neumann Associates at BostonCollegeDiversity@brillneumann.com.

Boston College conducts background checks as part of the hiring process and is an Affirmative Action/Equal Opportunity Employer.

DEANS

JSU 1877 JACKSON STATE UNIVERSITY® *Challenging Minds Changing Lives*





Position Announcement

Founding Dean, School of Public Health

Jackson State University (JSU) invites applications and nominations for a Founding Dean, School of Public Health (SPH). With an enrollment of approximately 9,500 students, Jackson State University, founded in 1877, is a historically black, "high research activity" university located in Jackson, the capital of Mississippi. Jackson State's nurturing academic environment challenges individuals to change lives through teaching, research and service. Officially designated as Mississippi's Urban University, Jackson State continues to enhance the state, nation and world through economic development, technological, health-care and educational initiatives. Jackson State, with seven satellite locations, is the only comprehensive public university in the metropolitan area.

The SPH provides a learning environment that supports interdisciplinary communication, development of professional public health concepts, values and the resolution of healthcare issues. SPH offers undergraduate degrees in Healthcare Administration and Communicative Disorders. It also offers accredited graduate degrees in public health (MPH and DrPH)—recently reaffirmed by the Council on Education for Public Health (CEPH), and Communicative Disorders (MS)—reaffirmed by the Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology.

Job Description:

We are seeking an innovative, dynamic and visionary leader with a demonstrable ability to promote institutional, school and program mission. The Founding Dean will report to the Provost. The individual will also provide strong leadership, oversight and guidance in all aspects of the School's educational programs, research endeavors, community outreach and service programs, encourage effective collaborative relationships, and foster excellence in teaching, research and service.

Candidate must be able to:

- Lead the School in a strategic direction that maximizes the contributions of all stakeholders;
- Display ethical behavior, equity and professionalism to lead others;
- Ability to promote the unique mission of the School to students, faculty, alumni, administration, and external stakeholders.
- Develop plans to accomplish mission, goals and objectives of University and School;
- Direct, motivate and support students, faculty, and staff in formulating/achieving their goals and objectives;
- Recruit and select chairs, faculty and staff with the knowledge, skills, abilities and motivation to accomplish the goals of the School;
- Develop and implements, via chairs and faculty, creative methods/processes for resource acquisitions necessary to advance academic programs, including scholarly research;
- Craft and/or manage a system of accountability that is fair and effective for all stakeholders;
- Oversee and monitor all accreditation processes for the School;
- Demonstrate ability to build partnerships, and commitment to collaborations across academic disciplines and administrative units;
- Demonstrate experience working with diverse and underrepresented populations;
- Exemplify a strong commitment to academic quality and to the development of the highest level of faculty, staff and student potential;
- **Develop budgets and provide effective and efficient fiscal management for the school.**
- Demonstrated ability to participate effectively and successfully in external fund-raising, resource development, and fostering collaborative relationships;
- Possess a strong record of commitment to faculty governance and collegiality; and
- Demonstrate ability in consensus building and making decisions in a timely manner; excellent oral, written and interpersonal skills.

Qualifications:

The candidate should possess the following:

- A doctoral degree (e.g., DrPH, PhD or MD/PhD) in a public health or health-related discipline;
- Must meet the qualifications for appointment as a tenured full professor;
- Must demonstrate a distinguished record of accomplishment in funded research/scholarly work, teaching and service;
- Must show a minimum of five years of leadership and public health administrative experience and/or practice in one of the related public health disciplines;
- Must demonstrate knowledge and leadership experience with the Council on Public Health Education (CEPH) criteria for school or program accreditation within the past three years;
- Have a sustained record of academic accomplishment (publications and external funds);
- A nationally recognized scholar with strong visibility within the public health academic and research community; and
- Established administrative strengths and abilities:
  - constructive problem solving;
  - commitment to recruitment, retention and faculty development;
  - collaborative and accessible leadership style;
  - commitment to promoting diversity among the faculty, staff and student populations;
  - effectiveness in interpersonal relations, including the ability to initiate and sustain interdisciplinary collaborations; and
  - openness to faculty, staff and students' views.

The Administrative position is a 12-month appointments, and the proposed beginning date is July 1, 2015. Applications will be reviewed as they are received.

The position will remain open until filled. Salary is competitive and commensurate with qualifications and experience. Applicants may view the full job description and apply online at: ***https://jsums.peopleadmin.com/.***

Jackson State University is committed to the principles of equal education opportunity, equal employment, and affirmative action. The University does not discriminate on the basis of race, color, sex, handicap, age, religion, national origin, and veteran status or on any other illegal basis.

www.jsums.edu

er education organizations in Southern California. The University offers bachelors and masters degrees in 20 programs, including architecture (two locations-Burbank & San Diego), interior architecture, real estate development (San Diego), accounting, management, marketing, fashion marketing, animation, communication, fashion design, filmmaking, game art & design, graphic design, media technology, psychology, politics & history, leadership and interdisciplinary studies. The Vice President for Enrollment Management will provide leadership, direction, and implementation of a comprehensive and innovative enrollment management strategy that (a) is continuously assessed and refined and (b) is consistent with the goals, mission, and resources of the university. The selected candidate will provide executive oversight of all enrollment management activities including undergraduate admissions, graduate admissions, and financial aid at both locations. The Vice President will work collaboratively with the Chief Marketing Officer, other Vice Presidents, Deans, and other members of the universitys leadership team and staff in advancing the universitys academic quality of students. In addition, he/she will participate in enhancing marketing and communications messages and outreach; identifying emergingmarkets; supporting student development efforts; projecting short and long-term enrollment and net tuition revenue; and structuring, planning, and managing financial aid expenditures. The successful candidate should have at least five years of experience in higher education; a Masters degree; and senior-level experience in undergraduate and graduate enrollment operations. Demonstrated experience recruiting, developing, and managing enrollment management staff; strong understanding of marketing and financial aid leveraging. A strategic thinker to develop and implement clear communication goals and priorities. Applications and Nominations are accepted immediately and until the position is filled. Applications submitted by April 17, 2015 will be given a priority consideration. Please submit a letter of interest addressing qualifications; resume; salary history; and names, addresses, and telephone numbers of three professional references, to: Human Resources Office, Woodbury University, 7500 N Glenoaks Boulevard, Burbank, CA 91504-1052, Fax 818-767-7567, E-Mail: HR@woodbury.edu. Woodbury University is an EEO/AA institution committed to multicultural diversity in its peoples and programs.

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Forestry: Assistant Professor, Forest Ecohydrology and Watershed Science. Will teach Forestry-related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Forestry or closely related area; excellent teaching and research abilities. Interested applicants, mail cover letter and CV to Chelsey Durling, Department of Forest Engineering, Resources and Management, Oregon State University, 280 Peavy Hall, Corvallis, Oregon 97331 within 30 days and refer to Job #15030 to be considered.

French: The Department of Modern Languages and Literatures at Fordham University seek an Assistant Professor to teach undergraduate and graduate courses in French including French language and culture classes, and French film and literature courses; conduct research; and provide service to university through active participation in faculty and committee work at Bronx and NYC campuses. Requires a Ph.D. in French; record of excellence in academic scholarship, research, and other scholarly activities; and strong commitment to research and teaching. Please send CV to: Attention Position MLL-133, The Office of the Associate Vice President, Office of the Provost, Cunniffe 232, Fordham University, 441 E. Fordham Road, Bronx, NY 10458. Fordham University is an independent, Catholic university in the Jesuit tradition and welcomes applications from men and women of all backgrounds. Fordham University is an Affirmative Action/Equal Opportunity Employer.

German: Tenure-track faculty position available August 21, 2015. Responsibilities: generalist (area of specialization open) capable of teaching a full range of courses in German language, literature and culture; committed to teaching excellence and scholarly research; and willing to contribute to departmental, university and community activities. Minimum qualifications: doctorate in German or appropriate related field earned by August 21, 2015; native or near-native fluency in German and English; evidence of successful college-level teaching; evidence of potential to publish peer-reviewed scholarship; willingness to commit to departmental activities and service initiatives. Preferred qualifications: record of research and publication in appropriate field; evidence of effective use of instructional technology as well as experience with emerging media materials and teaching strategies; interdisciplinary interests; involvement in appropriate professional organizations. For more information, please go to http://www.bsu.edu/hrs/jobpostings. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Graphic Design: Assistant Professor, Tenure Track Grand Valley State University seeks a tenure-track faculty member to teach graphic design and art courses in a NASAD accredited undergraduate program with approximately 275 majors, participate in portfolio reviews and student advising, provide leadership and vision in curricular development, participate in university and departmental committee work, and maintain an active research professional practice. Candidates for the position must have an MFA in Art, Graphic Design or related. Submit application online at: http://www.gvsujobs.org. The online system permits document attachment. Include a letter of interest addressing qualifications, statement of teaching philosophy, curriculum vita, and contact information for three references. Additionally, include a web address for a portfolio of at least 20 examples of your work and at least 10 examples of student work. If web portfolios are not available, a Mac compatible CD/DVD may be sent to: Graphic Design Search Committee, Department of Art and Design, 1105 Calder Art Center, 1 Campus Drive, Grand Valley State University, Allendale, MI 49401. For more information contact: graphicsfound@gvsu.edu, Department of Art and Design: http://www.gvsu.edu/art/. Grand Valley State University is an affirmative action, equal opportunity institution.

Human Development/Family Studies: The Department of Human Sciences at Texas A&M University-Kingsville seeks an assistant professor for a tenure track faculty position to begin fall 2015. A PhD in human development and family studies or a closely related field is required from a regionally accredited University or Institution. Teaching responsibilities will include human development and family studies at both graduate and undergraduate levels, and other assigned Departmental courses. He/she must develop a viable, sustainable, strong and externally fundable research program involving graduate and undergraduate students. For additional information and to apply, please visit the following website: https://javjobs.tamuk.edu. An Equal Opportunity/Affirmative Action/Veterans/Disability Employer.

Information Science: Alamo Colleges has a high level leadership opportunity for a strong technical leader with excellent interpersonal skills. The Sr. Manager - Applications & Systems is responsible for leading a team of IT professionals to meet the technical needs of the Alamo Colleges' five colleges and District offices. Specifically, this position will: 1) Investigate the needs of the colleges/district and develop designs to solve complex problems. Ensures systems are programmed to meet user needs and manages projects for major system implementations. 2)Develop work unit quarterly plans; assign personnel, review and evaluate the work of staff, consult with and coordinate work unit activities. 3)Discuss information system capabilities with users, provide technical alternatives and give guidance on how systems can best be used to support the district. 4)Acts as a mentor to subordinates on complex projects and applications; conducts trainings, review system and program solution and provides suggestions, provides technical guidance and performs administration functions. 5)Evaluates software alternatives and develops pilot applications to exercise new technology possibilities. 6)Assure quality product delivery in the Alamo system development cycle. We are looking for a strong leader that meets the following minimum requirements: 1)Bachelor's degree or a combination of relevant experience, education that equates to the required degree. 2)Eight years of progressively responsible work experience as a programmer or analyst, two of which were at a senior level and carried supervisory duties. 3)Extensive knowledge and experience with Banner ERP. We prefer the following: A)Banner ERP knowledge strongly preferred along with experience in higher education. B)Degree in Information Sciences, Business or a closely related field. C) Twelve years of progressive responsibilities, four of which were at a senior level and carried supervisor duties. Knowledge, Skills and Abilities: 1)Technical knowledge of application design and development in mainframe, PC and client/server systems. 2)IBM mainframe development languages, tools, data access methods; database theory and practices. 3)Project management skills, capacity planning, enterprise wide system projects. 4)Excellent leadership and decision making ability along with customer relationship, problem solving and planning skills. 5)Ability to adapt while maintaining focus and envisioning the bigger picture 6)Ability to communicate clearly and effectively with technical and non-technical people. 7) Directly supervises more than five employees. 8)Must have a valid driver's license and the ability to be insured through Alamo Colleges' insurers. In addition to a competitive base salary, Alamo Colleges offers free medical insurance for the employee, a defined benefit pension plan, dental insurance, life and disability insurance. Our generous work-life balance programs include at least 20 paid holidays (which includes 2 weeks off in December and one week off in March), paid vacation days, paid personal days and paid sick days. The Alamo Colleges also offer employees tuition assistance to further their education and a four day work week during the summer. Most importantly, we provide you the opportunity to empower our community and reshape the future of our students' lives. If you have questions, please feel free to email Julia Puente, Staffing & Placement Specialist, at mpuente31@alamo.edu. Alamo Colleges is an Equal Opportunity and Affirmative Action employer that welcomes all applicants. To learn more and to apply, please visit the following: https://alamo.csod.com/ats/careersite/JobDetails.aspx?id=311.

Instructional Designer: Search Extended. Morehead State University is recognized as one of the top public universities in the South by U.S.News & World Report. We are always looking for quality employees to help the University become an even greater institution and continue to make a lasting impact on the students of Eastern Kentucky and beyond. We are accepting applications for a full-time, stand-

جامعة الخليج للعلوم والتكنولوجيا GUST Gulf University For Science & Technology

DEAN, COLLEGE OF BUSINESS ADMINISTRATION

Gulf University for Science and Technology (GUST)
Kuwait

Gulf University for Science and Technology (GUST) seeks a Dean for the College of Business Administration. Founded in 2002 as the first private university in Kuwait, GUST is a four-year, coeducational, liberal arts institution offering eleven undergraduate and six graduate degree programs. Dr. Donald Bates, former business dean at University of Houston-Downtown, assumed the GUST presidency in 2012. The university, which has a dual-enrollment agreement with the University of Missouri-St. Louis and recently established a dual-degree partnership with the University of Massachusetts-Lowell (UML), has responded to the region's growing desire for Western-style education. GUST is committed to providing a distinctive education emphasizing a liberal education foundation, proficiency in the English language, and fluency in the latest computer technologies. The GUST student body of 3,400 is served by a faculty of 154, the majority of whom have earned one or more degrees from North American institutions. The university graduated its first class of 400 students in June 2007; a new campus was inaugurated in spring 2008. English is widely spoken and understood throughout Kuwait, with two thirds of the country's residents from around the world.

The university consists of two colleges: **The College of Arts and Sciences (CAS)** includes the Departments of Computer Science, English, Humanities and Social Sciences, Mass Communications, and Mathematics & Natural Sciences with two new fully accredited Masters degrees in Education and Computer Science starting in Fall 2015 through its agreement with UML. **The College of Business Administration (CBA)**, which has a faculty of 60 and was accredited by AACSB in 2014, consists of the Departments of Accounting and Management Information Systems, Business Administration, Economics and Finance, and a Master of Business Administration program. Three new fully accredited Masters programs in Accounting, Finance and Innovation & Technological Entrepreneurship will also start in Fall 2015 with UML Faculty. Additional information is available at **www.GUST.edu.kw**.

A third college, the **College of Architecture and Engineering (CAE)** is awaiting final approval from Kuwait's Ministry of Higher Education Private Universities Council. The CAE will provide undergraduate and graduate degrees in Engineering in cooperation with the University of Massachusetts-Lowell. Instruction in 80% of the aforementioned programs will be provided by UML faculty, with students receiving dual-degrees from both institutions.

Leading candidates will hold a Ph.D. in business or a related field from a professionally accredited institution; a record of teaching, scholarship, and service that qualifies for an appointment as a full professor in one of the college's disciplines; a decade of experience in an academic setting or as a senior executive in industry or government, including at least four years in a similar position managing academic personnel; experience with AACSB and regional accrediting agency standards and processes; and fluency in English. International/regional experience is a plus but not required. Compensation, which is free of Kuwait taxes, is competitive with AACSB salary levels. The position is available Summer 2015.

Korn/Ferry International is assisting in this search and invites confidential inquiries, nominations, and applications. Applications should be submitted in English to **GUSTdean@kornferry.com** and include a current CV and letter explaining interest and relevant experience.

John Kuhnle, Managing Director-Global Education, Washington, DC
Elizabeth Dycus, Senior Consultant-US, dycuse@kornferry.com
Inga Walter, Principal, Dubai-UAE inga.walter@kornferry.com

KORN FERRY™

UNIVERSITY OF CALIFORNIA UCRIVERSIDE

Riverside, CA

Dean, College of Natural and Agricultural Sciences

The University of California, Riverside (UCR) invites inquiries, nominations and expressions of interest for the position of Dean of the College of Natural and Agricultural Sciences (CNAS). The next Dean will lead CNAS through a period of dramatic investment and transformation. We seek a leader with bold vision in terms of what CNAS and UCR can become–and who possesses the ability to engage faculty, staff, students and senior leadership to realize that vision.

CNAS is the second largest college at UCR, as it combines the life, physical, mathematical and agricultural sciences with the Agriculture Experiment Station and Cooperative Extension. The College encompasses thirteen academic departments and 12 research centers. In the latest *Times Higher Education* ranking UCR was rated in the top 100 institutions in the world in both the life sciences and the physical sciences, and CNAS faculty does particularly well on objective measures of scholarly impact. CNAS will play a pivotal role in achieving the goals articulated in the campus strategic plan, UCR 2020.

One of 10 campuses within the prestigious University of California system, UCR is one of the most ethnically diverse research universities in the nation. UCR ranks #1 in *Time Magazine* and #2 in *Washington Monthly* because of UCR's record in research and its exceptional success at attracting and graduating low-income and first-generation students.

With a new Chancellor and Provost, UCR is in a period of energetic growth and transformation. We aspire not merely to grow, but to set a national standard for how a university can be run. The University has initiated a program to add 300 faculty positions that presents enormous opportunities for CNAS and the new Dean. Also underway is a new budget system that will give considerable fiscal latitude to the Deans. New schools of Medicine and of Public Policy open up new vistas for collaboration with the CNAS faculty.

UCR seeks a recognized leader with a distinguished academic record worthy of appointment as full professor; experience leading a major unit in a university (or relevant organization); demonstrated acumen in budgetary and financial affairs; a record of leading successful innovation; zeal for external engagement and fundraising; a track record of making and implementing difficult decisions in a timely, collaborative, and coordinated manner; appreciation of and commitment to diversity, inclusion and shared governance; and the ability to enhance pedagogy and student learning for the 21st century while articulating the importance of the liberal arts in the formation of individuals in a democratic society.

Inquiries, nominations and expressions of interest, including a CV and cover letter describing professional background and qualifications, can be sent in confidence to the consultants assisting UCR, Brian Bloomfield and Robert Luke, via email to CNAS-Dean@wittkieffer.com. The position will remain open until filled; for fullest consideration candidate materials should be received by April 27, 2015. The recruitment will be conducted in confidence until finalists are invited for campus visits at which time professional references will also be contacted.

The University of California is an Affirmative Action/Equal Opportunity Employer and seeks candidates committed to the highest standards of scholarship and professional activities and to a campus climate that supports equality and diversity.

WITT / KIEFFER



Agency Head/Executive Director

The Southwest Virginia Higher Education Center in Abingdon, VA is seeking a candidate to serve as Agency Head/Executive Director.

The successful candidate will perform unique functions to include:

- Visualization, planning and engaging key supporters to achieve mission driven goals;
- Advocating and guiding the development of higher education degree programs, certificates, and professional development training designed primarily for location bound adults seeking career opportunities beyond entry level positions;
- Building effective working relationships with regional companies in order to provide educational programs that lead to enhanced career opportunities for graduates;
- Developing collaborative partnerships with higher education institutions, including specific academic departments and faculty, to deliver career specific course offerings;
- A clear understanding of the culture of academic institutions and state government, navigating effectively in both environments;
- Securing and budgeting financial resources effectively, investing annually in facility infrastructure, maintenance and technology upgrades;
- Leading with confidence, collaborative engagement, team effectiveness, and earned respect.

The successful candidate will be the key visionary, academic program coordinator and management leader of the Higher Education Center and will be responsible for overseeing the administration, credit and non-credit programs, and strategic plan of the organization. Other key duties include fundraising, marketing and community outreach.

The position reports directly to the Board of Trustees.

The salary range for this position will be between $93,156 and $186,311, based on level of education and experience. A Master's degree is required; PhD, professional degree or equivalent preferred.

To apply: **visit https://jobs.virginia.edu** and search for **Posting 0616056.** Please attach a CV/resume, cover letter, an Unofficial Transcript and the contact information for three references.

The University of Virginia is an Equal Opportunity and Affirmative Action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Executive Director

aps ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

The APS Board seeks applications for a new Executive Director to begin in late 2015 or early 2016. This search is initiated following Founding Executive Director Alan Kraut's announcement that he intends to step down by the end of 2015 after 27 years of service.

Candidate must have a PhD in psychological science or a related field (exceptions if candidate ranks high on other qualifications); demonstrated commitment to the advancement of psychological science across all research areas and perspectives, and across the full spectrum of basic to applied research and training; and demonstrated skills, knowledge, and experience in the following: management within a scientific, membership, research, or policy organization; scientific publishing; public policy development; public outreach; and scientific meetings.

Interested individuals should send a resume and statement of interest to:
ExecutiveDirectorSearch@psychologicalscience.org

For the complete announcement, go to
www.psychologicalscience.org/ExecutiveDirectorSearch

MEDICAL COLLEGE OF WISCONSIN

FOUNDING DEAN FOR SCHOOL OF PHARMACY

Milwaukee, Wisconsin

The Medical College of Wisconsin (MCW) invites applications and nominations for the Founding Dean for the School of Pharmacy. Reporting to the President and CEO of MCW, the Founding Dean will be the executive and administrative leader for the development of the school, including the recruitment of key leaders and faculty, creation of an innovative curriculum, integration of new practice models, development of interprofessional educational opportunities, cultivation of opportunities for research, and achievement of accreditation.

This is an outstanding opportunity for an experienced leader in pharmacy education to have a significant impact on the growth and culture of a thriving institution that is taking major steps forward in its evolution to become a health sciences university. Based in Milwaukee, Wisconsin, the Founding Dean will work closely with MCW's School of Medicine, Graduate School of Biomedical Sciences and clinical partners to educate the next generation of pharmacists who will have a significant impact on the health of the citizens of Wisconsin.

Developing an innovative School of Pharmacy at MCW will help to ensure excellent training for pharmacy professionals and prepare graduates to serve Wisconsin's current and future pharmacy needs. The program will pay special attention to rural and underserved areas, while also drawing talented and diverse experts to work in the field of pharmacy. The program will also maximize exposure to high-level scientific and population health research available through an academic health center, and will have a small class size dedicated to a personalized educational experience. The proposed timeline for the School of Pharmacy is to matriculate the first class of 60 students in July 2017.

The Founding Dean will serve as the chief operating officer of the School of Pharmacy, and will have responsibility for planning, budgets, operations, and evaluation within the framework of general operating policies established by the MCW. A PhD and/or PharmD is required. The successful candidate will have a firm understanding of culture in an academic health center, a proven record for achieving and maintaining the highest level of accreditation, operational financial literacy and a capacity for team building.

Please direct inquiries, nominations, and applications to Isaacson, Miller, a national retained executive search firm. All replies will be held in strict confidence. Review of candidates will begin immediately and will continue until the position is filled. Correspondence and applications, which should include a curriculum vita should be submitted electronically to the search consultant Denise O'Grady Gaffney. Please visit **www.imsearch.com/5405** for more information.

As an equal opportunity and affirmative action employer, MCW recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives and backgrounds.

ISAACSON, MILLER

ing position as Instructional Designer in the Department of Distance Education and Instructional Design. Review of new applications will begin May 3, 2015, and will continue until the position is filled. To apply, visit: http://www.moreheadstate.edu/employment to complete the MSU Application for Employment and upload a cover letter, resume and a sample of written work. Contact the Office of Human Resources at (606) 783-2097 should you have questions about our online application. MSU is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

Italian: The Modern Languages and Literature Department at Fordham University seek a Lecturer to teach undergraduate language core courses in Italian including Introductory, Intermediate, and Advanced Italian language classes, Italian Language and Literature, and Italian Conversation and Composition at Bronx and NYC campuses; collect and analyze assessment data on both the Fordham University Core Curriculum and the academic majors in the Department of Modern Languages in conjunction with the Fordham University Assessment Officer. Requires a Master's degree in Italian, Communications, or Literacy and Learning; outstanding academic record; and strong commitment to teaching. Please send CV to: Attention Position MLL-134, The Office of the Associate Vice President, Office of the Provost, Cunniffe 232, Fordham University, 441 E. Fordham Road, Bronx, NY 10458. Fordham University is an independent, Catholic university in the Jesuit tradition and welcomes applications from men and women of all backgrounds. Fordham University is an Affirmative Action/Equal Opportunity Employer.

Japanese: The Japanese Language Program of the Department of East Asian Languages and Cultures at Columbia University invite applications for Lecturer in Japanese. Must have native competency in Japanese with standard pronunciation, fluency in English, M.A. in linguistics, applied linguistics or language pedagogy and demonstrated ability to teach Japanese. Interested persons should submit cover letter, brief statement of teaching philosophy, three letters of recommendation, C.V. and written self-introduction in Japanese in traditional characters. Materials should be submitted to Fumiko Nazikian, Director, Japanese Language Program, Columbia University, 1140 Amsterdam Ave, room 407 Kent Hall, NY, NY 10027.

Library: Director of the Library. Associate Professor/Professor (12-month, tenure-track). University of South Carolina Aiken. Required: Master's degree (MLS/MLIS) from an ALA-accredited LIS Program; minimum 10 years supervisory, leadership, budgetary and financial management experience. Preferred: PhD or additional advanced degree; experience with academic library technical and public services, tenure processes, and library assessment. Visit: http://www.usca.edu. Review of files begins immediately; continues until filled. Only complete files reviewed. Apply online and view complete ad at: https://uscjobs.sc.edu/applicants/Central?quickFind=75999. Send all academic transcripts and 3 letters of recommendation to Dr. Tim Lintner, Director of Library Search Committee Chair, Gregg-Graniteville Library, USC Aiken, 471 University Parkway, Aiken, SC, 29801. Minorities and women encouraged to apply. AA/EOE.

Mathematics: Wilkes University invites applications for a tenure-track position in the Department of Mathematics and Computer Science. http://wilkes.edu/jobs.

Natural Resources Management: The University of California, Merced invites applications for an Associate or Full Professor in Natural Resource Management of Public Lands and Protected Areas. We seek a distinguished scholar who will provide leadership in establishing a program of international stature within the interdisciplinary area of adaptive management of complex coupled human (legal, administrative, economic, cultural) and natural (ecological, climatic, geologic, hydrologic) systems to sustain native species, ecosystems, and landscapes, and to preserve cultural heritage. Appropriate candidates will have distinguished research, educational, and leadership experience that emphasizes science, conservation, social science, and/or management. The ideal candidate will bridge science and management, and will lead efforts to develop interdisciplinary research and education programs at UC Merced associated with science, management, and sustainability of public lands and protected areas. For more information or to apply, visit https://aprecruit.ucmerced.edu/apply/JPF00197. AA/EOE.

Nursing: Assistant or Associate Professor. University of South Carolina Aiken. One full-time, 9-month, tenure-track position beginning August 2015. Masters in Nursing required with an earned Doctorate in Nursing or related field required by time of appointment. Primary teaching responsibility in BSN program, with expectation of teaching nursing research as well as having clinical responsibilities. Individuals with acute care and/or medical-surgical backgrounds encouraged to apply. Teaching and research experience desirable. Must be physically able to perform all duties required of a clinical instructor in various clinical settings. Apply online and view complete advertisement at: https://uscjobs.sc.edu/applicants/Central?quickFind=75963. Send transcripts and three letters of reference to Dr. Joyce Pompey, Chair, Search Committee, School of Nursing, USC Aiken, 471 University Parkway, Aiken, SC 29801. Review of applications begins immediately and continues until position filled. Minority candidates encouraged to apply. USCA is an AA/EOE.

Nursing: Murray State University, full-time, 9 month position to begin August 2015. Doctorate required, but consideration will be given to applicants with a MSN. Experience needed in distance education, community relationship building, and coordination of student experiences/curriculum. Responsibilities will include didactic and clinical teaching; recruitment and advising of RN students; participate in committees; university/regional service; scholarship. Application Deadline: April 15, 2015. To apply please go to: http://www.murraystatejobs.com/postings/4071. Wom-

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EXECUTIVE

SOUTHERN UNIVERSITY®
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President - Chancellor

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The Board of Supervisors of Southern University and Agricultural and Mechanical College System is pleased to announce the search for the dual position of President of Southern University and Chancellor of Southern University at Baton Rouge. We welcome both nominations of qualified candidates and self-submission of a letter of interest describing your unique qualifications for the position of President-Chancellor. Based upon review of the letter of interest, an invitation for formal application may be extended.

The President-Chancellor of the Southern University and Agricultural and Mechanical College System leads the nation's only Historically Black College University System and its Baton Rouge Campus. The President-Chancellor reports to an appointed Board of Supervisors and is responsible to the Board for the management of the affairs of the University System and the Baton Rouge Campus. The President-Chancellor is the chief executive officer of the Southern University System and the Baton Rouge Campus and also serves as the Secretary to the Board. The President-Chancellor supervises the campus chancellors and System employees and makes personnel, policy and management recommendations to the Board. Additionally, the President-Chancellor is a member of all faculties of the System's component institutions. Hence, the Board seeks a spirited visionary to steer the System and SUBR into a new era of prominence and success, while preserving the System's rich legacy, proud tradition and upward trajectory.

Interested candidates:
Please visit our website at **http://presidentialsearch.sus.edu/** for the position description, qualifications, requirements and other information regarding the position.

Albert D. Sam II, MD, Chairman
Mrs. Jacqui Vines-Wyatt, Vice Chairman
President-Chancellor Search Committee
Southern University System
Post Office Box 10878
Baton Rouge, Louisiana 70813
http://presidentialsearch.sus.edu/
225.771.4600

The President-Chancellor Search is subject to Louisiana's Public Records and Sunshine (Open Meetings) Laws. As such, application materials, correspondence, and other documents received by the President-Chancellor Search Committee for formal applicants are required to be made available upon request under these laws.

Southern University System is an Equal Opportunity Employer

WILLIAM FUNK & ASSOCIATES R. W.

BRADLEY
UNIVERSITY

President

Bradley University announces a nationwide search to recruit its 11th President. President Joanne K. Glasser has announced her intention to retire from the University at the end of this school year after eight years of dynamic and success-filled leadership.

Founded in Peoria, Illinois, in 1897, Bradley University today enrolls approximately 5,700 students (5,000 undergraduate and 700 graduate students), employs more than 350 FTE faculty, and has an annual operating budget of $172 million and an endowment of $285 million. In 2015, *U.S.News & World Report* recognized Bradley as the top Illinois university of its type and number four overall among Midwest universities providing a full range of undergraduate and Master's programs. The Caterpillar College of Engineering and Technology was also ranked nationally as one of the 35 best undergraduate Engineering schools and the Foster College of Business was ranked as one of the best undergraduate Business schools.

Reporting to the Board of Trustees, the next President will inherit an institution that has experienced dynamic transformation over the past decade. Among the accomplishments of the University in recent years are: the successful completion of a $150 million-plus capital fundraising campaign; the construction of a state-of-the-art recreation complex; a new on-campus athletic arena and an alumni center that doubles as a museum of the University's 118-year history; the renovation of one of the iconic campus buildings, Westlake Hall, that quintupled its usable space; and the receipt of naming gifts for the College of Engineering, Chemistry/Biochemistry Department, and Sports Communication Department.

The next President will have strategic vision, exemplary communication and interpersonal skills, an understanding of the mission and role of a private comprehensive university and financial acumen. It is expected that the next President will be committed to supporting a talented faculty, will be dedicated to students and their success, and will be an accomplished advocate and fundraiser for the University. The President will be actively engaged in the life of the University and the city of Peoria, will be a good listener, and will have a leadership style that has consensus building, team building, and transparency as central values.

While applications and nominations will be accepted until a new President is named, interested parties are encouraged to submit their materials to our consultant at the address below by June 1st to receive optimal consideration. Applicants are asked to provide a current resume and letter of interest.

Bradley President Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312

~Bradley University is an affirmative action/equal opportunity employer. Qualified men and women from all racial, ethnic or other minority groups are strongly encouraged to apply.~

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en and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

PC Systems Analyst: The University of Arkansas- Fort Smith seeks a candidate to perform tasks directly related to the support of microcomputers, printers, networking, software, and end-user problems. Requires a bachelor's degree in microcomputer hardware and software support or a closely related field; plus two years of experience in the field of microcomputer hardware/software and networking systems. Routine work schedule is Monday-Friday, 8:00 a.m.-5:00 p.m. with occasional overtime required. Competitive benefits package available. For more information and application procedure, visit our website at: http://www.uafs.edu or contact: UAFS, Human Resources, 5210 Grand Ave., Fullerton Admin. Bldg., Room 239, P.O. Box 3649, Fort Smith, AR 72913-3649; phone: 479-788-7088; e-mail: jobs@uafs.edu. AA/EOE.

Performing Arts: The Theatre School at DePaul University invites applications for a one-year, non tenure track faculty appointment in the Performance Department, starting September 2015 and concluding in June 2016. Candidates must demonstrate excellence and experience in teaching Fundamentals of Acting (Stanislavski-based), as well as any/all of the following: Improvisation for Actors, Audition Technique, Advanced Acting, and Contemporary Scene Study. Teaching experience is required. Candidates must evidence a minimum of three years teaching acting and/or improvisation on a college or professional level, a minimum of five years professional artistic experience, directing experience, and should possess a terminal degree (M.F.A. or professional equivalent). We seek candidates who are passionate about teaching a culturally diverse urban student body within a conservatory setting. This position requires a high degree of pedagogical collaboration with other Performance faculty. Faculty play a central role in our production season including directing students in productions, regularly advise and evaluate students on both course and production work and participate in service activities for the School. Because the School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism, candidates of color are strongly encouraged to apply. DePaul University offers equal employment opportunities to all persons without regard to race, color, ethnicity, religion, sex, sexual orientation, national origin, age, marital status, physical or mental disability, parental status, housing status, source of income or military status, in accordance with applicable federal, state, and local EEO laws. Salary is commensurate with qualifications and experience. The Theatre School at DePaul University educates, trains, and inspires students of theatre in a conservatory setting that is rigorous, disciplined, culturally diverse, and that strives for the highest level of professional skill and artistry. Central to our mission is a commitment to diversity and equality in education. As an integral part of the training, The Theatre School produces public programs and performances of a wide repertoire of plays- classic, contemporary, and original- that challenge, entertain, and stimulate the imaginations of our artists and our audiences. We seek to enhance the intellectual and cultural life of our university, our city and the profession. DePaul University is a thriving multi-faceted Catholic, Vincentian, and urban university with ten schools and colleges, five campuses, and enrollment of 23,000 students. The Theatre School, located on the university's Lincoln Park campus, enrolls 350 students in 12 undergraduate and 3 graduate programs. Our faculty (28 full time and 74 part time) includes leading Chicago theatre artists across all disciplines. Faculty members are active participants in the thriving Chicago theatre community. Deadlines: Please apply online as soon as possible at: http://facultyopportunities.depaul.edu/postings/92 and include a cover letter (which includes a personal statement and teaching philosophy) and CV/resume. All applicants must apply online in order to be considered (paper applications will not be accepted). Letters of recommendation will be requested at a later stage of the search process. Application deadline is April 10, 2015. DePaul University offers equal employment opportunities to all persons without regard to race, color, ethnicity, religion, sex, sexual orientation, national origin, age, marital status, physical or mental disability, parental status, housing status, source of income or military status, in accordance with applicable federal, state and local EEO laws.

Political Science: The Emory Department of Political Science seeks to hire a faculty member with expertise in comparative political institutions, to begin in the Fall semester 2015. We are particularly interested in candidates with a substantive focus on elections and electoral fraud and with a regional focus in Latin America. In order to contribute to our teaching needs, the candidate must

FOOTHILL-DE ANZA
Community College District

Chancellor Search

Foothill-De Anza Community College District is mounting a national search for a new chancellor to lead one of the nation's largest and most successful college districts at an exciting time in its history.

Located in the heart of Silicon Valley, Foothill-De Anza serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and portions of San Jose.

For more than 50 years, Foothill-De Anza has demonstrated excellence and innovation in academic programs and student services. As one of the largest community college districts in the United States, Foothill-De Anza provides credit classes for about 64,000 students a year. The colleges are active members of the League for Innovation in the Community College, a national consortium of leading two-year institutions.

The new Chancellor will report to the Board of Trustees and shall be the Chief Executive Officer of the District. The Board is seeking a highly qualified professional who has a strong administrative background and executive level experience in educational leadership. The new Chancellor must have a record of proven leadership ability and vision, exemplary communication skills, and most importantly, a commitment to the mission, vision, and values of Foothill-De Anza Community College District.

For the position profile and information about the search, please visit: http://www.fhda.edu or visit the ACCT Searches website at: www.acctsearches.org

Applicants interested in being considered for this position please visit the ACCT Searches website at: http://apptrkr.com/583717

Nominations and applications will be accepted until the position is filled.
The target date for applications is: **April 24, 2015**

For additional information, nominations, and confidential inquiries please contact: **Pam Fisher, Ed.D.**, at pamfisher@bresnan.net or (406) 570-0516 or **Narcisa Polonio, Ed.D.**, at npolonio@acct.org or (202) 276-1983.

ACCT Executive Search Services

Search for an EXECUTIVE DIRECTOR

AMS
American Mathematical Society

Position
The Trustees of the American Mathematical Society seek candidates for the position of Executive Director of the Society to replace Dr. Donald McClure, who plans to retire in the summer of 2016. This position offers the appropriate candidate the opportunity to have a strong positive influence on all activities of the Society, as well as the responsibility of overseeing a large, complex, and diverse spectrum of people, publications, and budgets. The desired starting date is July 1, 2016.

Duties and terms of appointment
The American Mathematical Society, with headquarters in Providence, RI, is the oldest scientific organization of mathematicians in the U.S. The Society's activities are mainly directed towards the promotion and dissemination of mathematical research and scholarship, broadly defined; the improvement of mathematical education at all levels; increasing the appreciation and awareness by the general public of the role of mathematics in our society; and advancing the professional status of mathematicians. These aims are pursued mainly through an active program of publications, meetings, and conferences. The Society is a major publisher of mathematical books and journals, including MathSciNet, an organizer of numerous meetings and conferences each year, and a leading provider of electronic information in the mathematical sciences. The Society maintains a Washington office for purposes of advocacy and to improve interaction with federal agencies.

The Executive Director is the principal executive officer of the Society and is responsible for the execution and administration of the policies of the Society as approved by the Board of Trustees and by the Council. The Executive Director is a full-time employee of the Society appointed by the Trustees and is responsible for the operation of the Society's offices in Providence and Pawtucket, RI; Ann Arbor, MI; and Washington, DC. The Executive Director is an ex-officio member of the policy committees of the Society and is often called upon to represent the Society in its dealings with other scientific and scholarly bodies.

The Society employs a staff of about 200 in the four offices. The directors of the various divisions report directly to the Executive Director. A major part of the Society's budget is related to publications. Almost all operations (including the printing) of the publications program are done in-house. Information about the operations and finances of the Society can be found in its Annual Reports, available at www.ams.org/annual-reports.

The Executive Director serves at the pleasure of the Trustees. The terms of appointment, salary, and benefits will be consistent with the nature and responsibilities of the position and will be determined by mutual agreement between the Trustees and the prospective appointee.

Qualifications
Candidates for the office of Executive Director should have a Ph.D. (or equivalent) in mathematics, published research beyond the Ph.D., and significant administrative experience. The position calls for interaction with the staff, membership, and patrons of the Society as well as leaders of other scientific societies and publishing houses; thus leadership, communication skills, and diplomacy are prime requisites.

Applications
A search committee chaired by Robert Bryant (bryant@math.duke.edu) and Ruth Charney (charney@brandeis.edu) has been formed to seek and review applications. All communication with the committee will be held in confidence. Suggestions of suitable candidates are most welcome. Applicants can submit a CV and letter of interest to:

Executive Director Search Committee
c/o Carla D. Savage
Secretary, American Mathematical Society
Department of Computer Science
North Carolina State University
Raleigh, NC 27695-8206
ed-search@ams.org

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be prepared to teach advanced graduate courses in statistical methods and formal theory. The successful candidate must demonstrate excellence or the promise of excellence in both research and teaching. The position is tenure track at the level of Assistant Professor. The candidate must have a completed Ph.D. The teaching load is four courses per year and benefits are competitive. To ensure full consideration, applications should be received by June 5, 2015. The Department of Political Science, Emory College, and Emory University are all strongly committed to recruiting female and minority candidates. Women and minorities are especially encouraged to apply. Applications materials, including a letter of application, curriculum vitae, teaching portfolio, three letters of recommendation, and a writing sample should be sent electronically to polisci.comparative@emory.edu, or in hardcopy to Dr. Jeffrey Staton, Chair, Comparative Politics Search Committee, Department of Political Science, Emory University, Atlanta, GA 30322. Emory is an EOE/AA employer.

Psychiatry: The Department of Psychiatry, Division of Bipolar Disorders Research at the University of Cincinnati, College of Medicine is seeking an Assistant Professor of Clinical Medicine to teach UC Medical Center Residents/Fellows and UC students. Teaching duties will include formal and informal lectures on topics such as research design, mood disorders, and psychopharmacology and curriculum evaluation. Clinical Research duties include studies aimed at predicting response to psychopharmacological medication using neurological imaging in adolescents with Bipolar Disorders. Will provide clinical supervision of Medical Residents and will also be required to write grants and publications. Candidates must have Medical Degree or Foreign Equivalent. Licensure by the State Medical Board of Ohio. Also required are a completion of a three-year Psychiatric Residency; a two-year Child and Adolescent Psychiatry Fellowship; and two years of experience diagnosing and treating children with mood disorders. Interested candidates should submit a detailed curriculum vitae along with an application at to http://www.uc.edu/hr/careers (search position number 467). The University of Cincinnati is an affirmative action/equal opportunity employer/M/F/Vet/Disabled. Women, People of Color, persons with a disability, and covered veterans are encouraged to apply. We are committed to increasing the diversity of the University community. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area. University of Cincinnati is smoke-free environment.

Regional/Urban Development Policy: The UCR School of Public Policy (SPP) and the College of Humanities, Arts and Social Sciences (CHASS) invite applications for a tenured faculty position in regional/urban development policy beginning AY 2015-16. For more details, see http://spp.ucr.edu/jobs. The University of California is an Equal Opportunity/Affirmative Action/Disability/Veterans Employer.

Veterinary Medicine: UCD JOB #JPF00531. Veterinarian with advanced training in veterinary neurology/neurosurgery is required. Board certification in the American College of Veterinary Internal Medicine (Neurology) or the European College of Veterinary Neurology; or completion of an approved neurology residency of the American College of Veterinary Internal Medicine (Neurology) or the European College of Veterinary Neurology, by September 1, 2015 is required. PhD or advanced training in research preferred. Demonstrated aptitude/experience in classroom and clinical teaching of veterinary neurology and neurosurgery is required. Documented research record or demonstrated potential as a creative scientist and obvious potential to further develop aspects of veterinary neurology/neurosurgery is required. Must possess excellent interpersonal and communication skills and a demonstrated ability to work with others in a collegial team atmosphere. This position has a 50% clinical effort assignment to the Neurology/Neurosurgery Service of the Veterinary Medical Teaching Hospital (VMTH). A complete position description is available on-line at: http://www.vetmed.ucdavis.edu/vsr/news_events/employment.cfm. To begin the application process, interested applicants should register on-line at https://recruit.ucdavis.edu/apply/JPF00531 and submit the following materials: 1) a letter of intent outlining special interest in the position, overall related qualifications, experience and career goals; 2) curriculum vitae; 3) the names and addresses of four professional references; and 4) a statement summarizing experience and professional contributions in the area of equity and diversity. To receive fullest consideration, applications must be submitted by June 19, 2015. Position is open until filled. The University of California is an AA/EOE. UC Davis is a smoke- and tobacco-free campus effective January 1, 2014.

SBCC | SANTA BARBARA CITY COLLEGE

Invites applications for the position of:

Executive Vice President, Educational Programs

The position reports directly to the Superintendent/President and is responsible for all aspects of teaching, learning, and student support services for the institution. The Executive Vice President works collaboratively with the other members of the President's Cabinet to support and foster educational innovation, programmatic excellence, and institutional commitment to student access, equity, and success. The Executive Vice President has responsibility for the overall design, organization, delivery, supervision, fiscal management, and evaluation of academic programs and student support services and associated planning to advance the mission of the college and improve student success and institutional effectiveness. The Executive Vice President, Educational Programs, serves as SBCC's chief instructional and student services leader.

The successful candidate for this position will be someone who understands SBCC's opportunities and challenges and who has demonstrated the desired characteristics that will support and guide the college in successfully meeting those opportunities and challenges into the future.

MINIMUM QUALIFICATIONS:

To fulfill the minimum qualifications for this position, the candidate must demonstrate that he/she satisfies all of the following:

- Earned Master's Degree from an accredited institution
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment
- Demonstrated sensitivity to and understanding of the diverse socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff

These minimum qualifications may also be satisfied by a combination of education and other accomplishments equivalent to the above. If claiming equivalency, attach a separate statement that presents the basis for this claim and submit supporting evidence, e.g. transcripts, publications, other work products.

APPLICATION PROCEDURES

All inquiries, nominations, and applications will be held in the strictest confidence. Nominations and applications will be accepted until the position is filled. To be included in the first screening of applications, submit all application materials online by **5 p.m. on April 30, 2015.** For a full job description and to apply please visit:
http://apptrkr.com/594891



Equal Opportunity Employer

Contra Costa College

Search for a President

San Pablo, California

Contra Costa Community College District (CCCCD) has announced the search for the next President of Contra Costa College (CCC), the oldest and most diverse college in the District. The District is one of the largest multi-college community college districts in California serving a population of 1,019,640 people. With an enrollment of about 10,000 students, the College is located in the Northern California Bay Area about 30 miles north of San Francisco.

Contra Costa College is a comprehensive community college that primarily serves the residents of West Contra Costa County. The College is designated as a Hispanic Serving Institution, is a leader in community college education and has a history of program excellence with strong ties to the community it serves. The College has two major construction projects slated for completion next year including a new classroom building and a new campus center which will include all student services functions, dining, the bookstore, and new college administrative offices.

The new President will report to the CCCCD Chancellor and will serve as the Chief Executive Officer of the College. The President is responsible for the delivery of educational and other services provided by the College. The District seeks an innovative leader who will provide vision and direction for the college's future.

For the position profile and information about the search, please visit:
http://apptrkr.com/583721

The target date for applications is: April 20, 2015

ACCT Executive Search Services

For additional information, nominations, and confidential inquiries please contact:
Pam Fisher, Ed.D., at pamfisher@bresnan.net or (406) 570-0516 Narcisa Polonio, Ed.D., at npolonio@acct.org or (202) 276-1983.

A premier Community College

University of New Hampshire

Provost and Vice President for Academic Affairs

The University of New Hampshire (UNH) is a Carnegie research-high university and the flagship research institution of the University System of New Hampshire. UNH is comprised of three campuses in Durham, Manchester and Concord.

UNH seeks a Provost who will be a dynamic leader committed to research and inquiry, student success, transparency and inclusiveness, and engagement with external stakeholders and partners in the public, private, and the not-for-profit sectors. The Provost will support deans and directors in leading their colleges and schools and also continue to build and strengthen a strong central core for the academic enterprise by directing overall strategy and policy. These challenges require a leader who unites and inspires faculty and staff while also being a proven manager who can work with a wide range of constituencies to establish goals and strategies, achieve desired results, and plan and meet budgets.

The Provost oversees an annual budget of $400 million and over 2,000 faculty and staff; eight colleges and schools and the Graduate School; the University Library, Cooperative Extension, and the Sustainability Institute; the office of the Dean of Students and programs for residential life, counseling, student advising, career services, orientation; and first year programs.

The Provost's dossier will include a strong track record of scholarship, teaching and working with curricula and evidence of a passionate commitment to research, discovery, and application. Experience in public higher education and familiarity working with public stakeholder groups is preferred. An earned doctorate is required. Fundraising experience is preferred.

Please send applications and nominations to:
Nicholas Brill, Jennifer McDonough, and Melissa Trotta, EdD
Brill Neumann Associates
Boston, MA
UNHProvost@brillneumann.com

The University seeks excellence through diversity among its administrators, faculty, staff, and students and prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged.

brillneumann Executive Search Consulting

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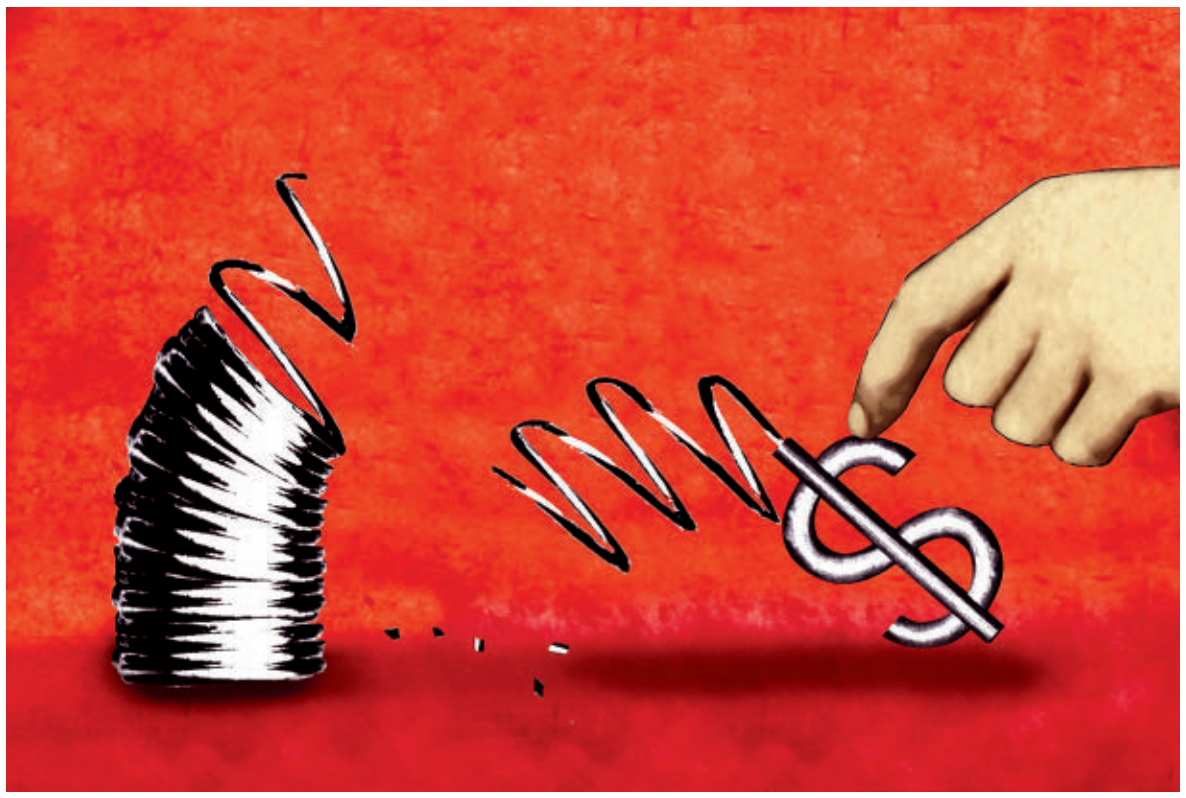
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The Dangers of Tuition Discounting


MICHAEL MORGENSTERN FOR THE CHRONICLE

POINT OF VIEW

JAMES L. DOTI

THE ANNOUNCEMENT of Sweet Briar College's closing has sent shock waves throughout independent higher education, with some viewing this as the tip of the iceberg and expecting more closings to follow. Those concerns are well founded. An analysis of Sweet Briar's fiscal travails and those of other colleges in similar straits suggests that Sweet Briar's announced closing should have come as no surprise and that its situation is not an anomaly.

In analyzing Sweet Briar's finances, one factor seems to stand out: an imbalance between changes in its tuition and its institutional grants, known as discounts. The college raised tuition at an average annual rate of 4.5 percent in recent years, from $26,995 in 2008-9 to $33,605 in 2013-14, according to Education Department data. During the same period, however, its discounts increased at an average annual rate of 15 percent.

As a result, its discount rate (discounts divided by tuition revenue) increased from 39.3 percent to 63.7 percent. That sharp increase in the discount rate reduced net tuition revenue (tuition less discounts) per entering freshman from $16,375 to $12,202. Since freshman enrollment in 2008-9 and 2013-14 was virtually the same, the decline in net tuition revenue per student resulted in a steep drop in total freshman tuition revenue, from $3.2 million to $2.4 million — a fall of 25 percent.

That imbalance is more than an isolated Sweet Briar problem. The most recent tuition-discounting study conducted by the National Association of College and University Business Officers, for example, reports that average tuition for all 401 participating private institutions rose 3.6 percent in 2013-14. But the average discount went up 6.3 percent, pushing the average discount rate from 44.8 percent to 46.4 percent. Since discounts rose at a faster rate than tuition, net tuition per student increased only 1.1 percent, and average freshman enrollment increased at an even slower rate, of 0.6 percent.

The study's overall results clearly show that a large portion of the tuition increase in 2013-14 was given back in the form of discounts. In fact, for every $1 rise in tuition, on average, net tuition went up only 20 cents, suggesting that the ability of colleges to use discounts as a means to expand enrollment and net tuition is weakening.

But that weakening may differ for various kinds of colleges. For example, colleges that have higher academic rankings, more popular academic programs, more sophisticated IT, and up-to-date facilities, and are located in more desirable areas, will be better able to pass on tuition increases to prospective students. In contrast, a small, women-only college in a rural area, like Sweet Briar, may be forced to give back a greater share of its tuition increases to students in the form of discounts.

And if the resulting low net tuition is a major factor behind Sweet Briar's challenges, it's likely to signal financial problems for other colleges as well.

To test that thesis, I divided the 401 colleges in the tuition-discounting study into four groups based on their average net tuition per student. What I found was that the colleges with the lowest net tuition in 2012-13 also had the smallest entering classes and the highest discount rate (54 percent). In contrast, the highest-net-tuition group had the largest entering class and the lowest discount rate (38.2 percent).

The weak pricing power of colleges with low net tuition is reflected by the fact that their average net tuition per freshman student actually decreased 4.8 percent from 2012-13 to 2013-14, in contrast to an increase of 3.3 percent for colleges with the highest net tuition. And even that decrease masks the full extent of colleges in the low-net-tuition group's financial duress; more than one-quarter of them showed declines in net tuition greater than 10 percent.

Rather than narrowing, the difference in net tuition between the haves and the have-nots widened in 2013-14. That isn't surprising, given that colleges with weaker pricing power are likely to have a more difficult time retaining their tuition increases in bottom-line revenue. The average discount rate for the lowest-net-tuition group, for example, increased from 54 percent in 2012-13 to 59.5 percent in 2013-14, while the discount rate for the highest-net-tuition group stayed about the same.

So Sweet Briar's financial problems should have been predictable. Its net tuition per freshman student decreased steadily over time, and in 2013-14 it decreased sharply, by 16.2 percent, a decline that brought the college's net tuition per freshman to $12,202 and its discount rate to 63.7 percent.

Making matters even more precarious for Sweet Briar is that its total net tuition revenue in 2013-14 dropped by 6.2 percent, even though the size of its freshman class rose by almost 12 percent. As a result, Sweet Briar was faced with a double whammy: more students and less revenue to spend on them.

The growing gap between the haves and have-nots in independent higher education is also reflected in institutional credit ratings. Less than 6 percent of the colleges in the lowest-net-tuition group have a credit rating from Moody's Investors Service of A3 or higher, compared with 69 percent in the highest-net-tuition group. And colleges with lower net tuition per student, like Sweet Briar, are also clustered in specific geographic regions: More than 70 percent of them are in the Midwest and South.

Perhaps the most important lesson from those findings is for colleges to keep a watchful eye on discounts. When a higher level of tuition needs to be offset by rapidly increasing discount rates, a change in pricing strategy should be made as soon as possible.

After all, Sweet Briar's discount rate rose from 39.3 percent to 63.7 percent as its net tuition plummeted in only five years. Rather than letting that slide steadily continue, leaders should have immediately considered new pricing strategies, such as lowering tuition and granting fewer discounts as well as allocating those discounts to students in a more strategic way.

Colleges like Sweet Briar, caught in the dangerous imbalance between tuition and discounts, will benefit from a careful review of their marketing programs and curricular offerings. They have the most to gain from a greater focus on their comparative advantages and should also consider mergers that have the potential to increase economies of scale and thereby reduce costs per student.

Those findings, as well as all of my research on tuition pricing, point to perhaps the most important recommendation I can make to leaders in independent higher education: All colleges must systematically and steadily monitor the effectiveness of their pricing strategies — or ignore them at their own peril. ■

James L. Doti is president of Chapman University, where he is also a professor of economics and founder of the A. Gary Anderson Center for Economic Research.