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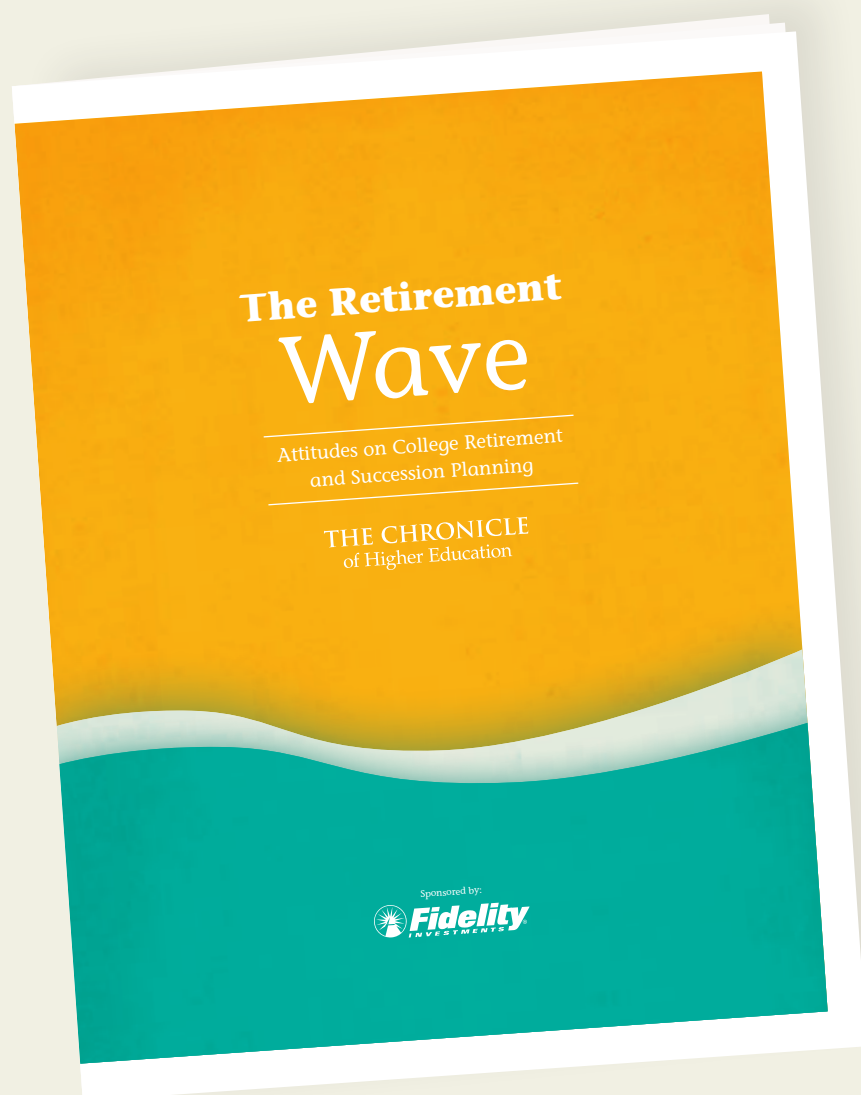
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D.L. ANDERSON FOR THE CHRONICLE



Court Upholds UT-Austin's Use of Race in Admissions

By PETER SCHMIDT

A FEDERAL appeals-court panel has handed at least a temporary setback to critics of affirmative action by ruling that a race-conscious admissions policy at the University of Texas at Austin had passed a strict-scrutiny analysis ordered by the U.S. Supreme Court.

In a 2-to-1 decision revealing continued disagreement among the judges over the appropriate standard for evaluating such poli-

AFFIRMATIVE ACTION

cies, the panel of the U.S. Court of Appeals for the Fifth Circuit in July upheld the Texas flagship's consideration of some applicants' race as necessary to achieve sufficiently diverse enrollments there.

In response to an overwhelming Supreme Court decision that faulted the Fifth Circuit's previous endorsement of the undergraduate admissions policy as too deferential to the university, the two judges in the majority came back and said the policy withstands stricter scrutiny than applied before.

The appeals-court panel affirmed, for a second time, a U.S. district court's 2009 dismissal of the lawsuit brought by Abigail Noel Fisher, a white applicant who had accused the Austin campus of illegal discrimination after being denied admission as a freshman the previous year.

The July 15 ruling in the case, *Fisher v. University of Texas at Austin*, almost certainly does not mark an end to the legal battle over the policy. The Project on Fair Representation, the advocacy group that brought the lawsuit on Ms. Fisher's behalf, said it expected to appeal the decision all the way back to the Supreme Court if necessary.

"This panel was proven wrong last year by the Supreme Court, and we believe it will be proven wrong once again on appeal," said Edward Blum, the group's director.

Judge Emilio M. Garza, the dissenting member of Fifth Circuit panel, appeared to lay some of the groundwork for an appeal with an opinion arguing that the majority had again failed to treat the university's assertions with sufficient skepticism. "By holding that the university's use of racial classifications is narrowly tailored, the majority continues to defer impermissibly to the university's claims," he



FRED R. CONRAD/THE NEW YORK TIMES

Abigail Fisher sued the U. of Texas at Austin for rejecting her because she is white. Her case went to the Supreme Court, which sent it back to a lower court for review. In July that appeals court upheld the university's policy on race in admissions, calling it a "limited use of race in ... search of holistic diversity."

wrote, adding that such deference "is squarely at odds with the central lesson" of last year's Supreme Court ruling in the case.

On the other side of the issue, the panel's ruling was cheered by the University of Texas at Austin, by some civil-rights organizations, and by the American Council on Education, a higher-education umbrella organization that has submitted briefs on the university's behalf.

"This ruling ensures that our campus, our state, and the entire nation will benefit from the exchange of ideas and thoughts that happens when students who are diverse in all regards come together in the classroom, at campus events, and in all aspects of campus life," said a statement issued by William C. Powers Jr., the university's president.

Ada Meloy, general counsel for the American Council on Education, said "institutions need to review this carefully and think about how well they are documenting their efforts, so that they can stand up to any similar challenge."

CONSIDERING OPTIONS

When the Supreme Court took up the case last year, it held, 7 to 1, that the Fifth Circuit had erred in presuming that the university had

made a good-faith effort to consider race-neutral alternatives to its policy, and in putting the burden on Ms. Fisher to prove otherwise. It struck down the Fifth Circuit's 2011 ruling in favor of the university and remanded the case to the lower courts to examine how the admissions policy works in practice.

Writing for the two-member majority in the latest Fifth Circuit decision, Judge Patrick E. Higginbotham said the Austin campus's undergraduate admissions policy had held up as constitutional under such an examination.

He rejected assertions that the campus had not sufficiently explored race-neutral alternatives to race-conscious admissions or had achieved sufficient levels of diversity through Texas's "Top Ten Percent Plan," a state law guaranteeing Texas students in the top 10th of their high-school class admission to the public university of their choice.

"We are satisfied," Judge Higginbotham wrote, "that UT-Austin has demonstrated that race-conscious holistic review is necessary to make the Top Ten Percent Plan workable by patching the holes that a mechanical admissions program leaves in its ability to achieve the rich diversity

that contributes to its academic mission."

The majority opinion said the top-10-percent plan, with its focus on class rank, "came with significant costs to diversity and academic integrity, passing over large numbers of highly qualified minority and nonminority applicants." A separate holistic review process, which Austin used to fill the 20 percent of freshman seats not filled based on class rank, "would approach an all-white enterprise" if the campus considered only test scores and did not take into account applicants' contributions to diversity.

Considering race in the holistic admissions process helps the university admit minority students who "otherwise would be missed in the diversity mix," such as those with talents beyond class rank, or those who attended integrated, wealthier schools where they are less likely to be in the top 10th of their class, Judge Higginbotham wrote.

Citing a long list of scholarship and outreach programs established by the university to promote diversity, Judge Higginbotham wrote that the court record "shows that UT-Austin implemented every race-neutral effort that its detrac-

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THE CHRONICLE
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Note to Readers

The Chronicle is on its summer print-publishing schedule. The next issue, dated August 15, will be mailed to subscribers on August 8. Daily news coverage continues online, at chronicle.com.

Continued From Preceding Page
tutors now insist must be exhausted prior to adopting a race-conscious admissions program.”

Judge Garza's dissent accused the panel's majority of sidestepping the sort of strict-scrutiny analysis ordered by the Supreme Court.

He argued that the majority ac-

cepted the university's professed goal of seeking a "critical mass" of minority students without asking the university to define "critical mass" in any objective manner. Without having a clear definition of the university's goal, he said, the court could not determine whether the university's race-conscious admissions policy

was narrowly tailored to meet that goal, or whether its race-neutral efforts were sufficient.

Judge Garza said the university had similarly failed to articulate its goals when it spoke of seeking to admit minority students whose contribution to campus diversity extended beyond race. He de-

nounced, as based on racial stereotypes, the university's assertions that it would not admit the right mix of minority students if its diversity efforts depended on the 10-percent plan's ability to draw top students from minority public schools.

In response to the university's as-

sertions that Ms. Fisher had lacked the credentials to qualify for holistic admission, Judge Garza said such an argument fails to take into account how the admissions cutoff for such students might have been changed by the removal of racial considerations from the admissions process. ■

The Latest Ruling in 'Fisher v. Texas': How We Got Here, and What's Next

A DIVIDED federal appeals court in July handed a win to supporters of affirmative action when it upheld the University of Texas at Austin's race-conscious admissions policy, but the decision will not end the wrangling over colleges' consideration of race in admissions. The Texas dispute has a long legal history. Here's a guide to key moments in the case, and a look at what may come next.

—NICHOLAS DESANTIS

2008: An Applicant Challenges Texas' Policy

Abigail N. Fisher is denied admission to the Austin flagship. She accuses the university of improperly rejecting her because of admissions policies that she says unfairly favor members of minority groups.

2009: Round 1 Goes to Texas

A federal judge in Austin rejects Ms. Fisher's lawsuit, finding that the university's policies are narrowly tailored and therefore constitutional. The judge cites the U.S. Supreme Court's landmark 2003 ruling in *Grutter v. Bollinger*, which upheld affirmative-action policies at the University of Michigan's law school.

January 2011: Austin Prevails Again

A three-judge panel of the U.S. Court of Appeals for the Fifth Circuit upholds the university's policy, though the judges rely on sharply differing opinions.

June 2011: Appeals Court Won't Rehear the Case

Judges on the Fifth Circuit bench vote, 9 to 7, to deny a request to rehear the case after the panel's ruling earlier that year.

2012: Supreme Court Intervenes

The university urged the high court not to take up Ms. Fisher's challenge to its admissions policies, but the justices choose to hear the case anyway, setting the stage for its first consideration of the issue in almost a decade.

2013: Court Says Colleges Must Justify Affirmative Action

In a 7-to-1 ruling, the Supreme Court vacates the decision by the appeals court and turns up the pressure on colleges to prove that they had adequately considered race-neutral admissions policies before adopting race-conscious ones. The justices send the case back to the Fifth Circuit, telling the lower court to subject the policy to stricter legal scrutiny.

2014: Another Win for Texas

The appeals court once again upholds Austin's policy, in a 2-to-1 ruling. "We are persuaded that to deny UT Austin its limited use of race in its search for holistic diversity would hobble the richness of the educational experience in contradiction of the plain teachings of *Bakke* and *Grutter*," writes Judge Patrick E. Higginbotham, for the panel's majority.

Looking Ahead: What's Next?

Edward J. Blum, director of the Project on Fair Representation, which has supported Ms. Fisher's suit, called the panel's ruling "disappointing" but said the outcome was "not unexpected." He vowed to appeal. As before, judges of the Fifth Circuit could decide to rehear the case, though they do not have to do so, and the case could also once again go before the Supreme Court.

UConn Will Pay \$1.3-Million to Settle 5 Women's Sexual-Assault Lawsuit

By MONICA VENDITUOLI

THE UNIVERSITY of Connecticut announced in July that it would pay nearly \$1.3-million to settle a federal lawsuit filed by five current and former female undergraduates who said that it had mishandled their complaints of sexual assault.

University administrators did not admit to any wrongdoing, but they outlined several steps they said they would take to deal with sexual violence on the campus, including establishing a new assistant deanship for victim support and forming a victims' unit in the campus police department.

The settlement, announced on July 18, came as colleges are confronting their legal responsibilities to investigate and resolve reports of sexual violence, under pressure from activists and federal officials.

Colleges that receive federal funds are responsible for investigating and resolving reports of sexual misconduct under the gender-equity act known as Title IX of the Education Amendments of 1972.

The U.S. Education Department is investigating more than 60 colleges, including the University of Connecticut, for possible mishandling of such complaints.

Laura Dunn, who founded the

advocacy group SurvJustice after surviving a sexual assault, said the Connecticut settlement was a wake-up call to colleges that mismanaging sexual-assault cases can be expensive.

"If schools are looking at this from an economic perspective," she said, "there is a huge cost to violating the rights of survivors."

PUBLIC AWARENESS

Lawyers who have filed lawsuits on behalf of other sexual-assault victims, as well as on behalf of the accused, say the significance of the Connecticut settlement isn't necessarily the dollar amount. In fact, seven years ago, the University of Colorado at Boulder agreed to pay \$2.5-million to one plaintiff, Lisa Simpson, who said that she had been sexually assaulted during her sophomore year and that the university had mishandled its investigation of her complaint.

The importance of the Connecticut settlement, observers said, is that the five women joined together and allowed their names and faces to be revealed publicly. "It's really hard for an individual survivor," said Ms. Dunn. "You will face some form of retaliation."

The settlement shows that alleged victims are beginning to de-

mand that colleges deal with their cases properly, she said. "They aren't just going away and dropping

STUDENTS

out of school and saying nothing because they are ashamed and afraid. They are being very public and demanding their rights."

The Connecticut case also received attention because Gloria Allred, a high-profile civil-rights lawyer known for her work on cases involving women's rights, represented the five women. "Many college students are aware of their rights under Title IX," she said at a news conference announcing the settlement. "They are retaining lawyers to learn more about all their legal remedies. ... These young women are pioneers."

Ms. Allred said she hoped the outcome would encourage more survivors of campus sexual assault to become aware of their rights under Title IX.

Kylie Angell, one of the Connecticut plaintiffs, who reported that she had been raped in a residence hall, said a college police officer had told her, "Women need to stop spreading their legs like peanut butter, or rape is going to keep happening until the cows come home."

Another plaintiff, Carolyn Luby,

said the institution had failed to take rape and death threats against her seriously after she wrote a letter to the president arguing that the university's new logo, a snarling husky, perpetuates a culture of rape.

Rosemary Richi and Erica Daniels, two other plaintiffs, alleged that the campus police force had withheld information on the two women's sexual-assault cases.

Silvana Moccia, the fifth complainant and a member of the women's hockey team at UConn, said that after she told the university she had been raped by a male hockey player, the coach told her that she would "bring the team down" if she continued playing. According to a university spokeswoman, Stephanie Reitz, the coach left in March 2013 for reasons unrelated to the allegations.

Ms. Moccia received \$900,000, the largest portion of the settlement. Of the five plaintiffs, only Ms. Richi will return to the university in the fall.

In a statement on the settlement agreement, the university noted that the plaintiffs had acknowledged that some university officials had treated them humanely.

"Our hearts go out to all victims of sexual violence," said Susan Herbst, UConn's president, in a statement. "The university has taken many positive, important steps

in the battle against sexual assault in recent years ... but there is still more to be done."

As part of the settlement agreement, the five women agreed to drop Title IX complaints against the university that they had filed with the Education Department's Office for Civil Rights.

However, three other anonymous students, who were not part of the lawsuit, have submitted complaints about Connecticut's handling of sexual-assault cases. The federal agency will continue to investigate those complaints.

The settlement could alter the outcome of the complaints, said lawyers watching the case. Matthew G. Kaiser, a lawyer based in Washington who has represented students accused of sexual assault, said the university could use the settlement to show the Education Department that it takes cases of sexual assault seriously. "It can change the atmosphere of those conversations," he said.

For the plaintiffs, the settlement was a relief.

"As a result of UConn and our state government taking my claims so seriously," Ms. Angell said at the news conference, "I have begun to heal." ■

Robin Wilson contributed to this article.

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Donald M. “Field” Brown
MSU English and Philosophy Graduate
2014 Rhodes Scholar



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At Butler, a Corporate Way to Manage Change and Groom New Leaders

By JACK STRIPLING

INDIANAPOLIS
AFTER LESS than two years as provost of Butler University, Kathryn A. Morris would admit that she could use some help managing the institution's academic enterprise. The provost came to the job hoping that she could help elevate the stature of the university, but she often found herself consumed by a barrage of email and a brutal appointment schedule that left little time for strategic thinking.

Eager to change things, Ms. Morris has signed on to a yearlong leadership-development program that pairs corporate-style personal evaluations with one-on-one coaching sessions. But the provost showed some early skepticism about whether tools from the business world, where leadership development can feel a bit theoretical, could really help her in day-to-day practice.

"There's nothing here that is really about getting the job done," Ms. Morris said after her first coaching session in early April.

The provost is among about a dozen Butler administrators who are participating in Leadership 20/20, a program developed at the request of James M. Danko, the university's business-minded president. Billed as a warts-and-all assessment of what Butler's administrative team does well and where it falls short, Leadership 20/20 is a case study in whether the techniques big companies use to develop talent are transferable to the distinctive world of higher education.

Academe's tradition of shared governance, which values deliberative consensus-building, may be at odds with a corporate culture where decisiveness and risk-taking are often rewarded. But Mr. Danko, who began his career as an entrepreneur, is banking on the idea that his team can learn something from the way Fortune 500 companies train executives. Indeed, he would like to see many more Butler administrators and staff go through similar leadership training in the future.

At the heart of the program is the "360 review," a comprehensive evaluation tool that provides participants with feedback from coworkers, supervisors, and subordinates. The evaluations are the starting point for coaching sessions with private consultants, who are charged with helping administrators capitalize on their management strengths and shore up weaknesses.

The coaches work for an Indianapolis-based company called FlashPoint, whose other clients include Rolls-Royce, Vera Bradley, and Kroger.

A number of college boards have already introduced 360 evaluations for presidents, and some trustees have hired outside coaches for col-

lege leaders who are under fire. But broad-based use of corporate-style leadership training remains relatively rare in higher education, consultants say. That may be partly because professors, even those who have become administrators, view tenure and promotion as sufficient forms of professional assessment.

William H. Pickens, a higher-education consultant with Bluestone Enterprises, said that faculty members who are asked to do a 360 review are likely to say, "Get lost. We already do that."

BUTLER'S VISION

Successful business leaders tend to be people of singular, uncompromising vision: Arianna Huffington, Steve Jobs, and Mark Zuckerberg, to name a few recent examples. Butler's leadership program, however, raises questions about whether the traits that often define media moguls and technology gurus are desirable in academic leaders.

In early April, during Ms. Morris's first coaching session with FlashPoint, the provost zeroed in on what may be a defining distinction between effective business leaders and academic chiefs. The 360 evaluation finds worthy a person's ability to "inspire a shared vision," but is that what professors really want from a provost?

"I don't think it's necessarily my vision to tell," Ms. Morris said to her coach. "It's our vision to tell."

Ms. Morris's reviews, which she shared with *The Chronicle*, show that her colleagues view her as a good listener who cares about her coworkers' professional growth. The 28 people who gave her feedback rated Ms. Morris highest in the category "enable others to act," one of five leadership practices on which Butler's team members were evaluated.

The 60-point scale Butler used for its evaluations was developed by James M. Kouzes and Barry Z. Posner, authors of *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (Jossey-Bass, 2012). The book's leadership inventory scale suggests that practicing particular behaviors, like active listening, can help a person to "liberate the leader within."

As novel as Butler's approach may be, the leadership program is really just an extension of what Mr. Danko has done throughout his life in academe. Before becoming dean of the Villanova University School of Business, in 2005, Mr. Danko spent nearly 15 years as an administrator at five institutions, where his duties often included connecting business students with corporations for training opportunities.

He has undergone numerous 360 evaluations, so he entered Butler's process with little concern about what might turn up. During Mr. Danko's first coaching session,



James Danko, president of Butler U., meets with Andrea Moore, senior consulting manager at FlashPoint. The company was hired to support the university's new leadership-development effort.

AARON P. BERNSTEIN FOR THE CHRONICLE

held in his office this past spring, the president appeared at ease. He rocked slowly in a blue leather chair and sipped tea from a Starbucks cup.

"It's a confidence booster to be a bit more 'take charge,'" said Mr. Danko, citing evaluation results that paint him as an innovative risk taker. "Don't let the turkeys get you down."

In Mr. Danko's estimation, "the turkeys" stand in the way of prog-

LEADERSHIP

ress. He tells his coach that some of them are in the Faculty Senate, which "tends to be a collection of people who are more disgruntled."

Mr. Danko asked 42 people to rate his performance, including board members, administrators, and the Faculty Senate's chair. The president said he did not just pick his friends. "I was sensitive to including some of the people who are pains in the asses."

On the 360 review's 60-point scale, Mr. Danko rated below 50 in just one category: "encourage the heart," which measures how well a manager recognizes a team's accomplishments.

At work and at home, Mr. Danko admits he has trouble finding rewards that will ingratiate him to others. After a recent dinner at an Indianapolis restaurant, he asked a waiter to box up his leftover salmon. He planned to give the fish to his dog, Zooney, whom the president said is only interested in him when bribed with food.

"The dog hates me," Mr. Danko muttered, sealing the black box.

But if Mr. Danko's 360 review is any indication, most people seem to like him. One anonymous reviewer said the president can be seen as "somewhat unforgiving," but that feedback was the exception. Lots of people call him a visionary.

Mr. Danko's innovative style may be appropriate to the times for Butler, an institution that has seen its national profile rise significantly. Much of that is due to the success, in 2010, of the university's men's basketball team.

A year before Mr. Danko took the helm, the Bulldogs' trip to the Final Four of the NCAA Tournament gave the university leverage in high-

stakes athletic-conference negotiations. In the space of less than a year, under Mr. Danko's leadership, Butler announced plans to move from the Horizon League to the Atlantic 10 Conference, and then to the reconstituted Big East. Taken together, the conference moves mean more money and more exposure for Butler's burgeoning athletics program.

Mr. Danko's impatience for change extends to the academic side of the university. He has formed a team, the Blue Sky Group, which is charged with imagining what a university would look like if it were being built from scratch.

The president's zeal cuts both ways with some professors, who like his enthusiasm but wonder where it will lead.

"One of my ongoing concerns with Jim's administration is his desire to change us," said Margaret Brabant, chair of the Faculty Senate.

Ms. Brabant, a political-science professor, cautions that Butler's growth should be tempered with a respect for the university's higher-order mission. Butler has a fundamental responsibility to teach students to think critically and to instill in them a sense of civic duty, she said, and it is important not to stray from those core responsibilities.

The jury is out, she said, on whether the president can infuse academe with some hard-nosed business sense while also upholding Butler's values.

"If one's business background enables one to pay the bills more effectively, great," she said. "The challenge is, you can't throw the baby out with the bathwater."

A PUNITIVE HISTORY

Talk to deans at Butler about performance evaluations, and you may see a nervous twitch or two. In 2010, the Faculty Senate approved a resolution that called for periodic reviews of deans, who some professors said needed to be more accountable. Central to the plan was a requirement that the evaluations be read aloud in a public forum—with the dean sitting there in all but a dunce cap.

Some deans have found Butler's evaluation system punitive, but Mr. Danko says Leadership 20/20 is different. He says he does not care if he ever sees anyone's 360 results, but just wants to focus the university's top brass on how to better carry out the broader goals in the institution's strategic plan. The plan includes a call to add more revenue-generating programs, and to reduce Butler's tuition dependence by expanding its endowment.

If the plan succeeds, Mr. Danko said, this first round of leadership training will have been worth the \$50,000 that he estimates the university will pay FlashPoint.

"The larger philosophical issue," Mr. Danko said, "is can we improve the way we develop people?"

On a July afternoon, more than four months after Butler started Leadership 20/20, the 13 administrators involved in the process gathered in FlashPoint's downtown headquarters for a team meeting. By this time, they had each had six coaching sessions, and many said they had begun to change the way they worked.

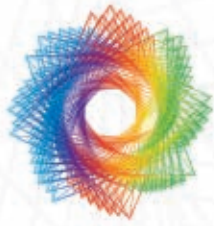
The university's provost said that she had made some practical changes in the way she handles demands on her time. For all of the 360's high-minded talk about inspiring a shared vision, Ms. Morris has focused her energy on the largely tactical problem of removing email as a distraction. One of her new rules: When she is alone in her office, she turns off email and works on larger strategic matters.

Ms. Morris said the 360 also reminded her that sending an email is simply no substitute for personal interaction.

The president, who seldom minces words, said he hopes this process will encourage administrators to give one another constructive criticism.

"Butler is a very polite, Midwestern culture," Mr. Danko said. "This has educated us to be much more honest."

At a time when colleges face heightened competition and public scrutiny, the president said, administrators cannot afford to fear critical feedback that may help them to do their jobs. ■



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New Role for College Business Officers: Selling Change

By **DON TROOP**

SEATTLE
AT 4:15 a.m. on a crisp summer morning, a vice president for finance made small talk outside the downtown Sheraton while awaiting an airport shuttle on the final day of the 2014

LEADERSHIP

annual meeting of the National Association of College and University Business Officers.

"I thought Bill Gates was really good," he said.

A day earlier, the billionaire philanthropist had drawn loud and long applause from some 3,000 higher-education administrators with remarks that might have gotten him pelted with fruit if he'd

voiced them before a crowd of college professors: MOOCs embedded with hyperlinks will soon supplant the lecture, and a renewed push for faculty unions would be unfortunate for higher education at this critical juncture.

But Mr. Gates wasn't the only one at the conference to utter thoughts that would have riled much of the professoriate. Shared governance, shared services, and too-small classes were among the week's heavily discussed topics, but the culture gap with the faculty was a strong undercurrent.

The college vice president agreed that some of the proposals discussed for fixing the broken financing model for higher education might alienate some faculty members. But "they don't see what we see," he said.

That may change if college

business officers heed the command of the association, known as NACUBO, to go forth and educate their campus "stakeholders" on the current realities of higher-ed financing. The faculty could just be the most important component of that group, as one commenter observed during a session.

"Presidents come and go. Students come and go. Trustees come and go," the commenter said. "Professors are eternal."

If their colleges survive.

THE TRIUMVIRATE

Karen L. Goldstein, an executive-search consultant with Witt/Kieffer and a former chief financial officer at Davidson College, said she sometimes wondered about professors who refuse to engage.

"Don't they understand," she

said, "that if they don't participate in this, not only are they not going to get raises, they're not going to have a job, because there won't be any institution?" Dialogue is crucial, she said, because "having head-on conflict between faculty and the senior administration means that's an institution that is not going to succeed."

Now more than ever, chief business officers must be great communicators, be strategic, be visionary—qualities that before the crash of 2008 were more commonly sought in presidents and provosts. Nowadays, Ms. Goldstein said, the chief financial officer serves alongside those two as the third leg of a triumvirate, bringing a vital business sense to any discussions of how the enterprise must change to meet the new challenges of limited tax dollars and tuition.

Ms. Goldstein last fall led a survey of college presidents that explored, among other things, what qualities they desired in a chief business officer. High on their list, she said, was that "the CBO needs to be an educator in the sense of helping the trustees, cabinet members, faculty, students, and staff to understand the financial status of the institution."

SHIFTING MODEL

John D. Walda, president of NACUBO, echoed Ms. Goldstein's remarks about the shifting role of the financial officer, but in an interview last week he challenged some received wisdom.

"The first thing that's important is for us all to quit talking about the business model for higher education and realize that there are multiple business models," he said. "It all depends on what your mission is, and it depends on your size, whether you're public or private, and whether you're well endowed."

Most business models these days are challenged, he said, except for that of the high-profile, deep-pocketed, big-reputation universities. But he dismissed doom-and-gloom scenarios as "exaggerated" and "an oversimplification."

"The severity of the challenge depends on which of the business models you're locked into," he said. "We're all exploring what the weaknesses are in our business models, and we're doing something about it, one piece at a time."

The revenue side of colleges finances is the one that gets most of the attention. But the other half of the equation, the expense side, is increasingly important, Mr. Walda said. "There's a robust discussion about how to constrain costs. It goes from more profound things, like combining academic programs or sharing academic programs with other institutions, to using technology to reduce costs. And then there are simpler things, like outsourcing and realigning procurement."

Rick Staisloff, principal of the consulting firm RPK Group and an authority on higher-education finance, said the sector was undergoing a fundamental shift from a budget-balancing focus to a mod-

el that takes advantage of marginal returns. "It's not just 'How can we spend less?'" he said. "It's 'How can we get more for the money that we already spend?'"

FILLING THOSE SEATS

Mr. Staisloff cited an innovative study of seven colleges by the Education Advisory Board that analyzed data to help the colleges make smarter decisions about things like course scheduling and classroom utilization.

"They found that class size was potentially one of the bigger levers you could use to generate more margin," he said.

Another is capacity. The Univer-

"The severity of the challenge depends on which of the business models you're locked into."

sity of New Mexico, one of the participants in the study, explored the question of filling a few more classroom chairs to generate more revenue. Kevin Stevenson, director of strategic projects, was among a group that presented results of its work with the Education Advisory Board at last week's conference.

Mr. Stevenson said the researchers had identified 90,000 empty seats—representing a significant revenue opportunity if the university could lure more students using some sort of incentive. He emphasized that usurping faculty authority was not the intention of the research.

"We don't want to assume what the capacity of a course would be," he said. If the professor says the capacity of the course is 22, then the university would not seek to admit 25. "But we're taking the approach that if, all things being equal, you can teach an intro-to-English class of 22 students, then we'd like you to have 22 students instead of having 15."

The researchers had also been careful, when looking at cost per credit hour, to compare only programs that are similar, Mr. Stevenson said. "We don't want to get into the business of comparing a music department or a college of fine arts to a physics department or a college of sciences, because they're completely incomparable," he said.

Music departments are among the most expensive departments, he added, "because you have full professors providing one-on-one instruction." The goal is not to point out that music departments are inefficient, he said, but to use the data to "move the needle a little closer to optimal and realize savings on the margins."

Mr. Staisloff said traditional higher education is not going away anytime soon. "So we need to find ways to help it operate in a more effective and productive manner," he said, "because that ultimately benefits the students." ■

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In Hard Times, Independent Research Institutes Give Up Freedom in Order to Survive

By PAUL VOOSSEN

A YEAR AGO, the faculty governing board of the 126-year-old Marine Biological Laboratory of Woods Hole, Mass., on the verge of the busy summer research season on Cape Cod, gathered for an emergency meeting with a terminal purpose: to vote itself out of existence.

The independent lab, reliant on diminishing federal research grants, had been in dire financial straits for years. To save itself, its leaders proposed surrendering its autonomy to the University of Chicago—adding some salt to Chicago's freshwater veins, as one dean put it. When the time came to vote, the lab's scientists stood up, almost as one, in favor; the tally was 158-2. Rarely has extinction been so inspirational.

"Change is scary. Usually academics tend to be cautious and conservative," said Jane Maienschein, a science historian at Arizona State University who watched the vote. These researchers were giving up their freedom, but they would survive. "They stood up quickly and

tory, have guaranteed their future by hooking themselves, and their desirable staff, to universities.

In a world of globalized science, many say, only the savviest or richest operations will remain autonomous. "Independent research institutes are great, but in some ways they are also a thing of the past," said Jonathan D. Gitlin, a senior scientist and deputy director of research and programs at the biological lab.

BROKEN ENGAGEMENT

The tension was most recently on display this summer, in affiliation talks between the University of Southern California and the Scripps Research Institute, a biomedical powerhouse in La Jolla, Calif. USC saw a staff that could bolster its work in the life sciences; Scripps saw an endowment and fund raising that could ensure its long-term survival.

But Scripps' faculty members, unaware of the discussions until June, rebelled at the idea, citing worries about bureaucracy and a decline in prestige, along with financial terms that, they felt, under-

institutes that haven't merged: Two years ago, the Boston Biomedical Research Institute shut its doors. The House Research Institute, in Los Angeles, slowly waned, its faculty divvied up between USC and

RESEARCH

UCLA, until it closed last month. The Field Museum, well known for its scientific work, has cut its research support to World War II levels.

Independent labs are loath to discuss budget problems, fearing that such talk could spark a fund-raising calamity and a downward spiral. Barring major changes in Washington, there's more tightening to come, said Gregory M.L. Patterson, president of the Association of Independent Research Institutes.

"I'm afraid it's still not over yet," Mr. Patterson said.

RECOVERING FROM THE BOOM

A decade ago, it was boom time for independent institutes. Buoyed by drug licensing and a doubled

with Temple University, largely because of budget problems, in 2012. "I think everyone was."

Few scientists have been spared these hardships, which have squeezed universities and private labs alike. But in troubled financial waters, if national universities are ocean liners, institutes are skiffs. One wrong choice made before the recession could seal their fate today.

Like Scripps, Fox Chase was expanding as the recession hit. It didn't have the reserves to endure, Dr. Chernoff said. Its leaders worried about keeping their lucrative NIH designation as a comprehensive cancer center. Meanwhile, Temple wanted to expand its cancer research. For \$84-million, it could add to its scientific prestige: There are only 40 other centers like Fox Chase, and most are already tied to universities.

"They could never have built that on their own," Dr. Chernoff said.

Indeed, for universities, acquiring institutes has been a shortcut to academic standing. Chicago, no slouch in molecular or evolutionary biology, gained a world-class organismal-biology department at the Marine Biological Laboratory. And when Drexel merged with the Academy of Natural Sciences, the country's oldest natural-history museum, it used the academy's scientists to form the backbone of a new environmental-science department.

"I never thought I'd be a professor, let alone a department head at a university," said David J. Velinsky, a longtime geochemist at the academy, who leads the new department. About a dozen of his peers joined him as tenured or tenure-track professors at Drexel.

For some, teaching has revitalized their work. At orientation, out on Barnegat Bay, several incoming freshmen at Drexel caught a sand shark. "This is the best day of my life!" one student exclaimed—not too unusual a sentiment on a college campus. But one of the scientists, a fisheries ecologist, "was blown away" that he could have such an influence, Mr. Velinsky said.

Several Fox Chase researchers balked at the idea of the merger with Temple and retired. A similar trend has played out elsewhere: The majority of researchers stay, a few move on. Whenever there's a merger, there are bound to be culture clashes. Institutes are nimble and draw scientists used to autonomy.

"They like not sitting on the curriculum committee and the committee on parking," said Mr. Patterson, of the research-institute association. "And now they're pushing into an organization that's much more rigid. Staff morale is generally an issue."

Fox Chase had no departments, no chairs, no deans. Dr. Chernoff trusted his scientists to call their own shots. But now, as part of a large university and medical system, they have to understand that there is a structure. "You can't just freelance all the time," he said.

There are more-practical con-

cerns, too. Temple's nurses are unionized, but Fox Chase's are not. Will that be a problem?

FUTURE PROSPECTS

It may be that, in this era of global competition, there are skills that only large universities can afford. Fund raising, for example, has become complex and targeted, with expensive software packages mandatory for success. Universities also have competence in grant management, human resources, and information technology that independent institutes find tough to match.

"It's very difficult to put together a stable organization that will continue, always, to attract federal funding and continue to be of interest to foundations," said Richard J. Roberts, a Nobel laureate and chief scientific officer at New England Biolabs, the private company that started Ocean Genome Legacy. Centers must think hard about what the government will be willing to support.

One certain focus of federal financing is multidisciplinary work, reflecting a trend throughout the sciences. Yet at some small institutes, scientists are hard-pressed to even meet researchers outside their ken: Interdisciplinary work might have been when a botanist worked with a zoologist, for example.

More exploration is possible inside universities. At Fox Chase, Dr. Chernoff likes the easy access to Temple's pharmaceutical chemists. And at the Marine Biological Lab, the Chicago affiliation means access to computational expertise at Argonne National Lab and Fermilab.

That collaboration will be tempered by respect for tradition. They've always collected squid at Woods Hole, and they always will, Dr. Gitlin said. But there are other model organisms they could consider, too.

It's been a year since the affiliation. Chicago's president, Robert J. Zimmer, now leads the lab's Board of Directors. The combined staff has held town-hall meetings and gone on retreats. The university is exploring how the lab can give it a foothold on the East Coast. It sent eight undergraduates to Woods Hole this summer—one in Dr. Gitlin's tissue-engineering group—and may offer a "semester abroad" there. A degree program could come, too, though the lab has a continuing partnership with Brown University. And the lab will remain open, as always, to visiting scholars from across the world.

Many questions remain, said Ms. Maienschein, the science historian, who has longtime Woods Hole ties. What's the business model? Will they pick a great director? "We can get a new kind of institution here," she said.

Meanwhile, just down the shoreline, the Woods Hole Oceanographic Institution is struggling, she said. The debate whispers across the waters: Do they give up? Do they cut back? Or is there a new direction? ■



KELVIN MA FOR THE CHRONICLE

Jonathan Gitlin, a senior scientist at the Marine Biological Laboratory of Woods Hole: "Independent research institutes are great, but in some ways they are also a thing of the past."

proudly and said yes, we have to embrace change."

For independent research institutes across the country, change is coming whether they like it or not. Since the recession, philanthropy and federal financing have sputtered, placing many of these institutes, which rely on grants to pay their staff and support their operations, on an endangered-species list. Some have failed. Some, through triage, have survived, but in diminished form. And others, like the Marine Biological Labora-

valued their work. Scripps nixed the deal, and announced in July that its president, Michael A. Marletta, would resign.

Still, the list of affiliations has grown: Drexel University and the Academy of Natural Sciences; Temple University and the Fox Chase Cancer Center; Northeastern University and Ocean Genome Legacy; Hawaii Pacific University and the Oceanic Institute; the University of Georgia and the Skidaway Institute of Oceanography.

Then there are the independent

budget at the National Institutes of Health, Scripps built a new campus in Florida. Then came the "undoubling": the erosion of NIH's financing through Congressional cuts and inflation. Similar cuts came at the National Science Foundation. Scripps and many other institutes were unprepared for this new normal, when the goal had so recently been grow, grow, grow.

"We were a little bit greedy," said Jonathan Chernoff, chief scientific officer at Fox Chase Cancer Center, in Philadelphia, which merged

University Presses Tiptoe Around Amazon

By JENNIFER HOWARD

CUSTOMERS ADORE Amazon for its ability to deliver almost anything almost instantly. Publishers' feelings about the online retail giant are a lot more complicated.

They love how it can boost book sales. They are less enamored of the negotiating power its size and reach give it. *The New York Times* summed up the dilemma in a July headline: "Amazon, a Friendly Giant as Long as It's Fed." It accompanied an article, one of many in recent weeks, about the standoff between Amazon and a major commercial publisher, Hachette,

PUBLISHING

reportedly over e-book pricing and other issues.

Compared with trade publishers like Hachette, most university presses are small fry in the very large sea that Amazon trawls. For the presses, however, Amazon plays "an enormous role," says Rebekah Darksmith, deputy director of the University of California Press. "Amazon and its technology are ubiquitous at this point."

That puts scholarly publishers in the sometimes-uncomfortable spot of trying to position themselves to take advantage of Amazon's strength without being swept away by it—particularly because the retailer has a reputation for tough bargaining, even with university presses, and for seeking to renegotiate deals regularly.

Amazon now accounts for a quarter to a third of sales for many university presses. At the University of Minnesota Press, for instance, 31 percent of print sales now come through Amazon, according to Douglas A. Armato, the press's director. Amazon Kindle sales make up a majority of the press's retail e-book sales, he says.

'OUR BIGGEST CUSTOMER'

Other press directors mention similar figures, although many are reluctant to share exact numbers. "Some will tell you it's as little as 20 percent, some will say it's as high as 50 percent," says Joseph J. Esposito, a publishing consultant who works closely with university presses. Mr. Esposito thinks that some presses' estimates may be low because they don't necessarily take into account Amazon orders placed through wholesalers like Baker & Taylor. "When you work through these various work flows and value chains, you see Amazon is a very significant player in the university-press world," he says.

John Sherer, director of the University of North Carolina Press, sums up Amazon's importance like this: "They are our biggest customer."

Like most publishers, university presses appreciate Amazon for its ability to help readers find books. "Before Amazon, it was exceedingly difficult to get the range of books that we do into the hands of individual scholars and readers," says

Minnesota's Mr. Armato. Amazon "makes these works immediately purchasable."

Mr. Armato says he frequently hears from scholars that they turn to Amazon for the books they need, especially when interlibrary loan proves too slow or cumbersome. The downside is that "this has gone hand in hand with the decline of library sales for the university-press monograph," he says. Scholars might buy fewer books through Amazon if their libraries were buying more of those books in the first place.

University presses also wonder to what extent libraries are buying books directly from Amazon as well as through the distributors that traditionally deliver scholarly books to the library market. Amazon doesn't really share customer data, so "we just don't know where those books are going," Mr. Armato says. "We have no idea who the final purchasers are." (Ms. Darksmith at California's press says that, as a retailer with a focus on customer service, Amazon isn't really "set up to feed back that kind of information" to the suppliers whose goods it sells.)

For its part, Amazon considers university presses "an important and growing business for us, and we appreciate the role they play in disseminating research and education content," a company spokeswoman says via email. "We don't comment on our business terms, but we always work to develop strong professional relationships with publishers, including university presses, so together we can deliver low prices and a great experience for our customers."

TALKING TERMS

By all accounts, Amazon is a formidable negotiator in pursuit of that customer experience. "Almost any press director will say they're the toughest ones to negotiate with every year," says the UNC Press's Mr. Sherer, who describes his press's relationship with the company as positive.

Like Amazon's ability to satisfy customers, its approach to negotiations has become part of its signature style—and a departure for the book business, according to Mr. Sherer, who worked in trade publishing before moving to North Carolina.

"They're unique in the fact that they come back every year with new requests," he says. In an Amazon world, "terms are always going to be up for negotiation."

Common bones of contention include how much books will be discounted and how much "co-op" advertising money publishers will kick in to have their books promoted or well placed on Amazon's site—"nothing too surprising," Mr. Sherer says. Commercial publishers too have long wrangled with Amazon over those issues, since well before the Hachette drama.

If university presses have felt the pressures Hachette has experienced—hearing that it will take weeks to process orders, for instance—they're reluctant to say so



D.L. ANDERSON FOR THE CHRONICLE

Amazon officials are "the toughest ones to negotiate with every year," says John Sherer, director of the U. of North Carolina Press.

publicly. Some cite contract negotiations in progress. But Amazon's influence makes it tricky for them to say anything negative about how the company does business.

"In some ways it's a challenging conversation," says Ms. Darksmith, of California, adding that she has not seen evidence of undue pressure in the company's dealings with her press.

Still, rumors and anxiety abound, along with a sense that "Amazon is always testing the limits," as Mr. Esposito puts it. His sense is that, "in the last year or so, the tests and the pressure have become greater."

"The Hachette issue just makes scholarly publishers less likely to give Amazon the benefit of the doubt," says Michael Zeoli, vice president for strategic e-content development and partner relations at YBP Library Services, which delivers print and digital content to academic libraries, among other services. Amazon's size could also work against it in developing trust; many publishers interact with the company primarily through its Vendor Central interface. "Most academic publishers will tell you that they don't even have a person they can contact reliably at Amazon," Mr. Zeoli says by email.

It may help university presses that they occupy a different niche in the publishing ecosystem than

commercial publishers do. "I'm not sure it's ever going to be our battle," says Mr. Sherer, of North Carolina, when asked about the Hachette situation. "People don't shop for our books the way they do for a lot of Hachette books." A reader who goes to Amazon in search of a particular scholarly study of, say, race relations in Argentina probably wants that book and that book only. A reader who just wants a good mystery, though, has an abundance of choices from different publishers.

'A BIG HORNET'S NEST'

Even if Amazon doesn't throw its weight around, university presses have to acknowledge that their largest customer is a for-profit entity whose primary mission is very different from theirs. Sometimes those models will clash.

"It's unrealistic to expect that a large, profit-driven corporation that is dealing in multiple industries is going to have the interest of university-press publishers at heart. That's just not the way they're set up," says Becky Brasington Clark, director of marketing and institutional outreach at the Johns Hopkins University Press. "Can they work with us productively and in good faith? Yeah. Ultimately are they going to protect their interests and their customers? Yeah."

Some challenges that presses have reportedly faced with Amazon—like divergent opinions on what price discount the parties think they've agreed to—may derive from technical rather than philosophical differences. For instance, Ms. Clark's press and Amazon just spent "the better part of a year unraveling and repairing a whole host of metadata issues that have caused problems on both sides," she says.

The difficulty arose from how book orders are placed and processed—all handled electronically now. If the bibliographic data that a press's system sends to Amazon doesn't match up well with the company's data tables, "the effect may be that we're selling the book to Amazon at one price and they think they're getting it from us at another."

That kind of metadata mismatch "can scale quickly into big numbers," Ms. Clark says. "If you can imagine thousands and thousands of line items, and each one is generating a discount discrepancy, that gets to be a big hornet's nest."

Amazon has "worked with us in good faith to get this resolved," Ms. Clark says. "Are they tough negotiators? Absolutely." But they also "helped us untangle a metadata issue that was enormous."

Ms. Clark has "a very strong hunch" that other publishers have experienced similar trouble. For publishers who remember the days when you would just make public your "terms of sale" and expect customers to abide by them, "it's a whole new vocabulary," she says.

Historical perspective can be a useful way to deal with anxiety about Amazon's large presence. In the 1990s, for instance, publishers worried about what one of Ms. Clark's colleagues calls "the killer B's"—Barnes & Noble and the now-defunct Borders.

"Pre-Amazon, they were the ones that we were having to negotiate with and compromise with and maybe cut deals with," she says. "Then Amazon came in and disrupted the superstores. The history of publishing has been a move to consolidation that you see in other industries as well."

Will something eventually disrupt Amazon? "I can't see that Amazon will ever stop selling books," Ms. Clark says. But as Amazon continues to expand far beyond its roots as an online bookstore, she wonders if there might be "a consumer shift" as "the scholarly community gradually migrates back to the bookstore," she says.

Maybe university presses will find more ways to collectively promote and market their books themselves, even as they continue to work with Amazon.

Big as it is, Amazon alone is unlikely to save or sink university-press publishing. With or without the company, "there's enormous anxiety about whether we as an industry can find ways to support scholarship," Ms. Clark says. "We tend to talk in terms of villains or saviors, but there's an awful lot of gray area there. Nobody can save another part of the industry at the expense of themselves." ■

How to Plan the Campus of the Future? Try Not To.

By AVI WOLFMAN-ARENT

DAN HUTTENLOCHER doesn't like walls. This isn't as much an aesthetic preference as it is a practical concern. Walls divide people and define spaces. They restrict movement. They discourage exchange. And they're a pain to move if your needs change, especially when they're stuffed with cables, ducts, and other infrastructural accessories.

Mr. Huttenlocher is certain that his needs will change. As dean of Cornell Tech, a closely watched collaboration in New York City between Cornell University and the

FACILITIES

Technion-Israel Institute of Technology, he is overseeing the creation of an institution dedicated to technological innovation, academic experimentation, and the kind of serial flexibility those two principles require.

"My goal as the dean is to create an environment where everything can be repurposed," Mr. Huttenlocher says.

He and his team are in the tenuous middle stages of planning and building exactly that: the chameleon campus, a space where interchangeability permeates everything. As Cathy Dove, Cornell Tech's founding vice president, puts it, "We want to embody the principle of iteration."

A LOOK AHEAD TO 2037

This attempt at building in nimbleness is a hedge against the hissing pace of technological change. Cornell Tech expects to open its first buildings in 2017 and its last two decades later. Yet the campus is being planned now by people who know they cannot imagine how the intervening years will change the way we interact with the digital world, maybe even with one another. In shunning any semblance of permanence, Mr. Huttenlocher hopes to answer the central question of this daring and expensive endeavor: "How do you do something that's technologically advanced that isn't immediately technologically dated?"

To ask it another way, how do you create a new institution in an age when everything—office design, intelligent infrastructure, cloud computing, classroom technology—presents some opportunity to break with the past? What do you build? What do you wire? What kind of interactions do you encourage?

Some institutions might create committees to try to anticipate specific changes. Cornell Tech is determined to do the opposite.

Those responsible for building the campus of the future won't pretend to know what the future holds. They only hope they're building something malleable enough to handle it.

Cornell and Technion joined forces in December 2011, when New York City selected them to build an applied-science graduate school on Manhattan's Roosevelt Island. The announcement followed an intense and highly publicized competition among the Cornell-Technion partnership and six other higher-education groups, all lured by the city's offer to donate land and contribute to capital costs.

The Cornell-Technion partnership won on the basis of the strength of its coalition and the grandiosity of its plans: two million square feet, 2,000 students, 280 professors, \$2-billion. Michael R. Bloomberg, who was then New York's mayor, called it "far and away the boldest and most ambitious" proposal received.

OFFICE ZONES, HUDDLE ROOM

Even after winning the competition, Cornell Tech isn't easing off its lofty promises. Its website boasts, "We're creating a campus on Roosevelt Island that's unlike any ever created in higher education." At present that campus is a demolition zone containing the carcass of what was once Goldwater Memorial Hospital. But behind the scenes, Cornell Tech's rhetoric is beginning to take the shape of commitments, starting with what Mr. Huttenlocher calls the "hard-scape."

That includes the floor plan for the first academic building, which was made final two months ago. The second, third, and fourth stories of the five-level structure are entirely undefined, dominated by large, uninterrupted spaces. Classrooms? Faculty offices? The building will have little of the former and none of the latter. Instead there are "office zones," to be filled with workstations; those seeking some form of enclosure can enter a "huddle room," "swing space," "collab" room, or "hub lounge." The entrepreneurial patois, conspicuous as it sounds, reflects an attempt to break down traditional academic boundaries.

"We want this building to support and encourage collaboration across very different groups of people who might normally be siloed in different places across a university," says Mr. Huttenlocher. "That's a goal that we don't see changing over a 75-year time frame."

Already, though, he says, he's getting pushback from faculty members: "My goal as the dean is to create an environment where it will be very open-plan like this. Does ev-



HANDEL ARCHITECTS

Cornell Tech is planning a campus on New York City's Roosevelt Island that's "unlike any ever created in higher education," shown here in an architect's rendering.

ery faculty member agree with that view? No."

Less contentious but equally intriguing is the technology integrated into the building's design. David Wilts, an IT specialist with the design firm Arup, who is a consultant on the project, says Cornell Tech is attempting to create what he calls the "holy grail" of building-management systems, the so-called smart building.

The idea is to have a structure where all of the building-maintenance functions—heating, cooling, ventilation, lighting, fire safety—are fully automated and share data with one another on a common network. For example, the light fixtures in Cornell Tech's first academic building will have sensors capable of reading room occupancy. The light-sensor data will feed into an IT network that also controls the heating, cooling, and scheduling systems.

"People talk about getting every building system onto a network. That doesn't really accomplish anything," says Mr. Wilts. "What really accomplishes things is getting the data to actually be exchanged between all of these different systems and applications."

The long-term effectiveness of

the network will rely on the agility and reliability of the campus IT infrastructure. And on that front, the institution is making perhaps its most notable gamble: It will not build a data center. "We fundamentally do not have a data center," says Scott Yoest, director of IT. "We don't even think that way."

LEAVE IT TO GOOGLE

Data centers, which house large numbers of servers, have been a staple of college campuses for decades, providing the computing power and local storage necessary to accommodate research and daily use. "It's been amazing for me after 25 years in IT higher ed to think of a campus without a data center," says Mr. Yoest. "I stumbled on it for about the first three months."

The move has obvious appeal, given the recent leaps in cloud computing, much of it driven by commercial vendors. Why build your own data storage when industry leaders can do the heavy lifting for you? It's a notion that higher-ed IT professionals say they've been mulling over for a while.

"I guarantee there is no one in higher ed more reliable than Google," says Sharif Nijim, enterprise-application architect at the University of Notre Dame. "You can't compete with that scale. You can't compete with that salary paradigm. You're not going to attract that kind of talent. Take advantage of the fact that other people are landing that talent."

Mr. Nijim says if he were starting a campus from scratch today, he'd forgo a data center. But the decision comes with risks, especially at an applied-sciences institution where data demands should be higher than on, say, a liberal-arts campus. The embedded assumption is that cloud computing will improve fast enough to accommodate a growing graduate institution.

In its embrace of technological progress, the data-center decision encapsulates much of the Cornell Tech mind-set. It also exposes the institution to what Mr. Huttenlocher calls the "bleeding edge." In other

words, it's great to be at the technological forefront, until the technology doesn't work.

And at present, there is a whole lot of technology that doesn't work for Cornell Tech. Its temporary campus, inside Google's New York headquarters, houses all sorts of experimental playthings. One room has three different videoconferencing systems. A device called the BeamPro—best described as remote-controlled Segway meets videoconferencing—allows professors to roam the campus hallways virtually even if in reality they're halfway around the world. And classrooms are outfitted with a technology that enables laptops to wirelessly transmit to a common flat-screen television. At least that's what it's supposed to do. "The first round of experiments has been close to a dismal failure," Mr. Huttenlocher says.

The gadgetry may be the most tantalizing part of what Cornell Tech is doing. After all, what would the self-proclaimed campus of "the next century" be without toys? But to make it to the next century with its reputation intact, the institution's planners will have to avoid overinvesting in the kind of proprietary technology that tends to expire quickly.

THE ZEN OF PLANNING

There is, in that sense, a sort of Zen to the planning process. Committing to flexibility means committing to nothing. Embracing technology means not buying so much of it.

In the meantime, Cornell Tech will keep experimenting, careful not to make too many commitments or erect too many barriers. This summer it will create a new testing ground by turning what is now the capital-planning room into another teaching space. The models and blueprints will move to another office while the existing room joins with the one adjacent to it.

"That wall is already coming down," Mr. Huttenlocher says, gesturing toward a red wall lined with splashy architectural renderings. "If I could, I'd take a sledgehammer to it myself." ■



CORNELL TECH NYC

Dan Huttenlocher of Cornell Tech: The goal is "an environment where everything can be repurposed."

Christian University in Canada Wages Lonely Battle for a Law School

By KAREN BIRCHARD
AND JENNIFER LEWINGTON

LANGLEY, BRITISH COLUMBIA
BOB KUHN never expected such a big fight. The president of Trinity Western University, a private, evangelical institution here, says he anticipated some opposition from

INTERNATIONAL

the “usual suspects” to his university’s proposal for a law school. Instead, the move has sparked a highly charged national debate over the limits to freedom of religion when it comes to gay rights.

The controversy centers on Trinity Western’s requirement that all students, professors, and staff members sign a covenant to uphold socially conservative beliefs. Without making specific reference to gays, the statement describes a biblical view of marriage as between a man and a woman. The statement of faith is similar to ones at American Christian colleges like Wheaton College in Illinois and Bob Jones University, but it’s highly unusual in Canada.

Critics contend that the pledge, which would apply to future law students, amounts to discrimination against gay students and question how a new law school would be able to produce graduates able and willing to uphold Canada’s law allowing same-sex marriage.

“Law-school admission should be based on merit,” says Trevor Loke, an openly gay Christian who hopes to apply to law school in the coming years. The 25-year-old, who is commissioner of Vancouver’s parks, is suing British Columbia for its decision to approve Trinity Western’s law school, arguing that its consent is unconstitutional and that the university’s admission policies, notably requiring the signing of the covenant, effectively reduce the number of seats available to him.

Mr. Loke’s lawsuit is just one of several that have been spurred by Trinity Western’s bid. And while a number of provincial law societies have said they would recognize a Trinity Western law degree, others have decided to essentially bar potential graduates from practicing in their regions.

Despite the opposition and a legal bill of \$1-million and climbing, the university has vowed to press ahead. “We are not pretending it is the popular thing to do, but it is, we believe, the right thing to do,” says Mr. Kuhn, who has received hate mail related to the controversy. “To be cowed by popular opinion at this point in time would be the coward’s way out.”

LEGAL CHALLENGES

The heated debate seems distant from the well-manicured campus of low-rise buildings located on a former dairy farm in the agriculture-



For Bob Kuhn, president of Trinity Western U., a fight over a proposed law school represents an even bigger issue for Canadian colleges: the right of faith-based institutions to exist when their beliefs conflict with those of society.

rich Fraser Valley. At Trinity Western, faith-based activities blend seamlessly into the daily rhythm of the campus. Along a main pedestrian walkway, banners cite Scripture readings. At 11 a.m., chimes ring out to signal weekly chapel services.

Trinity Western stands out in a country that is much more secular than the United States. Christian Higher Education Canada, an association that represents Christian colleges, reports that a mere 16 percent of Canadians attend church regularly, compared with 40 percent of Americans.

Founded in 1962 as a junior college with support from the Evangelical Free Churches of Canada and America, the university now enrolls about 4,000 students, 7 percent of them from the United States, and has graduate programs in business, nursing, and biblical studies, among others. It has long aspired to start a law school, which would be the first private one in the country, with the goal of turning out lawyers to work in rural areas and small towns.

In December, British Columbia’s Degree Quality Assessment Board and the Federation of Law Societies of Canada, the professional body that approves new law schools and oversees national curricular standards, gave a thumbs up to the law degree. Both said that questioning the faith statement was outside their mandate.

Yet the deans of Canada’s 23 public law schools unanimously condemned Trinity Western for its faith statement, arguing that “discrimination on the basis of sexual orientation is unlawful in Canada

and fundamentally at odds with the core values of all Canadian law schools.”

With the regulatory approvals, the public debate over the law school roared into high gear, generating a national discussion with opinions dueling in social media, in newspapers, and on television.

Further complicating Trinity Western’s bid is its need for accreditation by provincial law societies, which are the equivalent of state bar associations in the United States. The law societies are an integral part of the legal-education system by their provision of mandatory internships or “articling” before a graduate is admitted to the bar. The university had expected accreditation to be a relatively un-

“We are not pretending it is the popular thing to do, but it is, we believe, the right thing to do. To be cowed by popular opinion at this point in time would be the coward’s way out.”

controversial exercise after the academic approvals, but it has been an acrimonious affair. Trinity Western has filed lawsuits against Ontario’s Law Society of Upper Canada, which in April refused to grant accreditation because of the covenant, and against the Nova Scotia Barristers’ Society, which voted to recognize the law school only if it exempted law students from signing the covenant or amended it “in a way that ceases to discriminate.”

Closer to home, British Columbia’s law society gave a green light

to the law school. But in an unusual move, lawyers in British Columbia in June voted overwhelmingly for a resolution asking the law society to reverse its endorsement of Trinity Western’s application. The governing board has a year to act on the request.

Meanwhile, Mr. Loke’s case is expected to be heard in December. “I’m hoping it will set a precedent that basically says that segregation has no place in this country for any reason,” he says.

DEFINING PLURALISM

For Mr. Kuhn, the law-school fight represents what he sees as an even bigger issue for higher education in Canada—the right of faith-

based institutions to exist when their beliefs are at odds with the rest of society.

“Is Trinity Western a Christian evangelical community of learning?” he asks. “Is it entitled to hold a community-defining view that homosexuality, in terms of its expression by way of same-sex intimacy, is morally wrong?”

He adds that “if we are not allowed to hold that view, then that is the end of the discussion. But I think very few people would say you are not allowed to hold that view.”

Not so, say civil-liberties experts. “We recognize and support Trinity Western’s religious freedom as a private Christian university,” says Sukanya Pillay, executive director of the Canadian Civil Liberties Association. “Where we have a problem is that the covenant does not stop at expressing beliefs or ideals but rather seeks to directly restrict the rights and freedoms of LGBTQ faculty, students, and staff.”

Such criticism has made for a somewhat uneasy atmosphere on the Trinity Western campus.

“The stereotypes about Trinity as an institution is that it is a very closed institution, that only students of a particular belief, background, and upbringing are allowed to attend, which could not be further from the truth in my experience,” says Brayden Volkenant, an undergraduate and evangelical Christian. Mr. Volkenant says he wants to earn a law degree from Trinity Western.

Eve Stringham, vice provost for research and graduate studies, says faculty members “have encountered some challenges” as a result of the controversy. At a recent conference on nursing, she says, a faculty member was “verbally attacked” during a discussion on spirituality in health care.

To be sure, Trinity Western’s religious beliefs have been tested before. Five years ago, the Canadian Association of University Teachers criticized the university for its “faith test.” In its defense, Trinity Western cited the position of the American Association of University Professors, which grants an exemption to religious colleges as long as limitations on academic freedom are spelled out at the time of hiring.

As precedent for a law school, Trinity Western cites a 2001 decision by the Supreme Court of Canada, which ruled that graduates of Trinity Western’s education program could teach in the public-school system notwithstanding their religious beliefs. But critics, including some constitutional lawyers, contend that much has changed since the ruling, including a 2005 law passed by Parliament that made same-sex marriage legal.

“We say that the guarantee of equality, the guarantee of freedom of religion, means that the government cannot fund and authorize a school that discriminates against gays and lesbians,” says Clayton Ruby, a Canadian civil-rights litigator who is representing Mr. Loke.

But if Trinity Western loses its law-school bid, warns Mr. Kuhn, the existing higher-education system “becomes a hegemony. What is defined as pluralism no longer exists because diversity now is defined as diversity we agree with.”

On one point, he and critics do agree: The fight probably won’t get settled without another Supreme Court ruling. ■

People

Sociologist and Dean Tries Her Hand at Being Top Academic Leader

By PETER MONAGHAN

“I FEEL like I’m joining a team with a halo on it,” says **Katherine Newman**, who becomes provost and senior vice chancellor for academic affairs at the University of Massachusetts at Amherst this week.

Ms. Newman, a sociologist, has stepped down as dean of arts and sciences at the Johns Hopkins University, a post she began in September 2010. At Amherst she will work under **Kumble R. Subbaswamy**, who has been Amherst’s chancellor since July 2012.

Ms. Newman, who is 61, had been seeking a new challenge, and she was also a finalist for the provost’s job at the University of Wisconsin at Madison this year. The idea of moving to Amherst sounded better and better as she heard glowing reports about Mr. Subbaswamy’s open, collaborative style of leadership.

“I’ve found that there’s a feeling at Amherst that he’s opened up a whole lot of black boxes,” she says.

That approach echoes her own priorities at Johns Hopkins, where she brought faculty members into the budget process through regular briefings and the establishment of faculty committees to offer advice on spending priorities.

“She arrives at a propitious time,” says Mr. Subbaswamy. He and his colleagues are making a \$1-billion investment in such new facilities as an honors-college residential community, life-sciences laboratories, and a state-of-the-art classroom and academic building.

Says the chancellor: “In many states there has been a long winter of reduced budgets,” but in Massachusetts under **Gov. Deval L. Patrick**, a Democrat, “there is a real recognition that higher education is a very good investment for the state and that Western Massachusetts,” where Amherst is located, “is a good place to create that impact.”

Before joining Johns Hopkins, Ms. Newman held positions at Princeton, Harvard, and Columbia Universities. This is her first ad-



JOHNS HOPKINS U.

Katherine Newman

ministrative job at a public institution. Because the vast majority of American postsecondary students attend state institutions, the country must depend on them to deal with its pressing issues, she says, “and that’s what I want to work on.”

Ms. Newman has written or ed-

ited more than a dozen books on such topics as the working poor, middle-class economic insecurity, and school violence. She and **Ariane De Lannoy**, a researcher in South Africa, have just published *After Freedom*, which explores how the post-apartheid generation in South Africa has fared. In her 2012 book, *The Accordion Family*, Ms. Newman wrote about the global phenomenon of the rising number of young adults who live with their parents.

Her new job “brings the two halves of my life together,” she says. “Part of me is a scholar in these questions, part an academic leader who can address them.” The Amherst campus has long emphasized social justice and involved itself in neighboring communities, reflecting concerns that fit the cultural and political values she saw around her in the 1970s as she earned a doctorate in anthropology in the University of California at Berkeley.

At Johns Hopkins, Ms. Newman has worked on the creation of

a new arts center in a low-income Baltimore neighborhood. She also set up a new sabbatical system as well as an academy for still-active retired professors, and increased support for graduate students.

Her emphases as provost at Amherst will include creating streamlined avenues for students from well-supported freshman years to solid liberal-arts degrees and “labor-market-friendly master’s degrees,” all within five years. During her four years at Johns Hopkins, that practice became so established, “almost without guidance from administrators, that we realized we needed to be more intentional about it.”

She knows college administrators must work to curtail the cost of earning a degree, but just as important, she suggests, is to be “capacious and supportive of students coming from all strains of society.” To that end, she says, colleges need to adopt practices they have learned through a wealth of social-science research on college adjustment. ■

College President Moves to New Institute to Foster Dialogue on the Americas

AFTER nearly 22 years as president of the University of Texas at Brownsville, **Juliet V. García**, who is 65, will step down at the end of August to take on a new challenge. This fall she will become executive director of the University of Texas Institute of the Americas, which is being created to improve the lives of people living along the Mexican border. She talked with *The Chronicle’s* Katherine Mangan about Brownsville’s student-success strategies and what she hopes to achieve next.

Q. For 20 years, the University of Texas at Brownsville had a partnership with Texas Southmost College. What role did the partnership between the university and the community college serve before it ended in 2011?

A. In the early 1990s we decided to invent a place that took the strengths of a community college, including open admissions, nurturing, and small classes, eliminate all of the transfer barriers, and add, on top, a university with bachelor’s and master’s degrees. It raised expectations exponentially. We could see right away students who had started out in automotive technology with plans to set up their own shop deciding to stay and become civil engineers.

Q. What lessons did you draw from presiding over a university where most students are the first in their families to attend college?

A. You can’t pretend they’re the same kids who go to a more elite

school. You have to treat them differently. They need more rigor and more discipline and more time on task.

Starting last year, we required all freshmen in the four highest-dropout courses—English, math, history, and science—to come in for an hour with a peer tutor for every hour in class. Every freshman has to do it—no opt-out. Retention rates in those courses grew by double digits.

Our students face different kinds of pressures. Families are their most important priorities, then work, then school, so if your mom needs you at home or someone’s sick, you don’t come to class.

We converted all of our part-time staff positions into student employment so students who have to work are engaged on campus,

THE PROBLEM SOLVER



U. OF TEXAS AT BROWNSVILLE

Juliet V. García

talking with faculty, and not just off somewhere flipping burgers.

Q. What will your priorities be in the new institute?

A. We see ourselves as the epicenter of English-speaking and Spanish-speaking Americas, where they convene and where their edges blur. As we are inventing a new university that takes advantage of that position [the University of Texas-Rio Grande Valley], I’ll be looking at ways to facilitate important discussions across borders, those that don’t just talk about problems but try to solve them. It will also be a place to develop the next generation of leadership that will nurture and sustain our democracy. ■

TRANSITIONS

PEOPLE IN ACADEME

Submit ideas to people@chronicle.com or at chronicle.com/people

JOB MOVES

■ **Wayne A.I. Frederick**, who became Howard University’s interim president last October, was appointed to the post permanently in July. A scholar and surgeon, he previously served as provost and as director of the university hospital’s cancer center. His predecessor, **Sidney A. Ribeau**, retired suddenly last fall.

■ **Martin Bean** will step down as vice chancellor of Britain’s Open University to become vice chancellor of RMIT Uni-

versity, in Melbourne, Australia, next February. Open University, which emphasizes online learning, is one of the founding partners of the MOOC platform FutureLearn.

■ **George W. Hynd**, provost and an executive vice president at the College of Charleston, has been named president of Oakland University. The previous president, **Gary D. Russi**, retired last summer.

■ **Betty J. Youngblood** has served as interim president since last July.

■ **Mia Henry**, who has worked as a non-profit-organization administrator, will become executive director of Kalamazoo College’s Arcus Center for Social Justice Leadership on August 11. She will suc-



JACK ALTERMAN

ceed the founding executive director, **Jaime Grant**, who has stepped down.

■ **Sherry J. Yennello**, a professor of chemistry at Texas A&M University at College Station and a former associate dean for faculty affairs in its College of Science, is the new director of the university’s Cyclotron Institute, a center for research on atomic nuclei. She replaces **Robert E. Tribble**, who left after 11 years to become deputy director for science and technology at Brookhaven National Laboratory.

DEPARTURE

■ **Beverly Tatum**, president of Spelman College since 2002, plans to retire on



TEXAS A&M U.

June 30, 2015. The historically black institution for women just completed a 10-year campaign that raised \$157.8-million.

IN MEMORIAM

■ **Paul G. Risser**, who was president of Miami University, in Ohio, and of Oregon State University, and was chancellor of the Oklahoma State System of Higher Education, died July 10 in Oklahoma. He was 74. Before moving into leadership roles, he was a professor of botany at the University of Oklahoma.

■ **Daniel Lockwood**, who retired as president of Multnomah University last November because of health concerns, died on July 9. He was 65. He became president in 1997, and before that taught theology and

served as seminary dean at the institution, where he worked for 34 years.

■ **James MacGregor Burns**, an emeritus professor of government at Williams College who won the Pulitzer Prize in history in 1971 for his book *Roosevelt: The Soldier of Freedom*, died July 15 in Massachusetts. He was 95. The author of many books, he helped develop the interdisciplinary field of leadership studies.

■ **Robert F. Panara**, a professor emeritus at the Rochester Institute of Technology and an expert on deaf figures in literature, died July 20. He was 94. Mr. Panara, who became deaf at age 10, joined the university’s newly established National Technical Institute for the Deaf in 1967 and helped establish the English department there.

ALMANAC 2014-15 *A Special Issue*

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THE CHRONICLE
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In Brief

Data Point

Behind the Numbers in the News

15%

Percentage of Division I men's lacrosse players who have used cocaine in the past 12 months

BACK STORY

Men's lacrosse players are among the biggest users of all recreational drugs among college athletes, according to new research from the National Collegiate Athletic Association. The data were reported by the athletes through an anonymous survey. Alcohol was the most commonly used substance, with 79 percent of all Division I athletes reporting its use in the past 12 months. Sixteen percent of athletes said they had used marijuana, 13 percent spit tobacco, 8 percent cigarettes, and fewer than 2 percent cocaine. Fewer female athletes reported drug use across nearly all sports and nearly all substances. The one exception was women's lacrosse players, who reported the highest rate of alcohol use of all Division I athletes: 98.5 percent.

CONTEXT

Users of Selected Recreational Drugs by Sport

	Alcohol	Cigarettes	Cocaine	Marijuana	Spit Tobacco
Most users	Women's lacrosse 98.5%	Men's lacrosse 30.3%	Men's lacrosse 15.0%	Men's lacrosse 35.8%	Baseball 49.6%
	Men's lacrosse 95.2%	Men's golf 17.4%	Wrestling 4.2%	Men's swimming 29.2%	Men's lacrosse 38.5%
	Men's golf 90.0%	Women's lacrosse 16.9%	Men's soccer 3.1%	Women's lacrosse 23.1%	Men's golf 30.3%
Least users	Men's basketball 58.1%	Women's basketball 2.1%	Women's tennis 0.0%	Field hockey 6.6%	Women's swimming 0.0%
	Wrestling 64.5%	Women's track 2.1%	Women's golf 0.0%	Women's golf 7.2%	Field hockey 0.0%
	Women's basketball 65.8%	Women's volleyball 2.7%	Women's volleyball 0.0%	Women's basketball 10.1%	Women's volleyball 0.8%
			Women's basketball 0.0%		

SOURCE: 2013 NCAA NATIONAL STUDY OF SUBSTANCE USE HABITS OF COLLEGE STUDENT-ATHLETES

For more Data Points, visit chronicle.com/blogs/data

STUDENTS

U.S. Advises Colleges to Make 'Good-Faith Effort' on Compliance

The U.S. Department of Education says colleges must make a "good-faith effort" to comply with changes in the campus-crime reporting law known as the Clery Act before the department issues final rules outlining how colleges should work to prevent such crimes as sexual assault and domestic violence.

When Congress renewed the Violence Against Women Act last year, the Clery Act was amended to require colleges to collect statistics on incidents of domestic violence, date violence, sexual assault, and stalking. In June the department issued proposed rules that define those terms. The rules would also require colleges to train students and employees in preventing such incidents.

In a "Dear Colleague" letter issued in July, the department said it had received "numerous inquiries" from colleges asking about their responsibilities, because the changes affect annual security reports that colleges must issue by October.

Until the department's final rules take effect, colleges "must make a good-faith effort to comply with the statutory provisions as written," the letter states.

COMMUNITY COLLEGES

Sweeping Change in the Works for Allocating Job-Training Grants

Vice President Joseph R. Biden Jr. announced a plan last week to change how the federal government allocates millions of job-training dollars to colleges and other groups.

The plan, the culmination of a review that President Obama announced in his State of the Union address, will require applicants

for some \$1.4-billion in grants to follow a "job-driven checklist" that calls for increased collaboration with employers, more on-the-job training, and better tracking of employment outcomes, among other elements.

The plan focuses less on creating new resources than on reallocating existing ones, including \$550-million in grants, announced last summer, to prepare American workers for in-demand jobs.

But the vice president did announce \$200-million in grants from the Department of Agriculture for 10 pilot projects to test employment and training programs for beneficiaries of federal nutrition assistance, and \$25-million in Department of Labor funds to create an online skills academy offering open online courses.

White House officials said Mr. Biden's plan would complement the Workforce Innovation and Opportunity Act, which President Obama signed into law last week. That legislation will streamline the nation's job-training system, ending 15 federally funded programs and shrinking state and local work-force-investment boards. It also will apply a standard set of outcome measures to evaluate all federal job-training programs.

LOAN DEBT

Illinois Attorney General Sues 2 Student-Loan Debt-Relief Firms

The attorney general of Illinois sued two student-loan debt-relief companies in July, accusing them of charging borrowers large fees to enroll them in free government programs.

According to the complaints, the companies—First American Tax Defense LLC and Broadword Student Advantage LLC—duped struggling borrowers into paying as much as \$1,200 for "bogus services" and for help in applying for free federal repayment plans, such

as loan consolidation.

The lawsuits, which are the first state action against the growing debt-relief industry for student borrowers, could serve as precedent for lawsuits by other states.

Last year the federal Consumer Financial Protection Bureau reminded borrowers that "you don't have to pay someone to help with your student loan."

Efforts to reach the companies accused in the Illinois lawsuits were unsuccessful.

ADMINISTRATION

U. of Delaware Pulls Plug on Controversial Power Plant

The University of Delaware announced in July that it had terminated a lease agreement with a company that planned to build a data center along with a controversial power plant on the university's Science, Technology, and Advanced Research Campus.

The university's president, Patrick T. Harker, said he had based his decision on a report by a campus working group that recommended against continuing to collaborate with the company, Data Centers LLC. The report concluded that the company's \$1.1-billion proposal was not "consistent with a high-quality, first-class science and technology campus."

The proposal for the natural-gas-fueled power plant had drawn significant opposition from residents of Newark, Del., and from the Faculty Senate, which voted, 43 to 0, to recommend against building the data center if it was accompanied by a fossil-fuel power plant of any size. The professors raised public-health concerns about the proposed facility and argued that the power plant would be inconsistent with the environmental goals of the university, which is respected as a leader in alternative-energy research.

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The Comfortable Kid

Colleges walk a fine line between empowerment and entitlement



By ERIC HOOVER

GO AHEAD, laugh at them. Call them thin-skinned, lily-livered, self-righteous. They always find a way to take offense. That's just how—as you've surely heard—today's college students roll.

Consider the evidence. Recently students have expressed many concerns that their elders describe as hypersensitivity gone haywire. In March, *The New York Times* reported on campus discussions of “micro-aggressions,” subtle slights of one’s race, ethnicity, gender, or sexual orientation. This spring, commencement speakers at several prominent institutions withdrew amid students’ opposition to their views or affiliations. By then the nation had heard all about “trigger warnings”: Students on various campuses have called for alerts about assigned texts (yes, old sport, even *The Great Gatsby*) that might upset or traumatize them.

In Focus

STUDENTS

So when something awful happened this past May, perhaps nobody should've been surprised by how a student newspaper at the University of California at Santa Barbara reacted. After the fatal shootings of six students near the campus, *The Bottom Line's* editors opted against immediately publishing an article, to protect student journalists from "emotional harm."

These developments raise a question. Are the future caretakers of civilization made of marshmallows?

Yes, say the pundits. Lately commentators have ridiculed students for an array of sins ("overreaching sensitivity," "longing for an 'offenseless' society"). The Daily Beast's jab at undergraduates ("The Oh-So-Fragile Class of 2014 Needs to STFU and Listen to Some New Ideas") bore this blunt conclusion: "Young people are the worst."

But the kids-these-days diss simplifies the complexity of 21st-century students. They are a diverse bunch with varying needs and wants, some more serious than others. They carry immense expectations through higher education's gates, and in the name of compassion and competition, colleges strive to serve. If students are soft, campuses help make them so.

"What happens on college campuses has as much to do with the institution and the adults within it as anything that the students bring," says Richard Arum, a professor of sociology and education at New York University. "There's a dynamic in place where colleges are catering to them as consumers and clients. They are increasingly making decisions to keep students happy."

That means trade-offs. The rise of the consumer ethos has sapped colleges' commitment to learning, argue Mr. Arum and Josipa Roksa, an associate professor of sociology at the University of Virginia, in *Academically Adrift: Limited Learning on College Campuses*. Yet the "delivery of elaborate and ever-expanding services," the authors concede, might also have positive consequences. Generally colleges have become more responsive to students, which hardly spells doom.

Just how responsive an institution should be, however, is debatable. The line between care and coddling can be blurry. Critiques of the college experience often mention the physical comforts that students now enjoy. The

high-rise dorm. The fancy gym. The cafeteria featuring omelets with your choice of 17 locally sourced ingredients.

Those amenities are tangible expressions of a broader goal. Colleges continue to grapple with many dimensions of comfort—intellectual, cultural, social—and how much of it to provide. The challenge, some administrators and professors say, is making students uncomfortable in some ways but comfortable in others. Challenge their ideas and assumptions here, support their identities and interests there.

On an increasingly diverse campus, striking that balance is difficult. Some students stroll in, convinced that they own the place; others slink along, lugging problems and doubts. So, go ahead, laugh at college students. But maybe, just maybe, not all of them deserve it.

WHEN COLLEGES FIRST entered the business of tending to students' personal needs, the streets were full of Model Ts. During the 1920s, the problems that students experienced as they adjusted to campus life became a widespread concern. Then, as now, those problems included frustration with large, impersonal classes, and depression.

Previously, college leaders had assumed that participation in extracurricular activities worked against students' academic performance. That notion faded as more and more research suggested a connection between personality development and achievement. Gradually a host of academic, social, and psychological programs grew. In 1924 the American College Personnel Association was founded to lead the burgeoning student-affairs profession.

Its purpose? To reduce the "psychic dislocation of college" by giving students more individualized attention, says Christopher P. Loss, an associate professor of public policy and higher education at Vanderbilt University, who describes the rise of student services in *Between Citizens and the State: The Politics of American Higher Education in the 20th Century*. Eventually educators were focused on the "whole student."

At least half of all students who enrolled in college in the 1920s left without earning a degree, typically in their first year. Although attrition then had many causes, Mr. Loss has found, colleges embraced extracurricular pro-

grams as the primary solution to the dropout problem (then known as "student mortality"). So began freshman week, orientation classes, clubs, honors programs, social events—myriad ways to make students feel at home.

"There's been an ongoing tension between being efficient and effective in handling this massive student body on the one hand," Mr. Loss says, "and providing personalized instruction and care on the other."

The influx of veterans on the original GI Bill cemented student services as a primary function of colleges. And long after the erosion of *in loco parentis* as the basis for discipline and social control, Mr. Loss writes in a forthcoming essay, the doctrine continued to compel

Are the future caretakers of civilization made of marshmallows? If students are soft, campuses help make them so.

colleges "to care for and nurture their students in order to help them steer clear of the innumerable academic and emotional challenges of going to school."

In the 1960s and 1970s, as institutions enrolled more and more black students, "diversity" was the key word in student affairs. Later, cultural programs and support services designed for students of various racial and ethnic backgrounds became the norm. Conceptions of diversity today go well beyond demographics. Many colleges now try to accommodate the broad spectrum of a student's identity: sexual orientation, religious beliefs, and political views, for instance, or hardships faced as a combat soldier or a victim of sexual assault.

Continued on Following Page

Continued From Preceding Page

“There’s an almost infinite array of personal experiences, traumas, and tragedies that can shape or condition your capacities to be a member of a college community,” says Mr. Loss. “What role does the college have to play in order to ensure that all students are treated fairly?”

An increasingly large one. Generally, educators believe they have a moral responsibility to develop students beyond the classroom. Those who are happy and “engaged” are more likely to succeed and graduate, which is also good for the bottom line. So colleges are canvassing students and alumni to gauge their satisfaction.

To that end, Augustana College, in Illinois, is trying to determine whether it inadvertently “privileges” extroverted students, making it easier for them to find a niche. In surveys of freshmen, the college includes a three-item scale, “Comfort With Social Interaction,” which asks how they feel about meeting new people and interacting in unfamiliar settings. Researchers use the scores, along with responses to other questions, to determine how personality might affect students’ sense of belonging on the campus. “We’re asking, Have we created this environment where we suck the oxygen out of the introverts in the room?” says Mark Salisbury, assistant dean and director of institutional research and assessment.

Such sophisticated inquiry suggests a level of concern that once would have seemed outlandish. In the age of Starbucks, where each cup bears a name, students—and the parents they call and text daily—expect a lot more than they used to. “It’s part of the movement for individualization,” says Jean Twenge, a professor of psychology at San Diego State University and author of *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. “On many campuses, there’s this idea, ‘I paid my money, thus I want this customized experience.’”

CUSTOMIZATION MEANS MORE options. But how many aspects of college should be optional?

Philip Wythe, a junior at Rutgers University, has thought carefully about that. In February, Mr. Wythe wrote a column for the New Brunswick campus newspaper in which he described trigger warnings on syllabi as “psychological protection for those who need it.” Such warnings originated in feminist forums online, where they flag content that victims of sexual abuse might find distressing. Recently students on several campuses—Rutgers, UC-Santa Barbara, the University of Michigan—have called for their use in academic courses. A panel of students and faculty members at Oberlin College is weighing the issue.

Importing trigger warnings to the classroom, Mr. Wythe argues, would help students prepare themselves for emotionally hazardous material and avoid it if necessary. A trigger warning for *The Great Gatsby*, he suggests, might include the words “suicide” and “domestic abuse.”

Mr. Wythe recounts in an email the experience of a close friend, a young woman at Rutgers, who suffered a panic attack in class. While watching a film in which the protagonist describes being sexually abused, Mr. Wythe writes, his friend started shaking and crying. Eventually she ran out of the room.

By his description, the woman had been “triggered,” or reminded of a past trauma. Colleges have an obligation, he says, to try to prevent that, by warning students about material that deals with violence and sexual assault. “Trigger warnings aren’t for able-minded students who are prone to sensitivity,” he writes. “It’s about individuals with disabilities, such as PTSD or severe anxiety disorder, which can disrupt daily life.” More such students are going to college than ever before.

Mr. Wythe’s views are informed by his ex-

perience in a high-school health class. During discussions of sensitive topics like depression and suicide, he explained in a recent interview on HuffPost Live, students were assured that if they felt uneasy at any point, they could approach the teacher and request “an alternate plan.”

So Mr. Wythe has come to see the issue as a matter of transparency. “These are students trying to change the course of their own education, as in saying what they would like in the classroom, what they’re comfortable with in the classroom,” he said in the interview. In other words, they’re consumers, making buying decisions. A trigger warning, he says, can help a student decide whether to skip a class on a given day—or whether to take that course in the first place.

That idea frustrates many professors who see an overstated problem. It’s not as if students are always blindsided, as if instructors never preview assignments or contextualize them. One psychology professor who plans to assign a book about sexual abuse this fall says he will first discuss why reading it might be difficult. “Is that a trigger warning?” he asks. “Partly, it’s being a good teacher.”

A trigger warning for *The Great Gatsby* might include the words “suicide” and “domestic abuse.”

The notion that a book, like a pack of cigarettes, needs a warning label strikes many professors as preposterous. Where to draw the line? Instructors aren’t counselors, nor could they begin to anticipate all of the things that might traumatize someone.

Orange juice, for instance, triggers Mariah Woelfel, a student at DePaul University. She associates it with visiting her brother in the hospital after a car accident left him severely disabled. She opposes trigger warnings, however, because, as she wrote in *The DePaulia*, they go against “the main purpose of higher-level learning: to explore diversity in ideas, and challenge the ones that you already hold.”

Trigger warnings are evidence that political correctness has given way to something broader, says Karen Swallow Prior, an English professor at Liberty University. “Now, instead of challenging the status quo by demanding texts that question the comfort of the Western canon,” she wrote in *The Atlantic* this spring, “students are demanding the status quo by refusing to read texts that challenge their own personal comfort.” She calls this “empathetic correctness.”

EMPATHY IS TRICKY. Where it exists, students may feel secure, and understanding might flow. But it’s hard to cultivate.

Still, colleges should try, says Charles W. Green, a psychology professor at Hope College. Fifteen years ago, Mr. Green, who studies race and racism, helped start a residential academic program, or learning community, for freshmen interested in racial and cultural issues. The goal: to promote inclusion as the predominantly white campus diversified (today 15 percent of its students are

nonwhite, up from 4 percent about a decade ago).

“If you’re in the majority and it’s all working for you, it’s hard to see that other people might not be having this lovely time,” he says. “Some people don’t realize how common it is for students to have experiences that leave them feeling as if they are unwelcome on their own campus.”

Mr. Green recalls a black student who was carrying a pizza back to the campus one evening when a group of teenagers surrounded her. When she refused to hand over her dinner, they called her the N-word. The next day, the young woman and several other black students came to his office. They were shaken.

Most incidents he hears about are more subtle. A white student tells a black student not to “play the race card” during a class discussion. A black woman reports that when professors ask students to discuss a topic in pairs, the white classmates to her left and right always turn away from her.

Whether a particular insult is also a microaggression—a subtle conveyance of bias or stereotype—is subjective (“No, where are you *really* from?” or “I have trouble telling Asians apart”). Some students say hurtful things because they’re bigoted jerks; others, naïve or socially clumsy, don’t mean to offend. The term “microaggression,” like “trigger warning,” comes from the realm of social justice, which increasingly informs discussions of diversity on campuses.

This is especially true at Emory University, where freshmen now discuss microaggressions during orientation. Throughout the year, students in the Issues Troupe write and perform skits to increase awareness of racial stereotypes and cultural differences.

Ajay Nair, senior vice president and dean of campus life at Emory, believes that the modern campus must move beyond traditional multicultural programs. “With multiculturalism, the destination is tolerance, not understanding,” he says. “Our students are pushing back and saying, ‘This doesn’t work; tolerance doesn’t lead to understanding.’ Multiculturalism focuses on celebration instead of social justice and activism.”

Mr. Nair envisions a “polycultural” model that acknowledges multiple identities. A student might be gay and Hispanic, or Asian-American and Christian. The dean has begun restructuring his entire division to reflect that model (think more collaboration, less compartmentalization). The shift serves another goal as well: persuading all students that they have a stake in diversity.

“A straight, white male student has a lot to offer, a particular way of understanding the world,” says Mr. Nair. “As we think about a deeper understanding of diversity, the dialogue can’t just be with certain parts of the community that have been marginalized.”

Talking about microaggressions is a helpful way to frame that dialogue, Mr. Nair believes (as an Indian-American, he recalls being told that his English was “so good,” even though he was born and raised in Philadelphia). Whether such discussions promote understanding, however, is complicated.

Jovonna Jones, a senior at Emory, says the term “microaggression” can help minority students describe their feelings to others. “There are many things my peers have experienced, but we didn’t have a name for it before,” says Ms. Jones, who is black. “It’s another way of trying to explain how racism works to people who still don’t want to hear it exists.”

Sometimes, for instance, her peers call her “sassy,” which she hears as a code word for the stereotype that black women have an attitude. Now and then, students ask to touch her hair; some have just gone ahead without asking. Framing her objections in terms of microaggressions, she says, can be empowering and productive.

But it’s not always easy. When she hears someone say, “Oh, that’s ghetto,” she says, she has to decide whether to explain why

that might offend not just her, but many black students. “It can become a very toxic position to be put in,” she says. “What happened to it just mattering that you hurt someone’s feelings?”

Some white students, meanwhile, have complained that diversity discussions shovel guilt down their throats. “Check your privilege,” some are told, meaning that they should acknowledge their advantages in life, and maybe think twice about the views they’re sharing. In April, Tal Fortgang, a white student at Princeton University, wrote a column describing the phrase as a rebuke that “threatens to strike down opinions without regard for their merits, but rather solely on the basis of the person that voiced them.”

EXPOSING STUDENTS to unfamiliar ideas has long been a core purpose of higher education. From temporary discomfort comes an essential struggle, writes Tricia A. Seifert, an assistant professor at the Ontario Institute for Studies in Education, at the University of Toronto. “Disequilibrium, cognitive dissonance, challenge—these are the building blocks of learning.”

But is that still in vogue? A national survey of freshmen conducted annually by the Higher Education Research Institute at the University of California at Los Angeles suggests that many students wrestle with the concept. Generally, freshmen say they work well with others and tolerate those with different beliefs. Yet they rate themselves low on their “openness to having their own views challenged.”

These days Netflix recommends a film based on those you like. Spotify suggests a band based on your listening habits. And curated news feeds deliver the political opinions you choose.

“As we have a greater expectation of physical comfort, of an ability to choose what media we want to see, what sources we want to read, it does cultivate, almost inevitably, seeking intellectual comfort,” says Greg Lukianoff, president of the Foundation for Individual Rights in Education. “You want people to agree with you. It’s part of human nature.”

There’s one problem, though. “It’s just not intellectually healthy,” he says.

Kathleen McCartney also thinks “ideological echo chambers” have diminished the appetite for true dialogue on campuses. She is president of Smith College, where some students and faculty members objected to the selection of Christine Lagarde, managing director of the International Monetary Fund, as this spring’s commencement speaker, which they saw as an implicit endorsement. An online petition urging Smith to reconsider the invitation said the IMF had helped strengthen “imperialist and patriarchal systems that oppress and abuse women worldwide.” A few students wrote to Ms. Lagarde, asking her not to come. A week before graduation, she withdrew.

Ms. McCartney insists that she wouldn’t have minded if students had protested during the speech. “That’s fair game,” she says. What troubled her was the impulse to prevent anyone at Smith from hearing Ms. Lagarde. “They had many options between acquiescing and urging her to stay away,” the president says.

Since the episode, Ms. McCartney has heard from members of the Class of 1964, recalling their objections to that year’s commencement speaker, Dean Rusk, then the U.S. secretary of state, who supported the American role in the Vietnam War. Although many students wore black armbands in protest, they sat and listened to his speech.

What might explain why two generations

responded so differently? Ms. McCartney cites social media, for one. “Before, you had to walk a petition around campus. Now you can put it online in a millisecond,” immediately attracting like-minded classmates and a broader audience. But there’s something deeper, too. “Maybe in 1964, students felt like the power to say ‘don’t come’ wasn’t there,” she says. “Students are empowered today, and that’s mostly good.”

Mostly. Discussions of microaggressions and trigger warnings often flow from some wish, however vague, to make the world kinder, to make life easier for one’s neighbor. And the pushback against commencement speakers challenges the notion that today’s students are politically apathetic.

But there’s a troubling side to those trends, all of which boil down to scrutiny of words—which words students should say, read, hear. “All these things,” Ms. McCartney says, “can threaten free speech.”

The attention to finely tuned sensitivities, the relentless delivery of more options, more alternatives can also convince students that the world stops for them. The comfortable kid can get far too comfortable.

Recently, Ms. McCartney heard a radio report about how younger students perceive criticism as especially harsh when their teachers grade assignments in red pen. Just for a moment, she imagined Smith students demanding that professors use only black or blue ink. “I hope,” she says, “we don’t have a red-pen movement.”

Indeed, a national campaign about the harm caused by ink colors would be absurd. Life, we know, marks us up in whatever colors it wants. With wisdom drawn from our many years of experience, we tend to laugh at the kids, scoff at their ideas. But we should at least consider the possibility that old people are the worst. ■

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ROSS MANTLE FOR THE CHRONICLE

Main Street in Bethany, W.Va., is a few blocks from Bethany College, where the enrollment is about the same size as the town's population. The seclusion of the campus was a goal of the founder, in 1840, but these days the college seeks a bit more distraction for its students.

Spending Shifts as Colleges Compete on Students' Comfort

By SCOTT CARLSON

BETHANY, W.VA.

WHEN SOMEONE stops by Bethany College, claiming that they're just passing through, Scott D. Miller knows they're lying. This West Virginia college, where he has been president since 2007, is only 39 miles from Pittsburgh, but it's a long 39 miles, down one of three winding country roads. (There was a fourth road some years ago, but when a bridge on that route washed out in a rainstorm, state officials didn't bother replacing it.)

InFocus

STUDENTS

In this town of about 1,000 people, a visitor finds two businesses aside from the college: a general store, which sells everything from air filters to filet mignon, and a college watering hole that seems to sell beer and not much else. Even more than 170 years after the college's founding, the remote mountainside is just the sort of place that the clergyman Alexander Campbell had in mind when he created Bethany.

"There this quote that Campbell had in the 1830s, before he founded the college," Mr. Miller says, "where he talked about wanting a location that was secluded, free from distraction."

These days Bethany is trying to drum up a little distraction, to bring students in and keep them around: In the past several years, the college has revived an equestrian program, expanded its athletics programs (adding sports like lacrosse and field hockey), started a marching band, offered a broader range of campus jobs for students, and added various student activities. For those who get a little too distracted, Bethany also put a significant sum into a new academic-counseling center.

The programs come out of a bucket of money known as “student services,” a category that can include athletics, student organizations, admissions, financial-aid administration, and various kinds of counseling. On a ledger of expenditures, the new emphasis is plain to see: In 2007, Bethany was spending about \$3,800 per full-time-equivalent student on such services; in 2008, after Mr. Miller arrived, it was spending \$5,800 per student.

Mr. Miller, taking over after years of financial instability at the college, decided that giving students more amenities and activities was a way to help stabilize enrollment. A student’s 168-hour week, he notes, consists of 18 hours in the classroom and 50 spent sleeping. “For the extra 100 hours a week, it’s up to us to provide an educational experience.”

Other colleges might not be as remote as Bethany, but they are trying the same things, as indicated by a new report from the American Institutes for Research. The report, covering college spending from 2001 to 2011, shows that increases in student services outpaced those in other categories at most types of colleges—a trend that has held for years in studies conducted by the institutes’ Delta Cost Project, which looks at college finances. Although student-services spending can be modest compared with other categories, it has grown 20 to 30 percent at many colleges, outpacing any other category.

What’s driving growth in that area? Many speculate that it’s a facet of the amenities race—comforts and resources that go along with swanky dorms, cornucopian dining halls, and the infamous climbing walls (spending on which falls under a different category). Some say it represents colleges’ commitment to a new population of students who need more help getting through college—first-generation students, or those with learning disabilities, depression, or anxiety. Some financial experts look at data from recent years and conclude that colleges are spending more on enrollment resources.

It’s surely some combination of all of those priorities. But in the end, the growth in student services is certainly a sign of an intensifying competition among colleges. And even if the amenities, activities, and support cost many thousands of dollars per student, especially at elite institutions, they represent a college cost that students and their parents have asked for—either explicitly or through their decisions in enrollment.

Colleges are, more than ever, measuring their offerings and services against what peer institutions might provide, Mr. Miller says. The race is hardest on rural, less-selective colleges, he argues, which have to provide more support and more amenities to differentiate themselves.

“Competition is more intense now than I have seen in my 23 years as a college president,” he says. “Colleges have to be more student-centered.”

IF THAT’S TRUE, surely most colleges are feeling the heat. The American Institutes for Research report shows that only public baccalaureate colleges and community colleges did not increase their spending on student services over the 10-year period. For the rest—public research and master’s colleges, and all private institutions—the spending went up considerably.

For example, at private baccalaureate colleges, average spending on student services increased more than 21 percent per

full-time-equivalent student, while spending on instruction went up only 5.5 percent, and on operations and maintenance by 9 percent. Spending on research, public service, and institutional support declined. At public master’s institutions, student-services spending increased 15 percent, while that on instruction went up 6 percent, and in most other categories went down. Public research institutions spent 16 percent more on student services. At private master’s institutions the increase was 24 percent, and at private research universities nearly 30 percent.

Spending on student services also grew faster at nearly all institutions compared with instruction and “overhead” expenses like academic support and maintenance.

Donna Desrochers, an author of the report and a researcher at the institutes, points out that the data line up with a report by the group on administrator hiring, released in February. It said that new administrator hires—particularly in student services—were what drove a 28-percent expansion of the higher-education work force from 2000 to 2012. Student-services positions also commanded the expansion of wages and salaries, as pay in other areas was either flat or declining.

Analyses of the increases should come with a caveat: Around 2006, a number of colleges began reporting athletics expenditures under student services for the first time—they had previously reported that spending under another category. Many institutions where spending on student services spiked explained to *The Chronicle* that they had previously categorized athletics under instruction, in most cases because coaches also taught classes.

However, says Ms. Desrochers, even if you examine subsequent expenditures, increases in student-services spending are still higher than in other areas. What she doesn’t know is where, exactly, the money is going. Her data, from the Integrated Postsecondary Education Data System, or Iped, don’t provide figures at that granular a level.

“If colleges are making investments in services that help students learn and graduate, that is a good investment,” she says. (She is less positive about spending in athletics, because she doesn’t believe it helps retention.) “The difficult part is that it is a broad category, and it’s hard to determine what the money is being spent on.”

FOR THE DETAILS, one has to go to people who handle college finances or work in student services—and even there, the answers might come in broad brushstrokes.

Patricia A. Whitely, vice president for student affairs at the University of Miami and chair of the board of National Association of Student Personnel Administrators, can point to a handful of areas where Miami’s student services have expanded, and she hears the same from peers across the country. Start with mental-health counseling: Use of those services goes up 3 to 4 percent per year, and Miami has hired not only counselors but also social workers. Students show up at college with depression, hyperactivity disorders, Asperger’s syndrome, or a history of therapy that goes back years—without the sense of shame that may have accompanied those conditions in the past.

“It’s not a big deal to seek counseling,” Ms. Whitely says. “It’s all good news. But we have had to ramp up our support so they can persist, retain, and graduate.”

The growing numbers of first-generation students present their own challenges, and many colleges are putting more effort into programming for them. Compliance with regulations is another factor—Miami has added two staff members in the past three years to help deal with Title IX regulations, not to mention staff added to deal with Title IV, the Clery Act, and other laws.

The university has also added activities of various kinds. “In 1995 we had 18 sports clubs

Spending on Student Services

Expenditures on student services have grown at most types of institutions in recent years, particularly compared with spending in other areas, like instruction. Here are average expenditures on instruction and student services per full-time-equivalent student, in 2001 and 2011.

	Instruction	Student services	Percentage change
Public research	2001	\$9,708	4.4%
	2011	\$10,134	
Public master's	2001	\$1,227	16.4%
	2011	\$1,429	
Public bachelor's	2001	\$6,171	6.1%
	2011	\$6,545	
Community college	2001	\$1,312	14.9%
	2011	\$1,507	
Private research	2001	\$5,981	4.5%
	2011	\$6,249	
Private master's	2001	\$1,721	-1.6%
	2011	\$1,694	
Private bachelor's	2001	\$5,514	-12.2%
	2011	\$4,843	
Public research	2001	\$1,259	-6.9%
	2011	\$1,172	
Private research	2001	\$16,942	18.7%
	2011	\$20,103	
Private master's	2001	\$2,706	29.8%
	2011	\$3,511	
Private master's	2001	\$6,707	10.9%
	2011	\$7,439	
Private bachelor's	2001	\$2,387	24.3%
	2011	\$2,967	
Private bachelor's	2001	\$8,098	5.5%
	2011	\$8,547	
Private bachelor's	2001	\$3,340	21.3%
	2011	\$4,052	

SOURCE: AMERICAN INSTITUTES FOR RESEARCH

at Miami. We have 48 now. Think about that,” Ms. Whitely says. In the mid-1990s, the university had about 190 student organizations; it has 274 now. Forty are devoted to community service, she says, because today’s college students “have doing that since they were in fifth grade.”

Her office handles educational programs in substance abuse and sexual assault. The university has added other programming to help build a sense of community on the campus and to keep students out of trouble in the city—late-night dining on the campus, till 2 a.m., is one such option, she notes. “Students are coming to us and saying, ‘We want this.’”

At any institution, spending levels and priorities depend on a college’s choice and scale of services. Empire State College, a branch of the State University of New York for adult and online learning, went from spending \$306 per full-time-equivalent student in 2001 to \$1,004 in 2011, adjusted for inflation, according to the American Institutes for Research. In recent years, the college has established an office to handle disability, wellness, and other student-services issues; a call center for student queries; a health-services fee; and a major expansion of tutoring services.

Private colleges—particularly elite ones—spend much more per student. Colgate University’s spending on student services went from \$3,200 per student in 2001 to \$8,000 in 2011. Colgate is one of the institutions that transferred athletics spending from instruction to student services, which explains some of the jump. But Suzy M. Nelson, dean of the college, who supervises student affairs, ticks off some of the same cost drivers that Ms. Whitely does:

Continued on Following Page

Continued From Preceding Page expanded efforts in student life, career counseling, and regulation compliance. Colgate spent \$24.8-million on student services in 2013. A little more than half of that went to sports programs, and \$3.4-million to admissions. Of the remaining \$8.7-million, 12 percent went to career planning, a portion that has grown slightly over time. The biggest growth has been in the 27-percent chunk that includes various deans' offices, seminars, drug and alcohol committees, a multicultural-affairs office, volunteer programs, and fall orientation.

Wellness is a big focus at a college that attracts high-achieving students—Colgate sees about 20 percent of its students in the counseling center, and health and counseling absorb 23 percent of the budget.

"Since 1988, the likelihood of

college students' suffering depression has doubled, suicidal ideation has tripled, and sexual assault has quadrupled," Ms. Nelson says. "I can add to that alcohol abuse, sleep deprivation, anxiety disorders—any number of things that we may not have seen 10 to 20 years ago, at least in quantity."

She is clear that student services involves more than mitigating problems or checking off boxes on federal forms. The operation is a vital partner in creating the college experience. Ms. Nelson cites research by Richard J. Light, a Harvard University education professor, who asked people to recall a defining experience in college. The vast majority of them pointed to something outside of the classroom.

"If we cut out all of that stuff, it wouldn't be as expensive, but what I am suggesting is that this

actually is the educational experience—in class and out of class," she says. "It's less learning from an expert and more about what you integrate and synthesize yourself. That is the goal."

THE INCREASING emphasis on services and amenities began in the mid-1980s, says John Thelin, a historian of higher education at the University of Kentucky. Colleges had just come through an enrollment slump starting in the late 1970s, during which even careful observers of the industry predicted that many institutions would close. As a result, they started going after more middle-class and upper-middle-class kids, "from families where they just presume that you have certain amenities," Mr. Thelin says. Admissions offices, which had been passive in the 1950s and 60s, started staffing up and sending emissaries to high schools near and far.

Some believe that professors once helped provide academic counseling and extracurricular activities that were eventually professionalized under student-services administrations, but Mr. Thelin says that's a nostalgic view. Regardless, he has begun to notice that his former graduate students who went into student services have given their work more of a professional veneer.

"They started describing student services not as extracurricular but co-curricular," he says. "I think the idea was to legitimize and ensure the survival of some of the things they were offering."

Compare campus life today with the "spartan experience" it was in the 1950s, Mr. Thelin says. Colleges did not have elaborate counseling programs to help students get through—in fact, professors promoted a sink-or-swim environment, and attrition rates were high, even at selective colleges.

Go back even further, and the whole notion of a ready-made college experience for incoming students would have been totally foreign. College administrations coordinated academic instruction, and that was about it.

"If you go back to the 1890s and early 1900s, it was widely agreed that the interesting part of the college experience was the student clubs—athletics, society, and debating clubs—and a lot of that stuff was done by students and for students, and it was done outside of official institutional budgets," Mr. Thelin says. Students had to figure out where to live and eat on their own. "That's how eating co-ops were started at Princeton. They originally were very pragmatic arrangements—rent a place to eat, hire a cook, throw in your share. It was an innovative and resilient student culture."

FOR BETHANY, enriching the campus experience was a matter of survival. When Mr. Miller was hired, seven years ago, he asked a consulting group



of former college presidents to visit and provide guidance on what the college needed to survive. A main recommendation focused on giving students more support and amenities.

"The small town and the rural location is one of the major contributors on the attrition side," says Mr. Miller. "So it's up to us to be more responsive to our consumers and our marketplace, to provide greater activities outside of the classroom."

On a tour of the campus, Mr. Miller points out new hangouts for students, the equestrian fields, and new sports facilities, where some of the college's annual \$5-million in student-services money might be spent.

The most expensive additions to Bethany's programming are not necessarily fun stuff. The college now devotes \$400,000 a year to jobs for students who don't qualify for Federal Work-Study. It puts \$326,000 per year into an academic-counseling program for both mainstream students and those with learning disabilities. And, with \$155,000 a year, it has beefed up a center for enrollment management, admissions, and financial aid.

When seen on a tour, the results of those expenditures don't



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“The small town and the rural location is one of the major contributors on the attrition side,” says Scott Miller, president of Bethany College. “So it’s up to us to be more responsive to our consumers and our marketplace, to provide greater activities outside of the classroom.”

ROSS MANTLE FOR THE CHRONICLE

seem particularly opulent, especially by the standards of what one finds at elite universities these days. (A new workout room for students, for example, consists of a collection of equipment arranged in a low-ceilinged room of an underutilized building.)

What the college gets for the investment is unclear. Officials point to data showing that Bethany has some of the best graduation rates among its 34 peers in the Appalachian College Association. But according to Iped data, its graduation rates have been falling, from a six-year-graduation rate of 70 percent in 2006, to 68 percent in 2009, to 48 percent in 2012. Mr. Miller says the decline is mostly due to a stagnant economy and students who are stretched financially.

While Mr. Miller is certain that Bethany needed the student-services investments to remain competitive, he seems ambivalent about the competition with other colleges. The Internet, he says, has changed the game during his career—students check out what each of their potential choices has to offer, and colleges look at what the institution across town is advertising.

In building and adding pro-

grams to remain attractive, “some schools will see the bubble burst and not be able to keep pace,” Mr. Miller says. Bethany got a windfall a few years ago, when it leased out a natural-gas well on a patch of the college’s 1,300 acres, ensuring a steady flow of money for the next 30 to 40 years. Still, Mr. Miller says, the college depends on enrollment, and it has to be responsive. “Students walk and talk with their checkbooks.”

PERHAPS STUDENTS are both more demanding and more fragile today. Perhaps colleges are more committed to their students. Perhaps it’s part of a trend that has turned college into a luxury-resort experience, a consumer-oriented product. Maybe it’s a complicated mixture of all of those motivations.

Part of it is on the colleges, says Steve Schneider, a counselor at Sheboygan South High School, in Wisconsin, who was a finalist for a national school-counselor-of-the-year award in 2014.

The college search starts with the student focusing on what he or she wants to do and which college has the right academic program. Then the college brochures

start showing up, describing the amenities and services each place provides. “It isn’t until students start to enter into that portion of this process when they begin to realize, ‘Hang on a second, maybe there is a school that can provide something that is more cool, or something I don’t know I need until I know they have it,’” Mr. Schneider says.

Colleges position themselves to offer a unique angle, and since math, history, literature, and science are not typically unique, it’s the extracurricular experience that has to be. First-generation students are particularly susceptible, he says, because their parents can’t guide them regarding which amenities and support services are vital and which are just frills.

Many colleges, the counselor says, are fishing for students who might need a little more time before they are ready for the college experience. Statistics on graduation rates attest to that.

Colleges attracting those students “ignore the reality that a lot of kids are uncomfortable with college because they probably shouldn’t be going,” Mr. Schneider says. The amenities and services are, in that case, just a salve: “If we know you’re not going to

be comfortable educationally, because that’s going to be a real struggle for you, we are going to make sure that you are comfortable in other ways.”

But students and their parents are clearly a factor as well. This is the era of the “super kid,” says Ms. Nelson, from Colgate. “Every kid is going to take ballet lessons and do three sports and be in the play—all of these things that were not typical of years ago. That drives the expectations of the students who come here and the expectations of the parents who send their kids here.”

And parents are very involved in their kids’ lives. “Some would argue that students are becoming less and less resilient because of the way that they are parented and because their childhood is extended into late adolescence,” Ms. Nelson says. Maybe college-bound kids in the good old days were more self-reliant, but they were also predominantly male and predominantly elite. The landscape has changed, and colleges have had to change with it. “Students are able to perform really well,” she says, “when they know that they are adequately supported personally and professionally.” ■

Views

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Location, Location, Location. Urban Hot Spots Are the Place to Be.

ALARGE BANNER hanging outside the student center on Fordham University's campus in the Bronx proclaims, "New York Is My Campus. Fordham Is My School." It's more than just a catchy marketing message. What's long been said about real estate is increasingly true for colleges as well—it's all about location.



JEFFREY SELINGO

The American higher-education system is the envy of the world for its diversity, from two-year community colleges to four-year research universities. Location has been crucial to that success, particularly in offering easy access for place-bound students.

When higher education expanded in the United States after World War II, many state lawmakers wanted some type of college in their districts. In the 1960s, for instance, Ohio's governor, James Rhodes, promised a college within 30 miles of every resident. Such pledges, of course, often increased inefficiency more than access.

Even in today's virtual world of online

course and teleconferences, a college's location might be more important than ever to its long-term prosperity as a residential campus. That's because students need access to off-campus opportunities to apply their classroom learning in the real world during the academic year, through internships or research projects. Those hands-on opportunities, which increasingly differentiate colleges from one another, require a vibrant local economy with a diversity of employers and nonprofit organizations.

Meanwhile, faculty members seek lively intellectual communities with jobs for spouses, good restaurants, and top schools for their children. Those necessities, unfortunately, are now abundantly available in only a handful of places.

As the economic divide has widened between those with high-school and college diplomas in the past three decades, so, too, has the geographic segregation of educated Americans. In 1970 nearly all of the metropolitan areas in the United States were within five percentage points of the national average for adults with a college degree. Today only about half of those areas are. The Stanford Universi-

ty economist Rebecca Diamond describes that pattern as national gentrification.

We are seeing creative juices and financial rewards flowing to a more select group of cities and urban areas. This has significant consequences for colleges in struggling towns and declining manufacturing cities. It's sometimes difficult for them to attract prospective students and faculty members, or to keep entrepreneurial young alumni around to build new businesses. And as the economies of those places deteriorate further, local officials have few employers to turn to except their higher-education institutions.

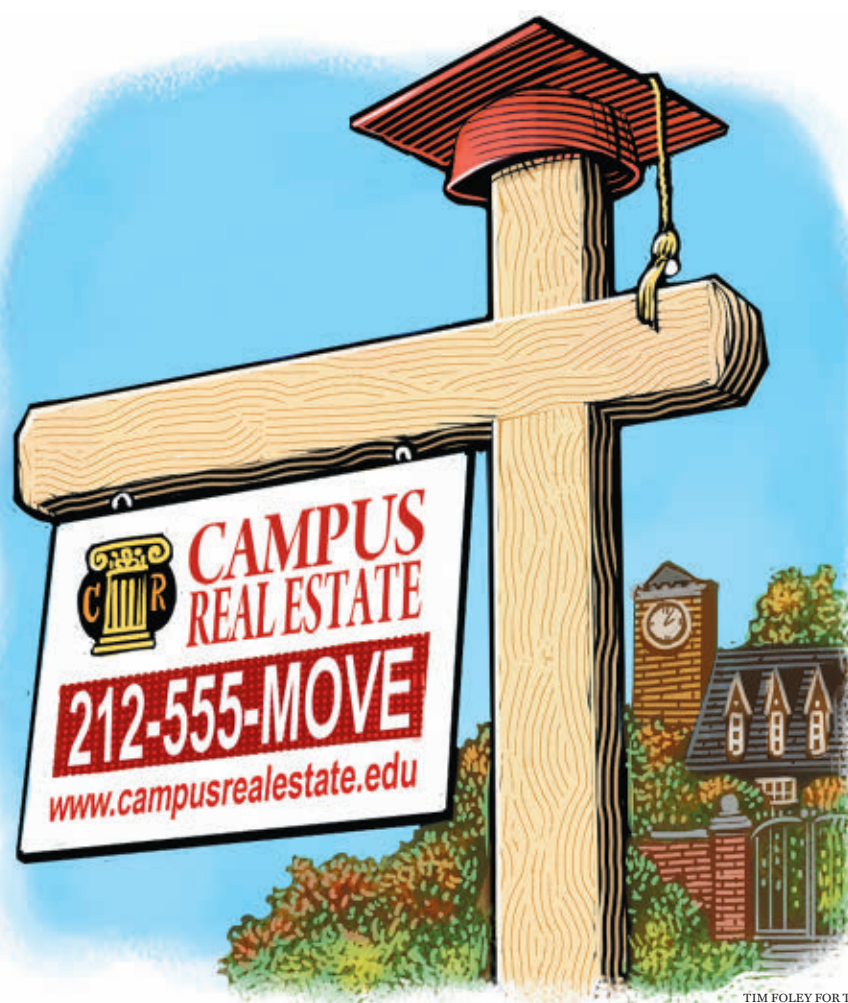
It's a task that colleges in those struggling towns often can't afford. Two weeks ago Moody's Investors Service issued a negative outlook for the higher-education sector in the United States. In doing so, the credit-rating agency found that a quarter of regional public institutions—usually located in sparsely populated areas of their states—saw declines last year in their net tuition revenue, the cash that colleges have left after giving out financial aid to students. Among private colleges, Moody's found "a growing disparity between tuition-dependent colleges and market-leading universities with diverse revenue sources."

The market-leading institutions tend to be in urban areas, according to Moody's analysts. "Rural institutions are doing less well," Dennis Gephardt, a vice president at the agency, told me. "There's stronger demand for urban institutions."

What's more, there tends to be a clustering effect among students in urban areas, where a desirable location often benefits institutions that might turn out to be weaker players in less attractive places. Gephardt pointed to American University as an institution that has benefited from its location in the nation's capital.

Of course, some out-of-the-way institutions—Grinnell College, in Iowa, and Cornell University, in New York, for example—are protected by hefty endowments, extensive research enterprises (think of rural land-grant universities), or name recognition that allow them to recruit students and faculty members from almost anywhere.

But hundreds of institutions other than today's regional powerhouses don't have the money or the marketing resources to compete. Indeed, they often lose some of their best local prospective students to colleges in the well-educated cities. Caroline M. Hoxby, a professor of economics at Stanford University, calls that trend a "re-sorting" of students among colleges. In recent decades, because of better technology and less-expensive methods of communication and transportation, students' "choices now are driven far less by distance and far more by a college's resources



TIM FOLEY FOR THE CHRONICLE

and student body.” As a result of the best students’ clustering in cities, half of the colleges and universities in the United States have become less selective over the past 50 years.

Unlike homeowners, colleges looking for a better neighborhood can’t simply hang up a “For Sale” sign and move on. Such colleges need to work harder to provide amenities and out-of-the-classroom opportunities for their students. Some colleges are trying to take on the role of a chamber of commerce, revitalizing abandoned properties nearby and helping to cultivate start-ups. Such efforts, though, are often beyond the expertise of campus officials and carry large price tags without an obvious or quick return on the investment.

One tactic for those colleges is to join with institutions in urban areas to encourage student exchanges, giving both sides a greater appreciation for all corners of the country. Another is to form partnerships with employers in urban areas and then build more-flexible academic schedules that allow students to spend less time on the campus while they gain work or research experience elsewhere. In other words, those colleges need to create opportunities that closely replicate what a student at the University of Southern California can already do: Take a class in the morning and intern at Sony or Time Warner in the afternoon.

Even Cornell has recognized that its

location is problematic; it plans to build a 2,000-student “applied sciences” graduate campus in New York City.

Rather than allow a challenging location to determine their destiny, institutions need to take active approaches to remain relevant. Without innovations to connect them to more-desirable locations, many of those colleges—which once formed the backbone of the U.S. higher-education system—will have difficulty surviving as vibrant residential campuses. ■

Jeffrey Selinger is a contributing editor at The Chronicle and a professor of practice at Arizona State University.

Changing the Ph.D.: a Tilt Toward Teaching

Ignored in a recent MLA report was a series of experiments that ‘demonstrate the emerging new character’ of doctoral training

THE REPORT of the MLA Task Force on Doctoral Study in Modern Language and Literature has attracted plenty of heated response since its release in May. Most of the debate clusters around the report’s recommendations that doctoral programs “rethink admissions practices,” aim for a shorter time to degree, plan for “diverse career outcomes,” and “reimagine the dissertation.” Those recommendations are the lightning rods of the document.

Some criticism of the report is surely understandable. Among people concerned with contingent labor, for example, some argue that the report doesn’t pay nearly enough attention to the adjunctification of the academic work force.

However, other accusations are hasty, or just plain incorrect. For example, some commenters have complained that reducing time to degree from nine to five years would result in the dumping of more Ph.D.’s into the already absurdly distended academic job market. But that’s not fuzzy math; it’s wrong math. The variables that determine Ph.D. production are the size of the incoming class and the rate of attrition. Time to degree, whether increased or decreased, doesn’t enter into it. It’s true that humanists are not generally trained as statisticians, but if we expect any credibility outside of our own qualitative neighborhood, we still have to get the math right.

Here’s an analogy that may help explain: Imagine two separate water tanks, each with its own faucet attached. One faucet is attached to a five-foot pipe, the other to a nine-foot pipe. If you fill the tanks equally with water (or students) and you open the faucets the same amount, both tanks will empty at the same rate. (Leakage—which here stands for attrition—also affects the amount of water that pours out, but it affects the comparison only if one pipe leaks more than the other.) Assuming equal rates of leakage, the only difference between the two faucets will be a slight pause before the water starts to pour out of the one with the nine-foot pipe.

Amid all of the debate over its recommendations, the report’s appendix has received barely a mention. But it deserves our attention because that’s where the nuts and bolts are. Nearly as long as the body of the report, the appendix contains descriptions of procedures in 13 Ph.D. programs in language and literature. “These are samples,” according to the report, “that demonstrate the emerging new character of doctoral programs.”

In other words, if we want to see what

the proposed new Ph.D. might look like, we should look to these programs, which were selected for the report because they are already enacting some of its recommendations.

A word of caution: The 13 examples don’t spotlight *every* recommendation in the report. For example, the call to redefine the roles of graduate directors and faculty advisers goes largely unexamined in the 13 programs. And only a few of them center on alternative career paths. One program at the University of California at Davis, for example, has combined traditional and alternative academics within the university’s Humanities Institute, turning it into the hub for a myriad of career-services and professionalization programs.

The appendix gives the widest showcase to doctoral programs that variously prepare graduate students for jobs with high teaching loads. An exemplary Bay Area partnership between Stanford University and San Jose State University exposes cosseted Stanford students to the daily lives of professors who work in the straitened environment of an underfunded and overcrowded state university. (That mentoring program has also been covered in detail in these pages.)

San Jose State, in the words of the Stanford English professor Jennifer Summit, who helped organize the mentoring program, is “more representative of American higher education” than Stanford is. Learning how most professors live keeps doctoral students from easily projecting themselves into the rarefied, research-centered lives of the professors who train them. A research-university job isn’t what life looks like for most professors—and graduate students need to know that, the sooner the better.

That kind of exposure is a form of teaching. In fact, all of the practices described in the appendix are about teaching. Most of the innovations focus on different stages of the Ph.D. program. The English department at Indiana University is among a handful of programs on display that have tried a new approach to the comprehensive examination. Indiana’s merges the exam with the dissertation proposal, and saves time to degree. The University of Washington’s division of Spanish and Portuguese studies has embraced new thesis formats (such as scholarly and creative portfolios, digital publication, or an exhibition) in pursuit of a “streamlined, interdisciplinary degree with an alternative dissertation model.” The University of Michigan offers a certificate in digital media.

Russell Berman, the head of the task force and a German professor at Stanford, says that

one goal of the MLA report is to “turn the dial a little bit” from research toward teaching. The position of that dial way over on the “research” side is one of the main problems with doctoral education in the United States right now. It’s been stuck at that end of the spectrum for a long time, and there are historical reasons for that. The Ph.D. began its American career in the 19th century as a degree linked to research. The new research-university culture that emerged in the early 20th century solidified that tie.

But as student populations at colleges and universities grew during the last century, the need for college teachers increased. Defenders of the Ph.D. didn’t want to see the degree watered down into a credential for mere college teachers, so when student populations peaked in the postwar era, they created alternative “professional doctorates,” such as the Doctor of Arts (or D.A.) degree, whose holders might pick up the slack and leave the Ph.D.’s to their research.

Then the job market dried up in the 1970s, and Ph.D.’s changed their tune. They demanded that teaching back to save their jobs, and they got it. Professional doctorates dwindled as Ph.D.’s—who were now being trained to teach also—outcompeted them in the undergraduate teaching market. But Ph.D.’s still saw their true calling as research, even if its price was undergraduate teaching. Most of them still do. And why shouldn’t they? Academic culture consistently rewards the “scholarship of discovery” and publication over the “scholarship of teaching.”

That’s a quick-and-dirty history (I’ll expand on it another time), but the point of the story is that American Ph.D. programs have long harbored a conflicted relation to teaching. It’s an ambivalence that we can no longer afford, so it has to change—especially in the humanities, where teaching and research may so easily and productively intertwine.

This report takes a few tentative steps in that direction, but in the end, the MLA is a professional organization whose power is limited to suasion. Suasion can help, but policy helps more. If we are to make our culture of teaching and learning into something sustainable in today’s climate, we have to turn that dial a lot further toward teaching. And soon. ■

Leonard Cassuto, a professor of English at Fordham University, writes regularly about graduate education in this space. He welcomes comments, suggestions, and stories at lcassuto@erols.com. Now on Twitter: @LCassuto.



THE GRADUATE ADVISER
LEONARD CASSUTO

Gazette

APPOINTMENTS, RESIGNATIONS, RETIREMENTS **A26** | DEATHS **A28**

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APPOINTMENTS

William D. Adams, president of Colby College, to chairman of the National Endowment for the Humanities.

Hamid Akbari, executive director of development and community affairs and professor of management in the College of Business and Management at Northeastern Illinois University, to dean of the College of Business at Winona State University.

Ariel Armony, director of the Center for Latin American Studies at University of Miami, to senior director of international programs and director of the University Center for International Studies at University of Pittsburgh.

Martin Bean, vice chancellor at Open University, to vice chancellor and president of the Royal Melbourne Institute of Technology.

Jocelyn Benson, interim dean, to dean of the School of Law at Wayne State University.

Michael Bernard-Donals, professor of English, to vice provost for faculty and staff at University of Wisconsin at Madison.

Joshua Berry, director of enrollment

■ **New chief executives:** **ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE**, Dennis King; **BAKER COLLEGE OF AUBURN HILLS**, Peter Karsten; **CINCINNATI CHRISTIAN UNIVERSITY**, Ken Tracy; **DELAWARE TECHNICAL COMMUNITY COLLEGE**, Murray Hoy; **DIXIE STATE UNIVERSITY**, Richard Williams; **ERSKINE COLLEGE AND THEOLOGICAL SEMINARY**, Paul Kooistra; **HILL COLLEGE**, Pamela Boehm; **HOWARD UNIVERSITY**, Wayne A. I. Frederick; **MARYLHURST UNIVERSITY**, Melody Rose; **MONMOUTH COLLEGE**, Clarence Wyatt; **OAKLAND UNIVERSITY**, George Hynd; **RIVERSIDE COMMUNITY COLLEGE DISTRICT**, Michael L. Burke; **ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY**, Martin Bean; **SAYBROOK UNIVERSITY**, Nathan Long; **SUL ROSS STATE UNIVERSITY**, William Kibler; **UNIVERSITY OF CALIFORNIA AT SAN FRANCISCO**, Sam Hawgood; **WESTERN GOVERNORS UNIVERSITY**, Veronica Vargas Stidvent

services at Brown University, to university registrar at Quinnipiac University.

Pamela Boehm, coordinator for social and behavioral sciences and former vice president of student services, to president of Hill College.

Bill Boozang, executive director of graduate campuses and quality assurance at Northeastern University, to associate vice president and dean of online and continuing education at Newbury College.

Jeffery S. Boyd, dean of sustainability, business, and career technologies at Elgin Community College,

to provost for the Norfolk campus at Tidewater Community College.

Thomas C. Boyd, dean of the School of Business, to an additional post, vice president at Kaplan University at Davenport.

Kristin Braswell, director of college and career readiness at Fayetteville Technical Community College, to dean of continuing education at Pitt Community College.

Keith Brower, professor of modern languages, to dean of the School of Arts at Manhattan College.

Michael L. Burke, president of Milwaukee Area Technical College, to chancellor at Riverside Community College District.

Genevieve Canceko Chan, communications manager at Hands On Children's Museum, to vice president for marketing and communications at Saint Martin's University.

Joan Canty, vice president for advancement at Texas Wesleyan University, to vice president for advancement at University of Dallas.

Valerie Capullo, associate director of marketing and communications at Hartwick College, to director of marketing and communications at Newbury College.

Swapan Chattopadhyay, director at the Cockcroft Institute, to director of accelerator research and professor of physics at Northern Illinois University.

Murray R. Clark, director of strategic leadership in the department of command, leadership, and management at the U.S. Army War College, to dean of the College of National Services at Norwich University.

Kevin Clayton, principal and director at Oaktree Capital Management, to interim president of Lehigh University.

William M. Collins, former principal and co-founder of Travers Collins, to vice president for institutional advancement at Canisius College.

Teresa Conner-Kerr, professor and chair of the department of physical therapy at Winston-Salem State University, to dean of the College of Health Sciences and Professions at University of North Georgia.

Rebecca Craik, professor and chair of the department of physical therapy, to dean of the College of Health Sciences at Arcadia University.

Steven Cramer, associate dean of

academic affairs for the College of Engineering, to vice provost for teaching and learning at University of Wisconsin at Madison.

Daniel Crane, chair of the department of mathematics and engineering, to dean of the College of Behavioral and Natural Sciences at University of Northwestern at St. Paul.

Julia Czerniak, professor of architecture, to associate dean of the School of Architecture at Syracuse University.

Paul D'Anieri, dean of the College of Liberal Arts and Sciences at University of Florida, to executive vice chancellor and provost at University of California at Riverside.

William Dávila, director of the outpatient services division at the Gandara Center, to director of operations for the Welcome Center in Springfield at University of Massachusetts.

Daniel DeLiberato, a recent recipient of a master's degree in museum professions at Seton Hall University, to assistant director of class giving at Norwich University.

Amar Desai, chief medical officer of the Paladina Health division at DaVita Healthcare Partners, to chief executive officer at University of Southern California Care and Ambulatory Care Services.

John F. Dolan, vice president for enrollment management at Le Moyne College, to vice president for enrollment management at Simmons College.

Mary Alice Donius, associate professor in the School of Nursing at College of New Rochelle, to director of the School of Nursing at Sacred Heart University.

Fritz Drasgow, interim dean, to dean of the School of Labor and Employment Relations at University of Illinois at Urbana-Champaign.

Nanyamka Farrelly, interim director, to director of public relations at University of the Virgin Islands.

James A. Felton, director of intercultural affairs at Western Carolina University, to chief diversity officer at Anne Arundel Community College.

Robert Fleischman, interim dean, to dean of the College of Business Management at East Stroudsburg University of Pennsylvania.

Douglas Flor, director of academic quality assurance at Northeastern University, to vice president for academic affairs at Newbury College.

Wayne A. I. Frederick, interim president, to president of Howard University.

Richard Freeman, president of the New Jersey market at LHP Hospi-

tal Group, to chief executive officer of the Robert Wood Johnson University Hospital Hamilton.

Richard Galbraith, interim senior associate dean of research for the College of Medicine and professor of medicine, to vice president for research at University of Vermont.

Sheila Garrity, director of research integrity for the School of Medicine at Johns Hopkins University, to executive director of research integrity and compliance at George Washington University.

Colette Geary, vice president for student services, to senior vice president for strategic initiatives at the College of New Rochelle.

Avijit Ghosh, senior advisor to the president and professor of business administration at University of Illinois at Chicago, to chief executive officer of University of Illinois Hospital.

Courtney Goddard, associate vice president and general counsel, to vice president and general counsel at Park University.

Jack Griswold, partner at Black Oak Associates, to interim president of Washington College.

Christopher Hakala, professor of psychology and director of teaching and learning at Western New England College, to director of teaching and learning at Quinnipiac University.

Darrin Hassevoort, head of the department of fine arts, to dean of fine arts and humanities at Chattanooga State Community College.

Sam Hawgood, vice chancellor for medical affairs and dean of the School of Medicine, to chancellor at University of California at San Francisco.

Mia Henry, former director at Chicago Freedom School, to executive director of the Arcus Center for Social Justice Leadership at Kalamazoo College.

Ron Herms, co-founder and director of the master's program in theology and culture and professor and chair of the department of biblical and theological studies at Northwest University (Wash.), to dean of the School of Humanities, Religion, and Social Sciences at Fresno Pacific University.

Roger Hershey, vice president and general counsel, to vice president for entrepreneurial ventures at Park University.

E. Daniel Hirleman, dean of the School of Engineering at University of California at Merced, to chief corporate and global partnerships officer at Purdue University at West Lafayette.

Murray Hoy, president of Wor-Wic Community College, to president of Delaware Technical Community College.

Ernie Hughes, director of community economic development at Southern University system, to vice president for advancement and executive director of the foundation at Winona State University.

George Hynd, provost and executive vice president for academic affairs at the College of Charleston, to president of Oakland University.

Manyul Im, professor of philosophy, ethics, and Asian studies, to dean of the School of Arts and Sciences at University of Bridgeport.

Feng-Ling Margaret Johnson, chair

National Gallery of Art, Washington

CENTER FOR ADVANCED STUDY IN THE VISUAL ARTS

The Center for Advanced Study in the Visual Arts announces its program for senior, visiting senior, and postdoctoral fellowships. Fellowships are for full-time research, and scholars reside in Washington and participate in the activities of the Center throughout the fellowship period. In addition to the stipend, housing in apartments near the Gallery will be provided, subject to availability. Applications will be considered for research in the history, theory, and criticism of the visual arts of any period or culture. Fellowships are awarded without regard to age or nationality. Individuals may apply to only one program at any given time.

Senior and Visiting Senior Fellowship Program, 2015–2016

Senior fellowship award period: academic year 2015–2016 (online applications submitted by October 15, 2014). Visiting senior fellowships (up to two months) during award periods March 1–August 15, 2015 (online applications submitted by September 21, 2014) and September 1, 2015–February 29, 2016 (online applications submitted by March 21, 2015).

A.W. Mellon Postdoctoral Fellowship Program, 2015–2017

Applicants for 2015–2017 must have received the PhD between October 1, 2009, and October 1, 2014 (online applications submitted by October 15, 2014).

For eligibility information and application instructions

please visit www.nga.gov/casva

E-mail: casva@nga.gov • Tel: 202-842-6482 • Fax: 202-789-3026

To submit information for a listing in the Gazette, please go to <http://chronicle.com/listings>

of the world languages department, to senior dean of academic administration at University of Northwestern at St. Paul.

V. Craig Jordan, scientific director of the Lombardi Comprehensive Cancer Center at Georgetown University, to professor of breast medical oncology and molecular and cellular oncology at University of Texas M.D. Anderson Cancer Center.

Peter Karsten, president of Baker College of Owosso, to president of Baker College of Auburn Hills.

Tyler Kemp, accompanist at Belhaven University, to faculty member in the music department at Mississippi College.

William Kibler, vice president for student affairs at Mississippi State University, to president of Sul Ross State University.

Dennis King, interim president, to president of Asheville-Buncombe Technical Community College.

Michael D. Kiser, vice president for communications at Colby College, to vice president for marketing and communications at Lafayette College.

Michael Kolstad, chair of the music department, to vice president for university advancement at Evangel University.

Jeremy Kolwinska, chair of the music department, to dean of the College of Arts and Humanities at University of Northwestern at St. Paul.

Paul Kooistra, former director of Mission to the World, to president of Erskine College and Theological Seminary.

Loretta Lamb, director of human resources operations at University of Minnesota, to vice chancellor for human resources at California State University system.

Daniel J. Lee, vice president for external relations at Lutheran World Relief, to vice president for advancement at Pacific Lutheran University.

Paul Lipton, director of the undergraduate neuroscience program and professor of neuroscience, to an additional post, director of the undergraduate research opportunities program at Boston University.

Graeme Lockaby, associate dean of research, to interim dean of the School of Forestry and Wildlife Sciences at Auburn University.

Nathan Long, president of Christ College of Nursing & Health Sciences, to president of Saybrook University.

Siripong Malasri, interim director of the graduate engineering program, chair of the packaging department, and professor of civil engineering, to dean of the School of Engineering at Christian Brothers University.

David Robert McBride, director of student health services at Boston University, to director of the University Health Center and chief medical officer at University of Maryland at College Park.

Philip McClure, professor of physical therapy, to chair of the department of physical therapy at Arcadia University.

Diane Mello-Goldner, chair of the division of natural and social sciences, to dean of college at Pine Manor College.

Marshall Montrose, professor and interim chair of the department of pharmacology and cell biophysics, to vice provost and dean of the Graduate School at University of Cincinnati.

Perry Moulds, senior director of development at the Vanderbilt-Ingram Cancer Center, to vice president for development and external relations at Belmont University.

Geraldine Muir, associate dean of student life at Drew University, to associate dean of student affairs for the School of Law at Boston University.

Christopher Murray, vice president for university advancement at Uni-

versity of Idaho, to chief executive officer of Montana State University Alumni Foundation.

Barbara Nodine, professor of psychology and former interim dean of the College of Arts and Sciences, to provost and vice president for academic affairs at Arcadia University.

Joseph Oravec, dean of student affairs at University of Nebraska at Kearney, to vice chancellor for student affairs at Montana State University at Billings.

J. Alan Otsuki, chief of the division of education and associate dean of the University of South Florida College of Medicine's regional campus at Lehigh Valley Health Network, to senior associate dean of medical education in the School of Medicine at Quinnipiac University.

Tarrell Awe Agahe Portman, assistant dean of the Graduate College at University of Iowa, to dean of the College of Education at Winona State University.

Art Rodriguez, senior associate dean and director of admissions at Pomona College, to dean of admissions and financial aid at Vassar College.

Christopher Rollston, visiting professor, to associate professor of Northwest Semitic languages and literatures at George Washington University.

Melody Rose, chancellor at Oregon University System, to president of Marylhurst University.

Susan Salvador, vice president for student services at Monroe Community College, to vice president for enrollment and student affairs at Northampton Community College.

Richard Sax, dean of instruction and chief academic officer at University of New Mexico-Valencia, to provost and vice president for academic affairs at University of Rio Grande and Rio Grande Community College.

M. Gary Sayed, director of the International Atomic Energy Agency's Secondary Standard Dosimetry Lab at King Faisal Specialist Hospital and Research Center, to dean of the College of Health, Human Services, and Nursing at California State University-Dominguez Hills.

Elizabeth Sayrs, associate professor of music theory, to vice provost for undergraduate education and dean of the University College at Ohio University.

Paul Schlag, associate professor in the department of recreation, park, and tourism administration, to associate director of the Centennial Honors College at Western Illinois University.

Emily Scivoletto, assistant dean of student affairs for the School of Law at University of San Diego, to dean of students for the School of Law at University of California at Los Angeles.

Gerald Seaman, vice president and dean of faculty and professor of romance and classical languages at Ripon College, to principal of the Harlaxton College at University of Evansville (U.K.).

Victoria Shanmugam, associate professor of medicine, to director of the rheumatology division in the School of Medicine and Health Sciences at George Washington University.

Gary Shaw, professor of law, to interim director of the Center for Innovation in Business, Law, and Technology at Touro College (N.Y.).

Kim Sims, technical-services archivist for the Rubenstein Rare Book and Manuscript Library at Duke University, to university archivist in the Swem Library at the College of William and Mary.

Harry Slife Jr., former senior program manager at General Dynamics Information Technology, to dean of the School of Health Professions and Education at Utica College.

Robert Smart, director of the writing program and professor and

chair of English, to dean of the College of Arts and Sciences at Quinnipiac University.

Jonathan Stern, dean of college advancement at Wabash College, to vice president for development at Columbia College Chicago.

Kelly Stone, interim dean of religious and spiritual life at Wellesley College, to chaplain and associate dean of religious and spiritual life at Macalester College.

Richard Sudek, director of the Leatherby Center for Entrepreneurship and Business Ethics at Chapman University, to executive director of the Institute for Innovation at University of California at Irvine.

Roger Sullivan, interim vice chancellor, to vice chancellor for advancement at University of South Carolina Upstate.

Dan Surry, professor of instructional design and development at University of South Alabama, to associate dean of curriculum and assessment in the School of Pharmacy at Auburn University.

Ahmad Tabbara, general manager for education and training at the Higher Colleges of Technology system in Abu Dhabi and associate director of administration and operations at Abu Dhabi Men's College, to executive director at the New York Institute of Technology in Abu Dhabi.

Richard Thoman, chair of the department of Christian ministries, to dean of the College of Professional Studies at University of Northwestern at St. Paul.

Linda Thomas, chair of the department of construction management at the NewSchool of Architecture and Design, to director of the construction management and civil, environmental, and ocean engineering program and professor of industry at the Stevens Institute of Technology.

Ken Tracy, interim president, to president of Cincinnati Christian University.

John Turner, Deacon Club development assistant at Wake Forest University, to assistant director of young alumni and parent support at High Point University.

Veronica Vargas Stidvent, president of CEA Consulting, to chancellor at Western Governors University.

Yong Wang, assistant dean in the School of Nursing and Health Professions at Georgia State University, to dean of the College of Nursing and Health Sciences at University of Texas at Tyler.

Elaine White, dean of students, to vice president for student services at the College of New Rochelle.

Richard Williams, provost and vice president for academic affairs at Indiana State University, to president of Dixie State University.

Clarence Wyatt, chief planning officer and special assistant to the president at Centre College, to president of Monmouth College.

Sherry Yennello, professor of chemistry, to an additional post, director of the Cyclotron Institute at Texas A&M University at College Station.

ana-Kokomo, effective January 15, 2015.

Ray Heath, vice president for student life at Marywood University, effective August 15.

Byron Klaus, president of the Assemblies of God Theological Seminary.

William Meehan, president of Jack-

sonville State University, effective June 30, 2015.

Robert Musgrove, president of Pine Technical College, effective June 30, 2015.

Beverly Tatum, president of Spelman College, effective June 30, 2015.

Continued on Following Page

FELLOWSHIPS AVAILABLE

The Radcliffe Institute for Advanced Study at Harvard University awards 50 funded residential fellowships each year designed to support scholars, scientists, artists, and writers of exceptional promise and demonstrated accomplishment.

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NOTICE TO REQUEST PROPOSALS for Campus Climate Review (RFP #RFP15001)

NOTICE IS HEREBY GIVEN that the Pasadena Area Community College District, Los Angeles County, California, hereinafter referred to as the "District", will receive up to, but not later than, 1:00 p.m. on August 26, 2014, sealed proposals and time stamped for review and possible award for:

CAMPUS CLIMATE REVIEW, # RFP15001

Project includes the development and recommended execution of a short-term process to improve campus relations, communication, and collaboration, as well as aiding the College in developing a long-range strategic plan to address these areas. Copies of the RFP package may be obtained at the address below and the Purchasing Website: www.pasadena.edu/purchasing

Such proposals shall be received and time stamped at the location, time and place specified below:

Pasadena Area Community College District
Purchasing Services Department
Attention: Sandra Collins, Contract Specialist
1570 E. Colorado Blvd., Room C202
Pasadena, CA 91106

Date of Opening: August 26, 2014 • Time of Opening: 1:00 p.m.

Any proposal received after the stated time will not be considered. Proposals submitted and participation by interested parties in the process shall be at no cost or obligation to the District. Each proposal must conform and be responsive to this invitation.

The District reserves the right to reject any or all proposals, to accept or to reject one or more items of a proposal, or to waive any irregularities or informalities in the proposals, or in the proposal process.

Once a proposal is submitted it is considered District property. Proposals may not be withdrawn for a period of sixty (60) days after the date set for the receipt of proposals.

RESIGNATIONS

Harold Paz, chief executive officer of Penn State Hershey Medical Center.

Bill Powers, president of University of Texas at Austin, effective June 2, 2015.

Marsha Riley, dean of the City College at Montana State University at Billings.

RETIREMENTS

Carole Cowan, president of Middlesex Community College, effective December 31.

Stephen Daily, chancellor at Ivy Tech Community College of Indi-

DEATHS

Albert Baernstein II, 73, professor emeritus of mathematics at Washington University in St. Louis, June 10, in St. Louis.

James MacGregor Burns, 95, professor emeritus of government at Williams College, July 15, in Williamstown, Mass.

Stanley Horton, 98, professor emer-

itus of Bible and theology at the Assemblies of God Theological Seminary, July 12, in Springfield, Mo.

Daniel Keyes, 86, former professor of English and creative writing at Ohio University, June 15, in Boca Raton, Fla.

Daniel Lockwood, 65, former presi-

dent of Multnomah University, July 9, in Portland, Ore.

Irwin Oppenheim, 84, professor emeritus of chemistry at the Massachusetts Institute of Technology, June 3, in Cambridge, Mass.

Robert Panara, 94, professor emeritus and founder of the National Technical Institute for the Deaf

drama club at the Rochester Institute of Technology, July 20.

Paul Risser, 74, former president of Oregon State University, July 10, in Norman, Okla.

S. Dallas Simmons, 74, former president of Virginia Union University, July 5, in Richmond, Va.

Tom Thach, 77, former professor of

neurology and physical therapy at Washington University in St. Louis, July 1, in St. Louis.

Philip Thiel, 93, former professor of architecture at University of Washington, May 10.

PRIVATE GIVING

Carnegie Corporation of New York
437 Madison Avenue
New York, N.Y. 10022
<http://www.carnegie.org>

Education. To continue a randomized field trial of a new high school design: \$500,000 to Johns Hopkins U.

Citi Foundation
425 Park Avenue, Second Floor
New York, N.Y. 10022
<http://www.citifoundation.com>

Business. To increase the diversity of faculty at business schools: \$40,000 to the PhD Project.

Great Lakes Higher Education Guaranty Corporation
2401 International Lane
Madison, Wis. 53704
<http://www.mygreatlakes.org>

Higher education. To increase college graduation rates: \$8.8-million to 56 programs in Iowa, Minnesota, Ohio, and Wisconsin.

Greater Milwaukee Foundation
101 West Pleasant Street, Suite 210
Milwaukee, Wis. 53212
<http://www.greatermilwaukee.org>

Scholarships. To provide scholarships to low-income students: \$500,000 to Milwaukee Area Technical College.

Leona M. and Harry B. Helmsley Charitable Trust
230 Park Avenue, Suite 659
New York, N.Y. 10169
<http://helmsleytrust.org>

Education. To increase the input of teachers and principals in public discussions around creating standards to prepare students for college and careers: \$1,727,550 over two years to America Achieves.

W.K. Kellogg Foundation
1 Michigan Avenue East
Battle Creek, Mich. 49017
<http://www.wkkf.org>

Race relations. To enable nonprofit organizations working in the areas of racial equity, health care, education, food security, safety, and housing to deal with structural racism in Detroit: \$1.3-million to Wayne State U.

Kresge Foundation
3215 West Big Beaver Road
Troy, Mich. 48064
<http://www.kresge.org>

Health. To improve community health: \$2,250,000 over three years each to Nemours and over three years to U. of California at Los Angeles Center for Healthier Children, Families, and Communities.

Lumina Foundation
30 South Meridian Street, Suite 700
P.O. Box 1806
Indianapolis, Ind. 46204
<http://www.luminafoundation.org>

Financial aid. To provide students with customized financial aid information and access to professional help through text messaging: \$130,000 to U. of Virginia.

Andrew W. Mellon Foundation
140 East 62nd Street
New York, N.Y. 10021
<http://www.mellon.org>

Technology. To develop courses on digital technology and design with cultural and scientific institutions in New York: \$800,000 to Barnard College.

Burton D. Morgan Foundation
22 Aurora Street
Hudson, Ohio 44236
<http://www.bdmorganfdn.org>

Entrepreneurship. To endow an entrepreneurship program: \$500,000 to Oberlin College. —For entrepreneurship programs: \$21,700 to Ashland U.

Charles Stewart Mott Foundation
503 South Saginaw Street, Suite 1200
Flint, Mich. 48502
<http://www.mott.org>

Entrepreneurship. For a seven-week entrepreneurial learning and leadership program for 45 needy youths between the ages of 14 to 18: \$68,000 to Mott Community College.

Nonprofit organizations. For a fellowship program focused on training leaders of community foundations from all over the world: \$230,000 to Research Foundation of the City U. of New York.

Saint Luke's Foundation of Cleveland, Ohio
4208 Prospect Avenue
Cleveland, Ohio 44103
<http://www.saintlukesfoundation.org>

Health. To increase access to healthy food: \$150,000 over two years to Ohio State U. Foundation. For scholarships to help nurses and medical assistants working in home health: \$200,000 over two years to Cuyahoga Community College Foundation.

Sanofi U.S.
55 Corporate Drive
Bridgewater, N.J. 08807
<http://www.sanofi-aventis.us>

Health. To endow a faculty position in obesity prevention: \$2.5-million to George Washington U., Milken Institute School of Public Health.

Whitney Benefits
P.O. Box 5085
Sheridan, Wyo. 82801
<http://www.whitneybenefits.org>
Advancement. For capital projects: \$25.3-million to Sheridan College.

GIFTS & BEQUESTS

Bridgewater State University. \$3-million from Bruce R. and Patricia A. Bartlett to support need-based and merit-based scholarships. Mr. Bartlett is managing partner of Sequoia Real Estate Partners and founder of Bartlett Nuclear, a radiation safety and protection company. The couple both graduated from the university; Mr. Bartlett in 1968, Ms. Bartlett in 1967.

AWARDS AND PRIZES

August 15: Social and behavioral sciences. The American Association of Hispanics in Higher Education (AAHHE) and the Educational Testing Service (ETS) present the Outstanding Dissertations Competition. Who may apply: anyone who has completed a dissertation that focuses on Hispanic(s) in higher education, or any Hispanic individual who has completed a dissertation in the social sciences, broadly defined, between December 2012 and August 1, 2014. Dissertations are eligible if they are in domains that relate to

Case Western Reserve University. \$6.7-million pledge from Char and Chuck Fowler for research to treat and cure adolescent and young adult cancers. Mr. Fowler is former chief executive and current chairman of the executive committee at Fairmount Minerals, a company that produces industrial sand, in Chadron, Ohio. The couple donated \$1-million in 2007 to UH Rainbow Babies and Children's Hospital to create a chair in adolescent and young adult cancer. Their daughter Angie died from melanoma in 1983 at the age of 14.

Crowder College Foundation. \$1-million from an anonymous donor for scholarships, educational travel for students, and academic program support and development.

Marquette University. \$1-million from an anonymous couple to build a new on-campus residence for its Jesuit priests. The couple currently has two grandchildren enrolled at the university and several family members who are alumni.

Notre Dame of Maryland University. \$1.5-million from the Pitts Family Foundation (James and Frances Kay Pitts) to endow a chair in nursing. Mr. Pitts is former corporate vice president at Northrop Grumman. Ms. Pitts graduated from the university in 1996 with a bachelor's degree in nursing.

Rochester Institute of Technology. \$1-million from William Destler and Rebecca Johnson for its Rochester City Scholars program, which provides scholarships to local public-school students to attend the university. Mr. Destler is president of the Rochester Institute of Technology.

Shoals Marine Laboratory. \$1-million from J. Morgan and Tara Rutman to support awards, scholarships, and summer research internships for high-school and college students. Mr. Rutman is president of Willoughby Capital Holdings, an investment firm in New York. He is an alumnus of the university and is on the UNH Foundation's Board of Directors.

Stanford University. \$57-million from Kavitarik and Vidjealatchoumy Shriram to construct the Shriram Center for Bioengineer-

DEADLINES

the ETS corporate mission. Studies using any research approach (historical, experimental, survey, qualitative, etc.) are eligible. Completion is defined as having received the doctoral degree between the specified dates, or satisfactorily completing all course work and the dissertation between the dates specified and the dissertation deemed acceptable to the candidate's committee, but the degree has not been conferred. Winners receive \$5,000, \$2,000, and \$1,000 for first, second, and third place prizes, respectively. They also receive a plaque and are invited and sponsored to attend the 2015

ing and Chemical Engineering. The gift will also endow a chair in the department of bioengineering. Mr. Shriram is founder of Sherpalo Ventures, a venture capital firm in Menlo Park, Calif. He was an early investor in Google.

University of Arkansas at Fayetteville. \$2.5-million from Wallace and Jama Fowler to build the Baseball and Track Training Center. Mr. Fowler is chairman and chief executive officer of Liberty Bank of Arkansas.

University of California at Santa Cruz. \$4-million from an anonymous donor to endow the Apprenticeship in Ecological Horticulture, a training program for beginning organic farmers.

University of Maryland, Francis King Carey School of Law. \$1-million pledge from Joel and Ellen Fedder for its Environmental Law Program. Mr. Fedder is co-founder of Fedder and Garten, a law firm in Baltimore. He graduated from the law school in 1958.

University of Massachusetts at Boston. \$1-million from an anonymous donor to endow graduate research in biology.

University of Nebraska Foundation. \$4-million bequest from Glenn Korff to establish an endowment to bring Broadway shows to the Lied Center for Performing Arts. Mr. Korff worked at Goldman Sachs before managing his own private investment company. He graduated from the university in 1965 with a bachelor's degree in chemistry. He died in 2013.

University of Pittsburgh, School of Education. \$3-million from Renée and Richard Goldman, founders of the Sagemont School, a college-preparatory school in Weston, Fla., to establish a dean's chair. Mr. Goldman earned a bachelor's degree from the university in 1964, as well as master's and doctoral degrees from the School of Education in 1966 and 1970, respectively. Ms. Goldman earned a bachelor's degree from the university in 1963 and master's degree from the School of Education in 1965.

September 1: Education. The Conference on College Composition and Communication is accepting submissions for the 2015 James Berlin Memorial Outstanding Dissertation Award. This award honors a graduate student whose dissertation improves the educational process in



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composition studies, or adds to the field's body of knowledge through research or scholarly inquiry. To be eligible, the dissertation must have been accepted by a degree-granting institution, and the writer of the dissertation must have received a master's degree between September 1, 2013, and August 31, 2014. Visit the organization's website for more details. Contact: Conference on College Composition and Communication; cccc@ncte.org; http://www.ncte.org/cccc/awards/berlin

September 1: Humanities. Applications for the Louis Owens Awards for graduate student presenters at the Western Literature Association Conferences. To be eligible, applicants must be registered as a graduate student at the time of the conference. Visit the organization's website for more details. Contact: Victoria Lamont; vlamont@uwaterloo.ca; http://www.westernlit.org/the-louis-owens-awards-for-graduate-student-presenters-at-wla-conferences

September 9: Social and behavioral sciences. The Steven D. Gold Award, offered by the Association for Public Policy Analysis and Management, recognizes a person who has made a significant contribution to public financial management in the field of intergovernmental relations and state and local finance. Nominations are welcome from any institution. Visit the organization's website for more details. Contact: Association for Public Policy Analysis and Management; http://www.appam.org/awards/steven-d-gold-award

September 15: Professional fields. The National Academy of Social Insurance (NASI) is accepting applications for its First Annual Law Student Writing Award. The award recognizes and promotes research and analysis by law students addressing the impact of the law on social insurance policy questions, especially those that address aging. Sponsored by the Borchard Foundation Center on Law and Aging, the winner will receive a \$2,500 honorarium and the opportunity to participate in the 27th Annual NASI Conference on January 28-29 at the National Press Club in Washington, D.C., with expenses paid. The writing award will be given to the best paper or article in the social insurance field completed between January 1, 2013 and September 14, 2014 addressing topics relevant to the design, planning, implementation, or evaluation of social insurance policy. Visit the academy's website for more details. Contact: National Academy of Social Insurance; (202) 452-8097; http://www.nasi.org/studentopps/lawstudentwritingaward

September 15: Professional fields. The National Academy of Social Insurance (NASI) is accepting applications for the John Heinz Dissertation Award, which recognizes and promotes research by new scholars addressing social insurance policy questions. The award will be presented at NASI's annual conference in Washington, D.C., on January 28-29. The winner will receive a \$2,500 honorarium and the opportunity to participate in the conference with expenses paid. Any dissertation addressing topics relevant to the planning and implementation of social insurance policy is eligible for nomination. Nominations are encouraged from many disciplines and professions, including, but not limited to, actuarial science, disability policy, economics, public policy, social policy, health policy, history, philosophy, political science, social work, and sociology. All dissertations completed between January 1, 2013 and September 14, 2014 will be considered. Visit the academy's website for more details. Contact: Devin Cowens; (202) 452-8097 ext. 1308; dcowens@nasi.org; http://www.nasi.org/studentopps/heinzdissertationaward

September 26: Education. The American Association of Hispanics in Higher

Education is accepting nominations for its awards, which honor key leaders, scholars, teachers, and artists who have advocated, supported, and championed Latinos in higher education. Visit the organization's website for more details. Contact: http://aahhe.org/Awards/Awards.aspx

October 1: Humanities. The American Institute of Indian Studies offers two prizes each year for the best unpublished book manuscript on an Indian subject, one in the humanities and one in the social sciences. Only junior scholars who have received the Ph.D. within the last eight years (2006 and after) are eligible. This must be the first book by the author. Manuscripts under review or under contract with a press are eligible. The prize includes a subvention of \$2,500 for the press publishing of

the manuscript. Visit the institute's website for more details. Contact: American Institute of Indian Studies; aiis@uchicago.edu; http://www.indiastudies.org/book-prize

October 1: Social and behavioral sciences. The Scott and Paul Pearsall Scholarship supports work that seeks to increase the public's understanding of the psychological pain and stigma experienced by adults who live with physical disabilities. One scholarship of \$10,000 will be awarded. Applicants must be full-time graduate students in good standing at an accredited university. Visit the American Psychological Foundation's website for more details. Contact: American Psychology Foundation; http://www.apa.org/apf/funding/pearsall.aspx

October 15: Education. The Confer-

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Better Writing Habits in Just 10 Minutes

Write every day. Over the years, this is the single bit of advice I've given most regularly to graduate students who aim to become professors. Unfortunately, after grad school, it's a lot easier said than done. The seminar and A.B.D. stages present young scholars with a misleading sense that an academic schedule leaves relatively large blocks of time for writing.

With the possible exception of the summer research months, it doesn't. In fact, I think it's fair to say that writing time shrinks for most of us as our careers advance.

Though I was involved in departmental and university service as a graduate student, I was by no means prepared for the realities of a full-time academic job. In the first two to three years following graduation, university service requirements quadrupled, my teaching load increased, external consulting and reviewing activities proliferated, and so too did undergraduate- and graduate-advising duties. Throw in a house, a yard, maybe even a family, and you've got yourself a dilemma: For those of us who are required to write, or simply wish to write, time is not on our side.

During my dissertation phase, I developed a daily writing strategy that served me well for several years. It was to try to write at least two double-spaced pages first thing every morning. That strategy was an adaptation of a system practiced by one of my dissertation advisers, who writes for at least two hours each day. The two systems are a lot alike—especially since, for me, two pages of solid writing very often require about two hours of work.

Whereas some people work better with time limits, others find it more productive to set page goals. I continue to believe that systems such as those are ideal for both establishing a productive writing schedule and ingraining habits that will carry over well into a variety of academic positions after graduate school. (Those interested in learning more about such plans should see my book *Graduate Study for the 21st Century*.)

But there's the ideal, and then there's real life. While I continue to dole out this advice on a regular basis, I'm finding it harder and harder to find two hours—or even time for two unspeakably bad pages—in my day.

What I often do have, in between meetings with students, classes, and so forth, is 10 or 15 minutes. My first inclination at such moments is to watch YouTube or check Twitter. That's because those activities are less intellectually demanding than the ones that, I've been led to believe, require considerably larger chunks of time and more-sustained focus.

Procrastination thrives on such assumptions. What can one really accomplish in 10 minutes anyway? Surely tomorrow, when that unexpected block of eight hours or so descends from the sky, I'll forget all my worries and finally write that article.

Right.

Most people make the mistake of surrendering those small bits of time to distractions. But what if we made a habit of using one, two, or even three of the 10- to 15-minute troughs in our day for real writing instead? My intention here isn't merely to promote the value of writing in fits and starts as a motivational strategy (a topic that's already covered well by Joan Bolker). Nor am I suggesting that such writing bursts will be of equal value to the longer stretches: Undoubtedly your best writing will still come in focused periods of about 90 to 120 minutes.

But I can think of at least three reasons that writing in 10- to 15-minute bursts throughout your workweek will make you a significantly more productive, focused, and satisfied writer. It may also make you a better teacher, colleague, even parent, by assuaging the feelings of guilt, anxiety, and resentment that sometimes result from not being able to write.

Reason 1: It makes writing less daunting. Let's start with the obvious point that writing in short bursts will declaw the activity of writing precisely by demystifying and normalizing it. If writing is something you can do in 10 minutes, like running to the mailroom or shoving a sandwich down your throat, then it seems hardly worth the paralyzing stress it tends to cause so many of us.

More than any activity I know, writing provokes the worst forms of procrastination, leading in some cases to a downward spiral from which it can take us weeks—sometimes months!—to recover. There's nothing special about writing, though. Rather than stare at the wall for 10 minutes and stress out about never having enough time, use the

time you do have to write a paragraph. Gradually you'll come to see that if you can manage a paragraph in those 10 minutes, you'll be able to do much more with two hours when time finally does slow down for you.

Reason 2: It makes you want to write more. Writing for 10 minutes can be effective for the specific reason that it's writing for only 10 minutes. A two-hour session can exhaust me and leave me feeling nauseous about my subject, the weakness of my style, or whatever.

But a 10-minute interlude leaves me full of energy and wanting more. Later on, if an idea, or a superior formulation of one, pops into my head on that stretch between classrooms, I can't wait to get back to a screen to jot down my thoughts or put a new sentence on the page. Old feelings of dread about having to write have been transformed into an itching desire to write.

Reason 3: It helps you stay in the flow. One frustrating aspect of many two-hour writing sessions is the amount of time we can waste trying to remember what the hell we were writing about the last time out. By working in short bursts, you'll maintain a greater sense of focus on the general topic with which you're engaging, on the methodological or philosophical problems you need to solve to advance your argument, and, most important, on the specific sentence or paragraph you'll be starting in on the next time you write.

If I manage to snatch 10 minutes of writing time in between classes, then even the walk to my next class might be quite productive, as the specific problems with which I'm wrestling will tend to remain central in my mind.

This greater focus on what I'm writing, which I'm able to maintain all day long, results in greater efficiency once I get back to my computer. The key to getting ahead is simply getting started, and writing in bursts can help us feel as if we've always already begun.

Now, learning this technique will of course require just as much practice and patience as it took to master writing in larger chunks of time. That's why it makes sense to start now, in the summer, when you might be just a bit less busy than you are in the fall and spring semesters. So try making use of your 10-minute troughs over the coming weeks; it might well pay off for you during the madness of autumn. ■

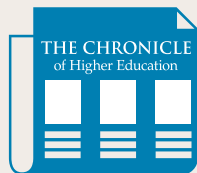
Gregory Semenza is an associate professor of English at the University of Connecticut.

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GREGORY SEMENZA

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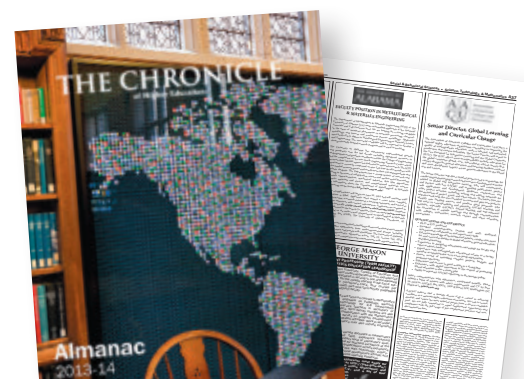
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Cathy Cole
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University of North Florida

Bard
A PLACE TO THINK

**AVAILABLE POSITIONS
FALL 2015**

Tenure-track Assistant Professor of Art History

Specialization in history and theory of modern and contemporary architecture required; Teach/dvlp introductory survey of architectural history essential; expertise in urbanism, design studies & global contexts welcome

Tenure-track appointment in African American Literature-Open Rank

Writing & Research focused on African-American literature; Work intersects with American and Atlantic History, American Studies, and Africana Studies; Teach American Studies, three-course American lit sequence, & first year seminar

Tenure-track Assistant Professor of Religion in the area of Buddhist Studies

Foundation in formative or classical traditions and lit of Buddhism in Asia; language prof; an understanding of later and contemporary developments within Buddhist traditions; geo area of spec open; PhD in hand or near complete

Tenure-track Assistant Professor of Mathematics

Add to existing course offerings, advise senior theses, in applied mathematics or statistics & teach core intro undergrad mathematics course; research area open; Postdoctoral experience preferred

Tenure-track Assistant Professor in Cognitive Psychology

Teach intro courses in general & cognitive psych & advanced seminars in area of interest; opportunity to contribute to multidisciplinary Mind, Brain, & Behavior Program; ideal for teacher who wishes to include undergrad collaborators in a high-quality research program

Artist in Residence in Extended Media

MFA and minim three years college teaching experience; experience teaching extended media to undergrads from intro to advanced; practice and teaching should include: digital media, performance, sculpture, video installation, and web-based technologies; play an active role in advising students, contributing energy & ideas to the enhancement of the studio arts program, & oversee cross-disciplinary collaborations

For more info about these positions & instructions on how to apply, please visit: <http://www.bard.edu/employment/employment>

**Bard College 30 Campus Rd, Annandale-on-Hudson, NY 12504
AA/EDE**



**MOHAWK VALLEY
COMMUNITY COLLEGE**

Mohawk Valley Community College (MVCC) is a comprehensive community college with strong transfer programs and an extensive array of technical programs with campuses in Utica and Rome, New York. The College is sponsored by Oneida County, part of the State University of New York system, and accredited by the Middle States Association.

**MVCC invites applications for the following
Tenure Track Faculty positions commencing Fall 2014:**

**DEAN OF THE CENTER FOR LIFE AND
HEALTH SCIENCES** (reopened)

CIVIL ENGINEERING TECHNOLOGY (continued)

MANUFACTURING/MECHATRONICS

Please visit our job opportunities website at: www.mvcc.edu/jobs
FOR POSITION DESCRIPTION, REQUIREMENTS AND
APPLICANT INSTRUCTIONS.

*MVCC is an affirmative action/equal opportunity employer.
Woman, minorities, veterans and people with disabilities are encouraged to apply.*

Hendrix College seeks the following positions to work at
the Conway, AR location:



• **Assistant Professor of Chinese:** Teach, mentor & advise students at all levels, and engage in prof development & research. Develop interest & teach courses in Chinese language, literature, & culture. Liaise between Foreign Language Dept & Asian Studies Program. Participate in faculty governance. Must hold Ph.D. in Chinese language & literature or related field, 1 yr relevant experience, and high level fluency in Mandarin Chinese & English.

• **Assistant Professor of Politics and International Relations:** Teach, mentor & advise students at all levels, and engage in prof development & research. Teach courses in research methodology & comparative politics. Participate in Senior Seminar, including as reader on theses, and in faculty governance. Must hold Ph.D. in Political Science or International Relations, demonstrated expertise with STATA, and demonstrated relevant teaching ability.

May undergo pre-hire background checks. Application to include cover letter, CV, transcripts, statement of teaching philosophy, and three letters of recommendation.

**Apply to Human Resources, Hendrix College, 1600 Washington
Ave., Conway, AR 72032
e-mail: hr@hendrix.edu. EOE**

Accounting: Assistant Professor University of Toledo College of Business and Innovation. The University of Toledo invites applications beginning in Fall 2014 for a tenure-track position at the Assistant Professor level (starting in Fall 2015) in the ar-

ea of Accounting in the Department of Accounting at the College of Business and Innovation, University of Toledo. A Ph.D. or ABD in Business Administration from an AACSB-accredited program with a specialization in Accounting is required. A Ph.D.



ST. OLAF COLLEGE

Recognized as one of the nation's leading liberal arts colleges, St. Olaf College is located in Northfield, Minnesota, approximately 45 minutes south of the Minneapolis/St. Paul metropolitan area. It is a co-educational, residential institution enrolling about 3,000 students from 47 states and 44 countries. A liberal arts college affiliated with the Lutheran Church (ELCA), St. Olaf College is an equal opportunity employer and actively seeks diversity in its students, faculty, and staff. We are especially interested in candidates who will support and further the mission of our diverse community.

TENURE-TRACK OPENINGS

St. Olaf College (<http://www.stolaf.edu>) invites applications for the following full-time, tenure-track positions for the 2015-16 academic year. All positions require a commitment to liberal arts education, a strong interest in undergraduate teaching, a willingness to engage in interdisciplinary efforts, and promise of continuing high quality scholarly or creative activity. The college is especially interested in qualified candidates who can contribute to the diversity of our community through their teaching, research, and/or service. Depending on qualifications, appointments will be made at the Instructor, Assistant Professor, or Associate Professor rank. An appropriate terminal degree is normally required for appointment at the Assistant Professor or higher rank.

**For more complete position descriptions and information about application procedures, please go to
<http://wp.stolaf.edu/hr/jobs/>**

Art and Art History (New Media)

The Department of Art and Art History invites applications for a position in New Media. The New Media faculty member will be an integral part of the studio art foundations program. A full-time teaching load includes three foundation courses and three upper-level courses that might include, but not be limited to, video, web-based and interactive art, 3D modeling, animation, and physical computing. In addition to teaching, responsibilities will include ongoing professional development, advising of students, service on department and college committees, and curriculum development. A successful candidate will also provide leadership in the development of New Media at St. Olaf College. Application review begins September 15, 2014.

Biology

The Biology Department at St. Olaf College invites applications for a position in Biology with expertise in organismal biology. The applicant's teaching and research interests should focus on the structure, function, or behavior of organisms and may address questions related to broader areas such as neuroscience, evolutionary biology, or biomedical fields. Applicants should show potential for developing a productive research program amenable to the inclusion of undergraduate students. Teaching assignments will include Human Anatomy and Physiology and other courses that could include Immunology, Endocrinology, Animal Behavior, Neuroscience, and/or new or existing courses in the candidate's area of expertise. Postdoctoral research and teaching experience are highly desired. Candidates should have earned their Ph.D. by August 15, 2015. Application review begins October 3, 2014.

Chemistry

The Department of Chemistry seeks a tenure-track chemist with primary expertise in physical chemistry. Teaching expectations include physical chemistry courses with required lab for the major, as well as one or more sections of introductory general chemistry with lab and additional general-education courses or upper-level courses. Potential for teaching courses in conjunction with other departments and programs, such as Physics, Neuroscience, Mathematics, Environmental Studies, Computer Science, Biology, or Biomolecular Science is valued. Development of an engaging research program suitable for undergraduates is expected. Review of applications will begin mid-September 2014.

Economics

The Department of Economics seeks a macroeconomist with expertise in behavioral macroeconomics and behavioral finance. The ideal candidate will also have teaching interests in one or more of the following areas: statistics, econometrics, principles of economics, and intermediate macroeconomics. Other areas of potential interest are economic history or urban economics. Highest consideration will be given to applicants who show a potential for excellence in teaching, scholarship, and service. Review of applications will begin November 1, 2014. Candidates whose applications are complete by December 1, 2014 will be considered for interviews at the ASSA meeting in January.

German

The German department invites applications for a full-time, tenure-track faculty member to teach German language courses at all levels, as well as German literature or area studies courses in German or in English translation. In addition, there will be occasional opportunities to teach a specialized course or in interdisciplinary programs. Native or near-native competence in German and English, superior teaching, leadership potential, and scholarly promise are required. Applicants are expected to have completed a Ph.D. in German by August 2015. Review of applications will begin on October 1, 2014.

Religion

The Religion Department seeks a Reformation historian with expertise in Luther and the Lutheran tradition and strong theological interests. Teaching responsibilities will include courses meeting general education requirements in biblical and theological studies, courses for majors, and participation in interdisciplinary programs. Various secondary specializations are welcome: for example, late medieval or early modern history, religion and the arts, religion and science, interfaith relations, or global Christianity. Completed Ph.D. by August 15, 2015 strongly preferred. Review of applications will begin October 15, 2014; those received by November 7, 2014 will receive full consideration for AAR/SBL interviews.

Sociology/Anthropology

The Sociology/Anthropology Department announces two tenure-track positions in sociology. One focuses on race and class in the contemporary United States, the other on immigration from Africa or Asia to the United States. Desirable secondary areas of expertise include issues of gender and sexuality. Primary teaching responsibilities include introduction to sociology, sociological theory, and quantitative research methods, as well as elective courses open to the interest of the successful candidates. Collaboration with off-campus study is encouraged, as well as the ability to do collaborative research with students. Applicants are expected to have a completed sociology doctorate in hand by August 15, 2015. Review of applications will begin August 1, 2014 and will continue until a candidate is appointed.

Social Work and Family Studies

The Department of Social Work and Family Studies invites applications for a tenure track position. We seek an outstanding teacher, scholar, and practitioner with passion for teaching in a liberal arts, undergraduate context. A successful candidate will have an MSW from a CSWE accredited institution, a minimum of 2 years post-Master's practice experience, and a doctorate in social work, family social science, or related field; advanced ABD considered. The applicant must be eligible for a Minnesota social work license. The search committee will begin reading applications on September 30, 2014.

by Fall 2015 is required for appointment at the Assistant Professor level. Applicants should demonstrate potential for high quality research and teaching. Candidates with teaching interests/experience in tax are preferred. A professional certificate (e.g. CPA or CMA) will be a plus. The University of Toledo is a comprehensive public university with approximately 21,000 students, located in Toledo, Ohio. Toledo combines the cultural benefits of a large city with the conveniences of a smaller community. It is located at the intersection of I-75 and I-80/90, the two busiest highways in the country and is

home to corporations like Owens Corning, Owens Illinois, Dana Corporation and Jeep. EY, PwC, and other accounting firms also have offices and operations in Toledo. The College of Business offers an extensive portfolio of undergraduate, masters and Ph.D. programs. The Accounting Department offers a BBA with Accounting specialization and a Master of Science in Accounting. The department is particularly pleased with the performance of its graduates in the CPA exam. Special Instructions to Applicants: Applicants must apply at <http://jobs.utoledo.edu>, in order to be considered for the posi-

tion. Review of applications will begin this September and will continue until the position is filled. A complete application packet must include: a cover letter, curriculum vitae, statement of research and teaching, a list of three professional references with contact information, and any other supporting documents (e.g., job talk paper, teaching evaluations, etc.) Please submit all these material through the University of Toledo application website. The applicant must also arrange for three letters of reference to be sent to: Hassan.Hassabelnaby@utoledo.edu. For further information, please con-

tact: Hassan Hassabelnaby, PhD, Chair, Department of Accounting, Hassan.hassabelnaby@utoledo.edu. The University of Toledo is an equal opportunity employer and educator and does not discriminate on the basis of gender, race, national origin or sexual orientation.

Accounting: The University of Toledo invites applications for a Lecturer position for AY 2014-2015, effective August 2014. Candidates must have an ability to teach undergraduate courses in tax and financial and managerial principles of account-



*Music and Theater Arts,
Cambridge, MA*
**Assistant Professor of Music
(tenure track)**

Employment: Academic position
Primary Area of Specialization: Ethnomusicology

Position description: The Music and Theater Arts Section at the Massachusetts Institute of Technology (MIT) seeks candidates for a tenure-track, Assistant Professor position in Ethnomusicology, beginning September 2015.

Faculty duties include: teaching undergraduate subjects in world music and other areas according to the candidate's field(s) of concentration and Section needs; conducting research in Ethnomusicology; and service to the Section and Institute. The teaching load for the position is two subjects per semester.

Required qualifications: Ph.D. in Ethnomusicology or a related field completed by the start of employment. Strong research abilities and agenda including plans for publication. Demonstrated commitment to excellence in undergraduate teaching. Additional expertise will be taken into consideration (but is not required), e.g. in performance, popular music, sound studies, historical studies, dance, theater, composition, or music technology as they relate to the study of music in culture.

Submit applications online at <https://academicjobsonline.org/ajo/jobs/4111>. Applications should include: a cover letter, CV, and three letters of recommendation. In the cover letter, applicants should discuss their ongoing professional activities, their plans for future scholarly initiatives, and how they might successfully interface with an active undergraduate music program. Applicants should also indicate topics of classes they would like to create and teach. Complete applications should be submitted by Wednesday, October 1, 2014 to receive first consideration.

MIT is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply. MIT is also interested in applicants with experience and interest in working with culturally diverse groups and those interested in developing and implementing curricula that address multicultural perspectives.

Additional requirements: Start Date: September 2015. Address Applications to Professor Peter Child. Please do not contact Professor Child. Contact Information for Interested Applicants: Email: ethnomusicology_search@mit.edu.

Website: <http://web.mit.edu/music/>



Towson University (www.towson.edu) was founded in 1866, is recognized by *U. S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls 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 – 1 position

Department of Music

Assistant Professor / Director of Bands and Secondary Instrumental Music Education

Tenure-track, 10-month Assistant Professor position in the Music Department beginning August 2015. This position also serves as Director of Bands and Secondary Instrumental Music Education. Doctorate in music (Ph.D., DMA or Ed.D.; ABD applicants considered, but appointment will be at the instructor rank and all degree requirements must be completed by February 1, 2016). Teach undergraduate and graduate courses in secondary instrumental music education, as follows: a) methods of teaching instrumental music in secondary education; b) marching band techniques; c) symphonic band; d) instrumental conducting; e) conducting lab band; f) private applied conducting; g) seminar in instrumental music. Review of applications begins October 17, 2014 and continues until the position is filled. **COFAC-N-2806**

COLLEGE OF HEALTH PROFESSIONS – 2 positions

Department of Health Science

Assistant Professor

Tenure-track, 10-month Assistant Professor position in the Health Science Department beginning August 2015. Research doctoral degree in public health, health education, health promotion or other closely related field required. ABD applicants considered, but appointment will be at the instructor rank and all degree requirements must be completed by February 1, 2015. Teach undergraduate and graduate coursework related to health behavior theory, health promotion programming and public health methodologies that may include but not be limited to epidemiology, prevention programming, instructional methods and evaluation strategies. Maintain an active research agenda with consistent and demonstrated scholarship activity. Review of applications begins September 1, 2014 and continues until position is filled. **CHP-N-2809**

Department of Occupational Therapy and Occupational Science

Assistant Professor

Tenure-track, 10-month Assistant Professor position in the College of Health Professions to begin August 2014. Licensed or eligible for licensure as an occupational therapist in the State of Maryland; earned doctoral degree with a research component (i.e., Ph.D., Sc.D., Ed.D.), clinical experience practicing occupational therapy and teaching experience in occupational therapy or occupational science. Commitment to excellence in teaching, advising, scholarship, and service. Teach graduate level students in foundational classes as well as direct research in occupational therapy and occupational science at both the MS and doctoral levels. Teaching/learning experiences and advising, conducting research consistent with the mission of the department, college and university seeking external funding to support research and contributing to the service mission of the department, college and university. Review of applications begins immediately and continues until the position is filled. **CHP-N-2807**

COLLEGE OF LIBERAL ARTS – 1 position

Department of Political Science

Assistant Professor

Tenure-track, 10-month Assistant Professor position in the Political Science Department to begin August 2015. Ph.D. at the time of application. Strong commitment to teaching excellence and an active research agenda. Teach introduction to metropolitan studies, urban politics, state and local government and other courses related to metropolitan development. Research and productive scholarship. Student advisement as well as service to the department, university, profession and broader community after the first year. Review of applications begins October 31, 2014 and continues until position is filled. **CLA-N-2808**

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

For detailed information on any of these positions, please visit:
http://www.towson.edu/odeo/employmentatTU/academic_positions.asp

phone numbers of three references. Questions should be submitted to: Dr. Hassan R. HassabElnaby, Chair; Department of Accounting - MS 103; The University of Toledo M.S. #103, 2801 W. Bancroft St. Toledo, OH 43606. Email: Hassan.HassabElnaby@utoledo.edu. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Accounting: The University of Washington Michael G. Foster School of Business Recruiting for an Assistant Professor, Associate Professor, or Full Professor The Foster School of Business at the University of Washington is recruiting to hire a tenure-track Assistant Professor (0116), Associate Professor (0102) or Full Professor (0101) for the 2015-2016 academic year. This will be a multi-year position. University of Washington faculty members engage in research, teaching, and service. Job Qualifications: Applicants should have primary research and teaching interests in financial accounting, managerial accounting, or auditing. Candidates must have a Ph.D. or foreign equivalent. Application Procedure: Applications should include any published or unpublished research (including a research paper based on the candidate's dissertation if a new entrant in the market), evidence of teaching experience (if any), at least three letters of reference, and curriculum vitae. Application deadline is November 1, 2014, or until position is filled. Send applications to: Contact: Cynthia Silvernale Administrative Assistant Foster School of Business University of Washington Paccar Hall, Box 353226 Seattle, WA 98195-3226. silvec@uw.edu. The University of Washington is an affirmative action, equal opportunity employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities. If you have a question about the details of this search / position please contact the hiring unit directly. Thank you for your interest in this position at the University of Washington.

Accounting: The University of Washington Michael G. Foster School of Business. Full Time Lecturer Position(s) in Accounting. The University of Washington Foster School of Business has at least one full time lecturer position available in the Department of Accounting starting in Fall 2015 for the 2015-2016 academic year. The primary responsibility for lecturers is teaching. Job Qualifications: Applicants should have primary teaching interests in auditing, management accounting, and/or accounting information systems. A Master's degree is required with professional and/or educational experience. This appointment will be a full-time position (100% FTE) which would typically involve teaching nine classes over three quarters of the academic year. Some summer quarter teaching is available. Applicants should have evidence of high-level proficiency in teaching accounting at the university level. Appointment level and salary will depend on qualifications. Position is contingent on budgetary approval. Application Procedure: Applications should provide evidence of teaching experience and qualifications, at least three letters of reference, and a curriculum vita. Application deadline is March 30, 2014 and should be sent to: Contact: Cynthia Silvernale, Administrative Assistant, Department of Accounting, Michael G. Foster School of Business, University of Washington, Box 353226, Seattle, WA 98195-3226, silvec@uw.edu. The University of Washington is an affirmative action, equal opportunity employer. The Uni-



Troy University – is a comprehensive public institution serving more than 30,000 students worldwide - 4 campuses in Alabama, locations in 8 states, 12 foreign countries, and 1 U.S. territory.

Troy University is currently accepting applications for the following positions:

Assistant/Associate/Full Professor – Rehabilitation: Doctorate degree, CRC credential and experience required

Assistant Professor – Human Services: Doctorate degree and five years experience required

Assistant/Associate/Full Professor – Social Work: Doctorate degree and three years experience required

Assistant/Associate Professor – Information Systems: PhD or ABD required

Lecturer – Kinesiology and Health Promotions: Master's degree required

Please go to www.troyuniversityjobs.com for further details and information on how to apply.

Troy University is an EEO and AA employer.



Music Theory & Musicianship
Tenure-Track Faculty Position (#14259)

For full position description, application process and deadlines see music.uoregon.edu or hr.uoregon.edu/jobs

Eugene, Oregon • EO/AA/Veterans/Disability institution committed to cultural diversity.

**TEAM LEADER
PA MIGRANT
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EXTENDED SEARCH**

The PA Migrant Education Program at Millersville University is seeking a Team Leader for its Lehigh Valley Office (Lehigh and Northampton Cos.) **Required:** Fluency in spoken/written Spanish and English; bachelor's degree in education, social work, Latin American Studies, or related field; experience working in school settings and with diverse populations; knowledge of language proficiency issues and educational issues affecting minority students; supervisory experience; successful bi-lingual interview. Full consideration given to applications received by 8/15/14. For full description of duties, qualifications and to apply, go to <https://jobs.millersville.edu>.

An EO/AA institution. www.millersville.edu



Marquette • Upper Peninsula

Academic Department Head

Position type: Full-time

Department: English

Description/Requirements: Visit employMe.nmu.edu

Annual Salary: Competitive

Application deadline: October 31, 2014

NMU is an EOE including protected veterans and individuals with disabilities

The position is offered at the Lecturer level and is renewable annually, subject to annual performance evaluation and need. The start date for the position is August 18, 2014. Applicant screening will begin on June 1, 2014 and will continue until the position is filled. The successful applicant must have a Master of Business Administration degree (MSA, MT, or MBA from an AACSB-accredited institution.) A professional certification (CPA is preferred), and work experience in a professional environment (particularly tax) are required. Previous teaching experience at the collegiate level is preferred: Student centeredness and excellent teaching skills are required. Preference will be given to candidates with relevant experience in teaching undergraduate courses. Special Instructions to Applicants: Applicants must apply at <https://jobs.utoledo.edu> in order to be considered for the position. Application packets must include: a letter of interest, CV, academic transcripts, and the names, postal and email addresses, and tele-

versity is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multi-cultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Agricultural Economics: The University of Kentucky invites applications for a tenure-track 12-month Assistant Extension Professor of Farm Management. The distribution of effort is 90% extension and 10% teaching. Applicants should have a Ph.D. in agricultural economics or economics, and demonstrate expertise in delivering applied analysis to extension clientele. To apply for job # FE00020, submit a UK Academic Profile at <http://www.uky.edu/ukjobs>. If you have any questions, contact HR/ Employment, phone (859) 257-9555 press 2. Application deadline is September 15, 2014. The University of Kentucky is an equal opportunity employ-

SOCIAL & BEHAVIORAL SCIENCES

HARVARD
UNIVERSITY



Senior Lecturer on Social Studies Faculty of Arts and Sciences Committee on Degrees in Social Studies

Position Description: The Committee on Degrees in Social Studies seeks applicants for the position of Senior Lecturer on Social Studies, with an expected start date of July 1, 2015. This position will be for five years and may be renewed.

The position of Senior Lecturer is reserved for instructors who have demonstrated excellence in teaching. We are looking for candidates who can lead Social Studies 10, a two-semester course that introduces concentrators to the classics of social theory from Hobbes to Habermas, and serves as a core requirement in the program. In addition to leading Social Studies 10, the Senior Lecturer will teach one other course each year, which might include a course on the philosophy and methods of the social sciences or a junior tutorial on some other topic.

The Senior Lecturer will also serve as an academic and senior thesis adviser, work with the chair and Director of Studies on curricular planning and course development, and serve on the Social Studies Standing Committee and on additional committees as requested.

For more information about Social Studies, please visit our website, www.socialstudies.fas.harvard.edu

Basic Qualifications: Ph.D. required by expected start date.

Additional Qualifications: Demonstrated excellence in teaching and research, including experience lecturing on social theory, is desired.

Special Instructions: Please submit the following material through ARIES <http://academicpositions.harvard.edu/postings/5589>. The committee will begin reviewing applications on September 15th, 2014:

1. Cover letter
2. Curriculum Vitae
3. Teaching statement
4. Research statement
5. Summary evaluations for previous courses taught
6. The names and contact information for at least three references

Contact: Heather Jacques - heatherjacques@fas.harvard.edu

Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Assistant Professor
of Psychology

WAYNE STATE
UNIVERSITY

Wayne State University has an available position of Assistant Professor in Detroit, MI. Position requires a Doctor of Philosophy (Ph.D.) degree in Psychology or Biology or Neuropsychology & 36 months experience as a postdoctoral researcher in neuroscience. Position also requires peer-reviewed journal publications in developmental neuroscience. Job duties: Teach undergraduate- & graduate-level psychology courses including courses in neuroscience & neuropharmacology-related courses. Advise students. Mentor & direct graduate students' research & thesis work. Conduct research in developmental neuroscience. Publish results of research in peer-reviewed journals. Develop funded research programs & seek external funding. Prepare grant proposals. Qualified candidates should apply through WSU Online Hiring System for posting #040425 at <https://jobs.wayne.edu> or send resume to Ben Phillips, Grant/Contract Administrator, Wayne State University, Department of Psychology, 5057 Woodward Avenue, Detroit, MI 48202.

er and encourages applications from minorities and women.

Arabic: Full-time Senior Lecturer position in Arabic Language and Culture, beginning in the 2014-2015 academic year. Ph.D. degree, native or near-native fluency in Arabic and English required. Ability to teach beginning and intermediate French courses highly desirable. The successful candidate will have extensive and successful experience in teaching university lower-level

language courses using a communicative methodology, as well as upper-level content courses; a strong background in curricular design and development; ability to teach a diverse student population at all levels of Arabic; an active interest in developing cultural programs, and familiarity with integrating technology in classroom instruction (including blended/hybrid language instruction). Courses taught will serve the general university student population, MLLI majors seeking a concentration in Arabic, and Global Studies Program majors. For more



Program Director
Division of Applied Social Sciences
College of Agriculture,
Food, and Natural Resources
University of Missouri-Columbia

The Division of Applied Social Sciences (DASS) seeks applications for the position of Program Director in the field of Science and Ag Communication. This is a non-tenure track, 9 month appointment that will support grant-funded research and teaching in the Division of Applied Social Sciences.

Position will have primary responsibilities that include 1) serving as Program Director for externally-funded integrated research-teaching programs in the global context (Africa); 2) serving as the Instructor assigned to teach at least 2 courses per semester in the Science and Ag Journalism program with a specific focus on the food system, including global and local dimensions; and 3) providing communication support to DASS. The successful candidate will work closely with researchers in the social sciences and plant sciences on tasks related to collecting and organizing data relevant to applied social science research, and also communicating scientific results to the public including but not limited to smallholder farm households in Africa. The successful candidate will be assigned classes, including classes involving experiential learning, that focus on the food system from global and local perspectives.

Qualifications: A Master's degree in Communication, Journalism or highly related field (eg, English) is required. Strong organizational skills are also required. Preferred qualifications: prior undergraduate teaching experience and prior experience in Africa.

Detailed position information under job opening #13818, including instructions on how to apply online, is available on the University of Missouri Human Resources website at: <http://hrs.missouri.edu/find-a-job/index.php> under academic positions.

Questions should be directed to Dr. Sharon WoodTurley (Tel: 573-882-7645); email swt@missouri.edu.

The University of Missouri is an Equal Opportunity/Affirmative Action employer. To request ADA accommodations, please contact our ADA coordinator.



Government Faculty

Bowie State University seeks a full time faculty member with experience teaching government students. Doctorate in Government required. Visit the BSU website, www.bowiestate.edu for details. Submit a BSU Faculty application, a graduate transcript, curriculum vitae and three letters of reference to jobs@bowiestate.edu or mail: **Office of Human Resources, Bowie State University, 14000 Jericho Park Road, Bowie, MD 20715.** Applications accepted until position is filled.

*Bowie State University is an
Equal Opportunity/Affirmative Action Employer.*



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Head and Full Professor
The Department of Sociology

The Department of Sociology at the University of Illinois at Urbana-Champaign is seeking a Head and full professor with an established reputation as a scholar and teacher in one of our two key areas, Inequalities or Global and Transnational Sociology. The Head will be responsible for administering a department with established undergraduate and graduate programs and an active research program. Target start date of August 16, 2015. PhD required. Closing date: October 3, 2014. For complete details, visit: <http://go.illinois.edu/SociologyHead>. Illinois is an AA-EOE

www.inclusivellinois.illinois.edu

information about the MLLI Department, please visit: <http://mlli.umbc.edu>. This is a five-year, non-tenure-track renewable appointment. Competitive salary and compre-

hensive benefit package. Please send a letter of application explaining your specific qualifications for this position and your teaching philosophy, a curriculum vitae, unoffi-

GEORGE MASON
UNIVERSITY

**TENURE-TRACK ASSISTANT PROFESSOR
CRIMINOLOGY, LAW AND SOCIETY**

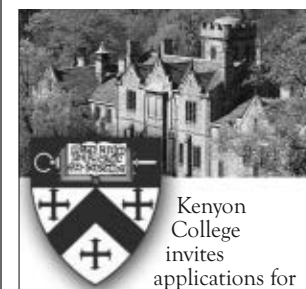
The George Mason University, Department of Criminology, Law and Society invites applicants for a Tenure-Track Assistant Professor position to start August 2015.

The Department of Criminology, Law and Society is a multidisciplinary unit located on the Fairfax campus that offers degrees at the bachelor's, master's and doctoral levels. Our graduate program balances theory, empirical research, and policy applications. Our undergraduate program has concentrations in law and society, criminal justice, and homeland security. More information on the department and the research activities of the faculty and various research centers is available at <http://cls.gmu.edu/>.

Qualifications: We are seeking individuals with active research agendas in any area of criminology, criminal justice, and law and society. Priority areas for our department include law and society, juvenile justice, and advanced statistical methods. A Ph.D. in the social sciences or a relevant field of study is required; we welcome applicants who hold both a Ph.D. and a J.D. degree. Applicants nearing the completion of their doctorate will be considered. The successful candidate should be strongly committed to teaching in a multidisciplinary undergraduate and graduate program, and demonstrate significant promise in scholarly research and extramural grant activity.

Review of applications will begin on September 15, 2014, and continue until the positions are filled. For full consideration, applicants must apply for position number F6466z at <http://jobs.gmu.edu/>; complete and submit the online application; and upload a cover letter, CV, a list of three professional references with contact information, and representative research articles. Also, three letters of reference should be submitted, either through e-mail to mriley6@gmu.edu; or via USPS mail to Megan Lares, Criminology, Law, and Society, George Mason University, MS 4F4, Fairfax, VA 22030. Inquiries about the position can be addressed to Department Chair David Wilson at dwilsonb@gmu.edu.

AA/EOE



Kenyon College invites applications for the following position:

Assistant Professor of Sociology

For more information and application instructions, please visit the Kenyon College website, or:

<https://employment.kenyon.edu/>
Kenyon College is an equal opportunity employer.

Kenyon College

cial graduate transcripts, and three letters of recommendation before August 15, 2014 to: Dr. Omar Ka, Chair, Arabic Search Committee, Department of Modern Languages, Linguistics and Intercultural Communication, UMBC1000 Hilltop Circle Baltimore, MD 21250. Members of minority groups, women and individuals with disabilities are strongly encouraged to apply. UMBC is especially proud of the diversity of its student body and we seek to attract an equally diverse applicant pool for this position. We have a strong commitment to increasing faculty diversity. The Carnegie Foundation ranks UMBC in the category of Research Universities with high research activity.

UMBC is an Affirmative Action/Equal Opportunity Employer.

Business Administration: The University of Toledo invites applications for a tenure-track position at the Assistant Professor level in the area of Information Systems in the department of Information, Operations and Technology Management (IOTM) at the College of Business and Innovation. A Ph.D. or ABD in Business Administration from an AACSB accredited program with specialization in Information Systems is required. Ph.D. by Fall 2015 is required for appointment at the Assistant Professor level. Applicants should have demonstrated potential for high quality research and teaching. Research in the areas of database management, data mining, medical informatics, data warehousing, healthcare IS, Security, ERP systems among others are of particular interest to the department. Teaching interests/experience in courses related to database, data mining, data warehousing, web development, programming languages, ERP using SAP, digital technology geared for digital marketing will be a distinct plus. The department is the host of for the University alliance program using SAP. Experience and interest in ERP courses will be a plus. The University recently established the School of Healthcare Business Innovation and Excellence (SHBIE) in collaboration with the UT Medical school and is housed in the College of Business and Innovation. Compensation will be competitive, and includes a very attractive benefits package. Teaching load and summer research support are negotiable. Generous research and instructional support is also provided (e.g., graduate assistants, supportive teaching load, good faculty computer resources, and a professional development budget). The College of Business and Innovation is accredited by AACSB International and offers an extensive portfolio of undergraduate, masters, and Ph.D. programs. The IOTM Department includes majors in Supply Chain Management/Operations Management and Information Systems and is home to many faculty members who have received national acclaim in the areas of teaching and research. The department is a major participant in the college's Ph.D. program. The University of Toledo is a 20,000 student comprehensive public university located in Toledo, Ohio. In addition to the traditional colleges, the University of Toledo includes the College of Law and the College of Medicine and Life Sciences. Toledo combines the cultural benefits of a large city with the con-



Associate Dean for Nursing Research, Scholarship & Science

Louisiana State University Health Sciences Center School of Nursing invites applicants for the Associate Dean for Nursing Research, Scholarship and Science position. The School of Nursing has over 1,000 students, offering Baccalaureate, Masters, Doctor of Nursing Practice and Doctoral of Nursing Science degree programs within an academic health sciences center environment. The School of Nursing is one of six schools in the Health Sciences Center ["HSC"] (Medicine, Dentistry, Public Health, Allied Health and Graduate Studies). The incumbent for this administrative position will be responsible for directing the Office of Nursing Research, Scholarship and Science, stimulating, promoting and developing the research interests and related productivity

of the Nursing Faculty, and directing the Doctor of Nursing Science Program. Incumbent will direct and assist faculty to develop programs of externally funded nursing research; develop & implement intramural research & scholarship programs; establish clinical agency research partnerships; develop & plan programs to maintain institutional evaluation data related to the School; collaborate with Programs, Departments, Associate Deans and appropriate Health Sciences Center committees to implement & coordinate an ongoing evaluation program for the School; ensure compliance with Human Subjects Protection; interpret Institutional Review Board standards, administrative procedures and requirements; facilitate grant production activities and dissemination of research, scholarship & science; promote development of intellectual property; coordinate an internal review & critique of all grant proposals submitted to an Institutional Review Board and/or for external funding; maintain a faculty development plan to develop the research expertise of faculty; and facilitate networking & information sharing for and among faculty around common research interests (e.g. forums, clinics, colloquia, faculty development). The Associate Dean is responsible for ensuring the standards, goals & objectives of their areas of responsibility are accomplished within the strategic plans of the School of Nursing and the University; manage the resources, activities & provision of services; consult with Associate Deans on curriculum matters; maintain multiple databases regarding local, national & international research opportunities, record ongoing activities & communicate data to faculty; prepare annual fiscal report of research & scholarship activities of the School; serve on School & HSC committees and represent the School in the HSC and community.

Qualification Requirements

Required:

- Earned research focused Doctorate Degree in Nursing, or related field
- Currently licensed to practice as a registered nurse in the United States and eligible for licensure in Louisiana
- A minimum of five (5) years experience as faculty in a University School of Nursing
- Demonstrated high-level of interpersonal skills for communication, consultation & collaboration
- Documented record of successful grant writing and research funded at the national level
- Experience as reviewer at the national level or as a member of a University Institutional Review Board
- Currently involved as a primary investigator with own program of research
- Incumbent must have ambulation within HSC campus buildings and travel within the city, state & nation (automobile, plane, etc.), be self-directed and have skills in supervisions; works well with people (individually and as team), shows tolerance, patience and skills in mentoring; thinks clearly, logically & analytically; and skills navigating publication process & ability to edit documents.

Applicant Instructions

- Forward letter of interest, a current CV and letters of reference to:
- Dr. Demetrius Porche, Dean, electronically to NSapply@lsuhsc.edu
- A copy of your transcript(s) may be attached to your resume (if available). However, original transcripts are required prior to hire

Closing Date: 8/10/2014

LSUHSC is an Equal Opportunity Employer for females, minorities, individuals with disabilities and protected veterans.



MOREHEAD STATE UNIVERSITY SMITH ENDOWED CHAIR IN ENTREPRENEURSHIP

Morehead State University, recognized as one of the top public universities in the South by *U.S. News & World Report*, is accepting applications for a tenured, 10 month appointment as **Smith Endowed Chair in Entrepreneurship** in the School of Business Administration. The preferred start date is January 2015, but an August 2015 start date may be considered if the chosen candidate is not available for an earlier start. The Smith Endowed Chair reports directly to the School of Business Administration Associate Dean. Rank and salary are commensurate with experience and qualifications and competitive with AACSB accredited business schools. Appointment includes support for research, professional development, and outreach activities.

Nominations and applications are invited for the Smith Endowed Chair in Entrepreneurship. The college seeks dynamic, entrepreneurial candidates, who have the ability to integrate the academic and practitioner aspects of entrepreneurship and management. The successful candidate will be expected to: 1) Direct the Booth Center for Entrepreneurship and provide leadership support for a business incubator; 2) Facilitate interaction between the university and the regional business community; 3) Teach undergraduate and graduate entrepreneurship and management courses, primarily in support of the BBA-Entrepreneurship program; 4) Develop a program of collaborative research and scholarship in entrepreneurship consistent with the school's mission, leading to both individual and joint publication of research; 5) Provide leadership for entrepreneurship curricular initiatives at the undergraduate and graduate levels within the SBA and with other MSU programs outside the business school; and 6) Secure external funding to develop innovative initiatives in teaching, research, and service.

Qualifications: Earned doctorate in entrepreneurship (preferred), management, or other business discipline; significant academic and/or practical entrepreneurship experience; documented excellence in teaching and service; established record of research and publication in the area of entrepreneurship; credentials to qualify for a tenured appointment at the associate/full rank at MSU; demonstrated ability to develop and implement new courses and/or academic programs.

Desired Qualifications: Significant teaching experience in higher education and evidence of scholarly, or professional achievements beyond the minimum qualifications for this rank. Evidence of ability to obtain external funding is preferred.

Review of applications will begin on August 31, 2014 and will continue until the position is filled. To apply, visit: www.moreheadstate.edu/employment to complete the MSU Application for Employment and upload a letter of application, resume and three letters of references. Representatives will be present at the Academy of Management August Annual Meeting in Philadelphia. Contact the **Office of Human Resources** at (606) 783-2097 should you have questions about our online application.

We are an Equal Opportunity, Affirmative Action employer.

Minorities, women, veterans and individuals with disabilities are encouraged to apply.

venues of a smaller community. It is located at the intersection of I-75 and I-80/90, the two busiest highways in the country, and is home to corporations like Owens Corning, Owens Illinois, Dana Corporation, and Jeep. Special Instructions to Applicants: Applicants must apply at [ledo.edu in order to be considered for the position. Review of applications will begin immediately and will continue until the position is filled. Application packets must include: a cover letter, curriculum vita, statement of research and teaching, contact information for three references \(letters may](https://jobs.uo-</p>
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be requested later), and any other supporting documents (e.g. job talk paper, teaching evaluations if available, etc.). Please submit all material through The University of Toledo application website. The University of Toledo is an equal opportunity employer and does not discriminate on



ADMINISTRATIVE POSITION IN THE COLLEGE OF ENGINEERING & APPLIED SCIENCE

The University of Wisconsin-Milwaukee (UWM) invites applications for **Senior Associate Dean for Research** in the College of Engineering & Applied Science (CEAS).

The College seeks an exceptional individual to develop collaborative, extramurally funded research programs and work with the faculty and administration to expand the research portfolio of the college. In conjunction with the faculty, the position will coordinate and lead efforts to establish highly visible, highly funded research centers and/or institutes in interdisciplinary focus areas of the college. The position will promote collaboration with other units within UWM as well as with external entities. Research connections with industry are uniquely important for UWM, and the position will work closely with all stakeholders to develop and grow those connections. Growth in research activity is key to achieving the vision for the College as elucidated in the College's strategic and academic plans. This position presents an excellent opportunity for the right individual to continue their professional growth and career development in an environment that is poised for rapid advancement.

Working in conjunction with the faculty and academic staff, Directors, Associate and Assistant Deans, and the Dean, as well as the Vice Provost for Research, the position will also ensure the growth, development, and effective functioning of the College's research enterprise including interaction with investigators and facilitation of development of research collaborations, review of research centers and their leadership teams, oversight for pre- and post- award support, management and approval of proposals, projects, and matching requests, distribution of indirect returns, and establishment and management of shared research facilities.

UWM is a doctoral/research intensive university and Wisconsin's premier public urban institution, offering a comprehensive education at the undergraduate and graduate level to its 28,000 students. The College of Engineering & Applied Science consists of five departments--Civil and Environmental Engineering, Electrical Engineering and Computer Science, Industrial and Manufacturing Engineering, Materials Science and Engineering, and Mechanical Engineering. The College has approximately 1,600 undergraduate students and 400 graduate students. Greater Milwaukee, the third-ranked manufacturing center in the United States, is home to 400+ engineering firms and 1300+ manufacturing firms with annual receipts over 24 billion dollars. The College has a long history of industrial collaboration and research support.

More information about the College can be found at <http://www.uwm.edu/CEAS/>

Qualifications

Candidates must have a doctorate in engineering or a related field and have a strong record for appointment at the rank of Full Professor in one of our departments. The candidate must be a leader in their chosen field of study, have an excellent record of scholarship, and have a demonstrated history of securing extramural research funds. Experience in securing and managing collaborative research programs is required. Experience in academic administration is preferred.

Salary and Benefits

In addition to a faculty appointment, the Senior Associate Dean position is a full-time appointment with a 12-month salary. The salary includes a negotiable administrative supplement, which will be forfeited when the faculty member leaves administrative service.

On-Line Application Procedure

Application materials should include a letter describing your interest in and qualifications for the position, research vision and plan for the College, detailed curriculum vitae, and a minimum of three references with contact information. The complete application package must be submitted electronically to <https://jobs.uwm.edu/postings/19660>. Screening begins on August 15, 2014 and will continue until the position is filled. It is anticipated that the successful candidate would start on or before January 1, 2015. General questions can be directed to the chair of the **Search and Screen Committee, Dr. Junhong Chen** at jhchen@uwm.edu or 414.229.2615. Under Wisconsin's open records law, requests for confidentiality will be honored, except that names and titles of all finalists must be disclosed.

UWM offers competitive salary commensurate with experience. Further information about UWM may be found at www.uwm.edu. UWM is an equal opportunity/affirmative action employer. Employment will require a criminal background check.

the basis of gender, race, national origin or sexual orientation. For further information please contact: P. S. Sundararaghavan, Interim Chair, IOTM Department, College of Business and Innovation, The University of Toledo, p.sundararaghavan@utoledo.edu.

Business Analytics: Assistant Professor of Business Analytics, University of Colorado Denver. Full-time, tenure-track 9-month faculty position starting Spring 2015; duties include: 40% teaching; 40% research; 20% service. Teaching load consists of 4 3-hour courses during 9-month contract. Requires: PhD in Statistics or closely related field. For full description, requirements, and application process go to <http://www.jobsatcu.com>, search for Job Posting #F01562.

Business: San Diego State University seeks candidates for an assistant or associate professor, tenure-track position in the College of Business Administration beginning in Fall 2015. Qualified applicants must have a doctorate in International Business or a related field by August 2015. Candidates must demonstrate a strong commitment to excellence in curriculum design and teaching, research, and collaboration across different departments. To view full ad: <http://affiliated.sdsu.edu/ColBus/intlbus.htm> Contact: Dr. Mehdi Salehizadeh; IB Faculty Position Search Committee; College of Business Administration; San Diego State University; San Diego, CA 92182, Mehdi.Salehizadeh@sdsu.edu. SDSU is an Equal Opportunity/Title IX Employer.

Business: The University of Illinois at Chicago (UIC) is seeking to hire one tenure-track professor at either full, associate, or assistant level in Organizational Behavior/Human Resources Management (OB/HRM) to begin August 2015 with the College of Business Administration.

Lecturer in Computer Science

The University of Nevada, Las Vegas is currently recruiting for the position of Lecturer of the Department of Computer Science. The lecturer will be responsible for teaching a wide variety of undergraduate courses, including programming, operating systems, and software engineering in the Department of Computer Science. In addition, the lecturer will participate in advising, courses development, and projects/lab supervision. For the complete position description with application details, visit <http://jobs.unlv.edu> or call 702-895-2894.

UNLV is an Equal Opportunity/Affirmative Action Educator and Employer Committed to Achieving Excellence Through Diversity.

tion (CBA). The preference is to hire at the full or associate level, but is open rank. Applicants must apply via the UIC Job Board: <https://jobs.uic.edu/job-board/job-details?jobID=43716&job=open-rank-tenure-track-faculty-position-ob-hrm>.

Chemistry/Biochemistry: The School of Chemistry and Biochemistry of the Georgia Institute of Technology invites applications for a 12-month, permanent, non-tenure track faculty position (Academic Professional) to fill the role of Laboratory Coordinator for the undergraduate biochemistry

and advanced synthetic organic chemistry laboratories. This position has been created as part of an expansion and reorganization of the team responsible for our upper division teaching labs. The successful applicant will have the opportunity to play a major role in the redevelopment of the School's laboratory programs so that they are better integrated across traditional sub-disciplines and reflect the nature of modern chemical and biochemical science. The position starts June 1, 2015 or sooner. A Ph.D. in chemistry or biochemistry with relevant interest and experience in experimental biochemistry, synthetic organic chemistry and teach-

REACH

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UNIVERSITY OF IOWA
CARVER COLLEGE
OF MEDICINE

University of Iowa Health Care

CHAIR, DEPARTMENT OF INTERNAL MEDICINE

THE UNIVERSITY OF IOWA
ROY J. AND LUCILLE A. CARVER COLLEGE OF MEDICINE

The Carver College of Medicine at The University of Iowa seeks candidates for the position of Chair, Department of Internal Medicine. The Carver College of Medicine is a part of a major research university and ranks 11th among public medical schools by U.S. News and World Reports. The College and the University of Iowa Hospitals and Clinics are equal partners in UI Health Care. The hospital is one of the largest university-owned teaching hospitals in the United States and is adjacent to the Iowa City Department of Veterans Affairs Medical Center. The Department of Internal Medicine has a distinguished research, education and clinical faculty, and includes national and international leaders in many subspecialty and research areas.

The Chair of the Department is the leader of all aspects of the Department's enterprise, serves as the spokesperson for the faculty, and represents the Department in interactions with the College, UI Health Care, and practitioners throughout the state and nationally. Responsibilities include faculty recruitment, appointments, and evaluation; leadership mentoring; educational, clinical and research programs; fiscal planning and management; and short- and long-term strategic planning.

Candidates must have previous records consistent with appointment as a Professor of Internal Medicine. This includes an MD degree or equivalent, an outstanding record of accomplishments in research, undergraduate and graduate medical education, service, eligibility for licensure in Iowa, and certification by the American Board of Internal Medicine. The successful candidate must have the demonstrated capacity to foster an environment in which excellence in education, research and scholarship flourish, as well as experience and a commitment to building and leading both clinical and research programs. Candidates must have a record of innovative and effective administrative and fiscal leadership, stature in academic Internal Medicine, a record of excellent interpersonal skills, demonstrated experience promoting a diverse workforce, and positive interactions with students, staff and faculty.


The University of Iowa is located in Iowa City, a vibrant community located in the rolling hills of southeastern Iowa. The community offers excellent schools, quality entertainment, literary, musical and cultural opportunities and Big 10 sporting events.

The search committee will accept nominations and applications until the position is filled. Nominations should include a brief statement of the attributes and qualities of the individual that make him or her suited for this position and curriculum vitae.

To apply for this position, visit our website at <http://jobs.uiowa.edu/faculty>
(Requisition # 64636)

Nitin Karandikar, MD, PhD
Curt Sigmund, PhD
Co-Chairs, Search Committee for Internal Medicine
Attention: Dee Volz
Assistant to the Search Committee
Office of the Dean
The University of Iowa
Carver College of Medicine
451 Newton Road, 200 CMAB
Iowa City, IA 52242-1101
dee-volz@uiowa.edu

The University of Iowa is an equal opportunity affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.



Why not
change the world?

Department Head and Professor
Science and Technology Studies

The Department of Science and Technology Studies at Rensselaer Polytechnic Institute in Troy, NY invites applications, expressions of interest, and nominations for the position of Department Head. The Department Head will hold a full-time, tenured faculty appointment at the rank of Professor. The position may commence as early as August 16, 2015, but shall remain open until filled.

The Department of Science and Technology Studies (STS), located within the School of Humanities, Arts, and Social Sciences at Rensselaer, is one of the oldest and most internationally recognized departments of its kind. The department offers graduate degrees in STS through the doctoral level and three undergraduate degrees: Science, Technology, and Society; Sustainability Studies; and Design, Innovation, and Society.

The Department Head provides leadership and long-term planning while directing the academic, operational, and budgetary activities of the department. The Department Head is expected to foster creative and deliberative processes among the department's faculty to advance the vision and mission of this interdisciplinary department.

The successful candidate will have a strong record of scholarly achievement in the interdisciplinary field of science and technology studies emblematic of tenured senior professorial rank as well as outstanding leadership and administrative skills. The level of experience required is that which is typically acquired over a 10-year progressively responsible tenure track academic career. Candidates must possess a clear commitment to advancing STS as an intellectually diverse and conceptually innovative field of inquiry. A terminal degree or foreign degree equivalent in a related field including, but not limited to science and technology studies, anthropology, history, history of science, political science, sociology, sustainability, or technology policy is required.

Screening of applications will begin immediately and will continue until the position is filled. To apply, please submit a letter of interest, curriculum vitae, and the names and contact information for five (5) professional references electronically to: apply.interfolio.com/25091



Rensselaer

We welcome candidates who will bring diverse intellectual, geographical, gender and ethnic perspectives to Rensselaer's work and campus communities.
Rensselaer Polytechnic Institute is an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF BRIDGEPORT
THREE FULL-TIME
TENURE TRACK FACULTY POSITIONS
School of Engineering

The School of Engineering at the University of Bridgeport invites applications for 3 full-time tenure-track positions at the Assistant, Associate and/or Full Professor levels to commence in the spring term of 2015.

DEPARTMENT OF TECHNOLOGY MANAGEMENT

Assistant, Associate and/or Full Professor

DEPARTMENT OF COMPUTER SCIENCE &
ENGINEERING

Assistant/Associate Professor

DEPARTMENT OF BIOMEDICAL ENGINEERING

Assistant, Associate and/or Full Professor

For the full position descriptions and to apply, please visit:

<http://www.bridgeport.edu/welcome/employment-and-job-opportunities/academic-positions/faculty-positions/>



The University of Bridgeport is an
equal employment opportunity and affirmative action employer.

LAFAYETTE
COLLEGE

Lafayette College is a selective, private, liberal arts college of 2,400 undergraduates. Our 110-acre campus is located one and a half hours from both New York City and Philadelphia. Degree programs are offered in the liberal arts, sciences and engineering.

Environmental Studies

Lafayette College invites applications for a tenure-track assistant professor position in Environmental Studies beginning in the Fall Semester 2015.

We are seeking an enthusiastic individual who will teach in and continue to foster the development of a new degree program in Environmental Studies. The candidate should be capable of teaching an introductory course in an interdisciplinary Environmental Studies major, an intermediate level course in Environmental Policy, and intermediate and advanced courses in his or her area of expertise. Candidates with teaching and research interests in the social sciences or humanities are particularly desirable. Expertise in environmental law is also desirable; however, we welcome applications from a broad range of specialties in environmental studies. The successful candidate will have a PhD in Environmental Studies or related field and a promising scholarly record.

Lafayette College is a highly selective private undergraduate college with academic programs and opportunities characteristic of larger institutions. Academic responsibilities include teaching 4 courses the first year, and then 5 courses a year in subsequent years, and participating in events and programming related to Environmental Studies. Lafayette College is committed to creating a diverse community, one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced.

Prospective applicants with inquiries about the position can contact **Dru Germanoski, Co-Chair of the Programs in Environmental Science and Studies and Chair of the Search Committee, at germanod@lafayette.edu or 610.330.5196.**

The starting date is Fall Semester 2015, and applications will be accepted until November 15, 2014. Candidates should submit a letter of application, statement of teaching and research interests, vita, college and graduate school transcripts, and have three letters of reference submitted to Dr. Dru Germanoski. All application materials must be emailed as attachments in .pdf or .doc format with the subject line EVST SEARCH to schimpfk@lafayette.edu.

Lafayette College is an equal opportunity employer and encourages applications from women and minorities.

ing is required. Please submit a cover letter, resume, teaching philosophy, and the names of three references via: <https://academicjobsonline.org/ajo/jobs/4176> Review of applica-

tions will begin September 15, 2014 and will continue until the position is filled. Georgia Tech is an equal education/employment opportunity institution.

HARVARD
School of Engineering
and Applied Sciences

Preceptor in Applied Physics

The Harvard School of Engineering and Applied Sciences (SEAS) seeks applicants for the position of Preceptor in Applied Physics, with an expected start date of September 1, 2014 (or earlier). The Preceptor will be primarily responsible for the coordination and support of AP 50: Physics as a foundation for Science and Engineering. The initial position is for a twelve-month, academic appointment, renewable for up to five or more years, depending on continuing curricular need and performance. Involvement with other SEAS courses may evolve after a year or so working with AP 50.

Responsibilities include:

Course design: Work with (and report to) the faculty members who are the principal course instructors to develop course activities and materials, and devise an assessment strategy.

Course management: Assist with teaching as necessary; hire, train and supervise teaching assistants, including leading TF meetings; and hold office hours for students.

Course administration: Maintain course grade and attendance records, including contacting resident deans and the registrar's office as needed; supervise website development and maintenance and act as a liaison to the Academic Technology Group; and coordinate with visiting lecturers, including managing their itineraries during campus visits.

An advanced degree in physics, engineering, or a related field is required; Ph.D. preferred. Expertise in science education research, and experience in project-based learning and course design is strongly desired. Superior organizational, written and interpersonal communication skills are necessary, along with the ability to lead and train teaching fellows and to manage relationships undergraduate students.

Required documents include a cover letter, CV, a teaching statement, and names and contact information for at least three references. Applicants will apply on-line at <http://academicpositions.harvard.edu/postings/5573>. Priority will be given to applications submitted by August 8, 2014, but they will be accepted until the position is filled.

Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.



Assistant Professor of Accounting

Assistant Professor of Tax Accounting

Assistant Professor of Entrepreneurship & Strategy

Associate/Full Professor for Eminent Scholar
Position in Entrepreneurship

Louisiana Tech University seeks faculty in the above disciplines, PhD/DBA or ABD essential. Previous teaching experience and proven research productivity and/or demonstrated potential are preferred. Competitive salary. Applications accepted until positions are filled. Submit application letter with resume to respective areas listed on website: <http://www.business.latech.edu/jobs>

AA/EOE Women and Minorities are encouraged to apply

PROFESSIONAL

Assistant Professor Non-Profit Management and Strategy

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.

Responsibilities: The successful candidate is expected to establish a distinguished program of research (50%) and teaching (50%). We seek applicants in the area of strategy with a focus on the management for not-for-profit objectives. Research and teaching in this area could include the management of not-for-profit enterprises, corporate social responsibility, social entrepreneurship, organizations' interplay with the regulatory environment, the detection and prevention of malfeasance, and related topics.

Opportunities: The position will carry teaching, research, and service responsibilities. Teaching responsibilities include undergraduate and graduate level courses in organizations' strategic management for not-for-profit outcomes. Potential courses include, but are not limited to, management of not-for-profit enterprises, corporate social responsibility, social entrepreneurship, and sustainable business. An enthusiastic interest in undergraduate teaching and advising is essential. The successful candidate will be expected to teach two undergraduate level courses during the first three-year appointment period, adding a third course after reappointment following the third year. There are also teaching opportunities at the graduate level. Faculty in the areas of management and applied economics comprise the Charles H. Dyson School which has a long standing tradition of problem-solving research that relates to issues of interest to private and public sector managers and those who work with them. Candidates of particular interest will have research interests that integrate well with incumbent School faculty research interests in four broad program areas (Management, International and Development Economics, Environmental and Resource Economics, and Food and Agricultural Economics). Dyson faculty members also work with faculty and students in the Johnson Graduate School of Management, the School of Hotel Administration, the School of Industrial and Labor Relations, and the broader economics community at Cornell. The successful candidate will develop a distinguished program of research in strategy with a focus on non-profit outcomes, publishing in leading outlets appropriate to his or her areas of specialization and obtaining sufficient external funding support to maintain a productive and visible research program. He or she will be expected to advise M.S. and Ph.D. thesis research.

The Charles H. Dyson School of Applied Economics and Management, and the College of Agriculture and Life Sciences at Cornell embrace diversity and seek candidates who will create a climate that attracts students of all races, nationalities, religions, genders and sexual orientations. We strongly encourage women and underrepresented minorities to apply.

Application: Electronically submit via email to <https://academicjobsonline.org/ajo/jobs/4135> your letter of application summarizing research and teaching interests; curriculum vita; reprints of selected major papers; graduate transcript; and three references (to be sent directly by the references) to the attention of Christopher Barrett, David J. Nolan Director.

Salary: Competitive and commensurate with qualifications and experience. An attractive fringe benefit package is included.

Closing Date: Review of applications will begin immediately and continue until acceptable candidates are identified.

Qualifications: A Ph.D. in management, economics or a closely related social or behavioral science discipline with an established record of high-quality empirical research and teaching aptitude.

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.

Assistant Professor – Quantitative Marketing

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.

Responsibilities: The successful candidate is expected to establish a distinguished program of research (50%) and teaching (50%). Applicants are sought in the area of quantitative marketing and we seek candidates whose research interest link well to one of the other management related research areas within the Charles H. Dyson School of Applied Economics and Management (Agribusiness, Behavioral Economics, Entrepreneurship and Innovation, Environmental Energy and Resource Economics, Food Industry Management, International and Development Economics, Marketing, and Strategy).

Opportunities: The position will carry teaching, research, and service responsibilities. Teaching responsibilities include undergraduate and graduate level marketing courses, including, but not limited to, marketing research, business intelligence, decision modeling, database marketing, data mining and big data, retailing, brand management or competitive intelligence. The successful candidate will have a Ph.D. in marketing, economics or a related field, currency in the academic field described above as demonstrated by a research track record, evidence of teaching excellence at the undergraduate and graduate levels in a technology-enabled classroom environment, and a capacity for collaboration and collegial service. An enthusiastic interest in undergraduate teaching and advising is essential. The successful candidate will be expected to teach two undergraduate level courses during the first three-year appointment period, adding a third course after reappointment following the third year. There are also teaching opportunities at the graduate level, especially since the faculty of the Charles H. Dyson School consists primarily of applied economists who have a long standing tradition of problem-solving research that relates to issues of interest to business managers and those who work with them. Candidates of particular interest will have research interests that integrate well with incumbent School faculty research interests in four areas (Management, International and Development Economics, Environmental and Resource Economics, and Food and Agricultural Economics). Dyson faculty members also work with faculty and students in the Johnson Graduate School of Management, the School of Hotel Administration, and the broader economics and business communities at Cornell. The successful candidate will develop a distinguished program of research in quantitative marketing, publishing in leading outlets appropriate to his or her areas of specialization and obtaining sufficient external funding support to maintain a productive and visible research program. He or she will be expected to advise M.S. and Ph.D. thesis research.

The Charles H. Dyson School of Applied Economics and Management, and the College of Agriculture and Life Sciences at Cornell embrace diversity and seek candidates who will create a climate that attracts students of all races, nationalities and genders. We strongly encourage women and underrepresented minorities to apply.

Application: Electronically submit to email to <https://academicjobsonline.org/ajo/4144> your letter of application summarizing research and teaching interests; curriculum vita; reprints of selected major papers; graduate transcript; and three references (to be sent directly by the references).

Salary: Competitive and commensurate with qualifications and experience. An attractive fringe benefit package is included.

Closing Date: Review of applications will begin September 15, 2014, and continue until acceptable candidates are identified.

Qualifications: A Ph.D. in marketing, applied economics, economics or a closely related field is required. Preference may be given to individuals with relevant experience in teaching at the college/university level and/or evidence of research competence.

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.



College of Business

Department Chair of Management and Marketing Honolulu, HI

Minimum Qualifications:

- Ph.D. in Business Administration or related field from an AACSB accredited institution.
- Admin. experience in an AACSB accredited institution.
- 5 years teaching experience at the undergraduate or graduate level at an AACSB accredited school.

Assistant Professor of Accounting Honolulu, HI

Minimum Qualifications:

- Ph.D. in the academic discipline from an AACSB accredited institution.

For more information and to apply, please go to www.hpu.edu/employment

We are proud to be an EEO/AA employer of minorities, women, protected veterans and individuals with disabilities. We maintain a drug-free workplace and perform pre-employment substance abuse testing.

by law including protected Veterans and individuals with disabilities.

Development: Program Manager Center for International Development Ball State University Muncie, Indiana Professional contract position available immediately. Responsibilities: coordinate sponsored projects awarded to the Center; liaison with the academic colleges and departments; provide support for faculty participants in projects; coordinate project budgets; supervise project staff; coordinate scheduling of Digital Video Conferences and conference calls when required; communicate regularly with project sponsors; prepare periodic progress reports; coordinate project implementation between the university and partners in foreign countries. For more information, please go to <http://www.bsu.edu/hrs/job-postings>. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

English: Asst/Assoc/Full Professor of English: Writing Center Director. The Associate Vice President for Academic Affairs and the Department of Language and Literature at Texas A&M University-Kingsville invite applications for a Writing Center Director at the rank of advanced Assistant, Associate, or Full Professor of English, beginning fall 2014 or spring 2015. A Ph.D. in Rhetoric and Composition or a closely-related field is required from a regionally accredited university or institution. For application and further information, visit <https://javjobs.tamuk.edu>. An Equal Opportunity/Affirmative Action Employer.

English/Literature: Drew University in Madison, NJ seeks an Assistant Professor. Responsibilities include: Drew University's Department of English Language and Literature seeks a tenure-track Assistant Professor to teach Twentieth-Century and Contemporary Anglophone Literatures, Postcolonial and Race Theory and Cultural Studies. Courses include such subjects as: Literary Analysis; Advanced Studies in Anglophone Literature; Interdisciplinary Studies in Anglophone and World Literature; The City in Contemporary Anglophone Fiction, Gender and Globalization in Contemporary Anglophone Fiction, and Human Rights and Narrative. Additional duties include: advising and supervising graduate and undergraduate students and serving on various departmental committees. 40 hours per week, M-F 8:00 a.m. - 5:00 p.m. Mini-

mum Education and Experience Requirements: Ph.D., or foreign equivalent, in English and have a demonstrated commitment to teaching and research of English literature and related subjects, including Postcolonial and Race Theory, and Cultural Studies, as well as evidence of scholarly work in the English literatures of India and South Africa in the context of globalization. To apply, please send cover letter and resume to: HR0714-4@drew.edu. Deadline for applications is August 1, 2014. To enrich education through diversity, Drew University is an AA/EOE. In accordance with Department of Homeland Security regulations, successful applicant must be authorized to work in the United States. This position is subject to a background check.

English: The English Department at DePaul University invites applications for two full-time non-tenure-track positions in Creative Writing for the 2014-2015 academic year. These are one-year positions and carry a teaching load of three courses per quarter. Candidates should be prepared to teach creative writing workshops, particularly fiction, for the undergraduate Creative Writing program and Master's in Writing and Publishing Program, along with general education literature courses. Secondary expertise in other genres and areas (poetry, nonfiction, publishing, editing) is also desirable. Salary is commensurate with experience. Position carries full benefits. We seek candidates with strong records of publication and creative work, demonstrated excellence in and commitment to undergraduate teaching, and a terminal degree (MFA and/or PhD) in hand. The DePaul Department of English offers graduate and undergraduate degrees in literature and creative writing to more than 400 undergraduate majors and 200 graduate students in two master's programs. The successful candidate will have experience teaching undergraduate and graduate students of diverse backgrounds and sensitivity to the educational goals of an urban multicultural student population. We particularly seek candidates who mirror the diversity of the university and its surrounding community, and we encourage applications from women, people of color, and individuals from other historically under-represented groups. To apply, please electronically submit a letter of application, CV, names and email contacts for three references, writing sample (approx. 25 pages), and unofficial or official graduate transcripts. All application materials must be submitted online. Screening of applications will begin



Finance

Two or more positions: Assistant, Associate, or Full Professor, tenure track. All finance specialties considered.

Qualifications: Ph.D. in Finance, commitment to quality research and excellence in teaching, publications in top journals required for associate and professor.

Assistant Teaching Professor of Finance: non-tenure-track. Qualifications: Ph.D. in Finance, experience teaching finance and real estate courses. Screening will begin immediately and continue until a suitable candidates are hired.

Apply at <http://hrs.missouri.edu/find-a-job/academic>.

The University of Missouri is an equal access, equal opportunity, affirmative action employer fully committed to achieving a diverse faculty and staff.

immediately and continue through July 24, 2014. Please visit the following URL: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51149> As an Equal Employment opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

English: The English Department at DePaul University invites applications for one full-time non-tenure-track position in post-1900 American literature for the 2014-2015 academic year. This is a one-year position and carries a teaching load of three courses per quarter. The successful candidate will teach a variety of courses in American literature in the Department's undergraduate Literary Studies major, as well as general education literature courses for non majors in the university's Liberal Studies Program. A secondary specialty in African American literature, world Anglophone literature, or ethnic studies is welcome. Salary is commensurate with experience. Position carries full benefits. We seek a candidate with a strong record of scholarship, demonstrated excellence in and commitment to undergraduate

teaching, and a PhD in hand. The DePaul Department of English offers graduate and undergraduate degrees in literature and creative writing to more than 400 undergraduate majors and 200 graduate students in two master's programs. The successful candidate will have experience teaching undergraduate and graduate students of diverse backgrounds and sensitivity to the educational goals of an urban multicultural student population. We particularly seek candidates who mirror the diversity of the university and its surrounding community, and we encourage applications from women, people of color, and individuals from other historically under-represented groups. To apply, please electronically submit a letter of application, CV, names and email contacts for three references, and unofficial or official graduate transcripts. All application materials must be submitted online. Screening of applications will begin immediately and continue through July 24, 2014. Please apply at: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51150> DePaul University is committed to diversity and equality in education and employment. We seek candidates with a commitment to undergraduate education and experience teaching students of diverse backgrounds. One of the largest private universities in the country, DePaul offers graduate and undergraduate degrees on two Chicago campus-

Communication: Faculty Position Interpersonal/Intergroup Communication Job#CMST15 University of California, Santa Barbara The Department of Communication invites applications for a tenure-track faculty position in the area of interpersonal and/or intergroup communication, at the level of Assistant Professor, with an anticipated start date of July 1, 2015. Candidates should be ABD (with a degree expected by June 2015) or have a Ph.D., preferably in Communication, and have a strong social science background with a record of publishing innovative scientific research. Applicants interested in interpersonal and/or intergroup processes whose work complements other emphases within the department are encouraged to apply. Applicants must submit a cover letter highlighting

qualifications, a curriculum vitae, evidence of teaching effectiveness, three publications, and contact information for three references, to the appropriate sections of the job search website: <https://recruit.ap.ucsb.edu>. Please send any questions to the Search Committee Chair, Dr. Howie Giles (giles@comm.ucsb.edu, or 805-893-2055). Department review of materials will begin on October 1, 2014. The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching, and service. The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, or any other characteristic protected



DEPARTMENT OF NUTRITION AND FOOD STUDIES – TERM ASSISTANT PROFESSOR

The George Mason University, Department of Nutrition and Food Studies invites applications for a term position in nutrition at the level of Assistant Professor to begin September, 2014.

Responsibilities: Successful candidates will contribute to the growth and success of the M.S. Nutrition program; teach nutrition and food studies courses at both the undergraduate and graduate level; and coordinate, place and monitor the M.S. practicum students to ensure they fulfill their requirements and receive a quality experience. Responsibilities require teaching three nutrition courses per semester at either the undergraduate- or graduate-level (including the prepracticum and practicum courses). Priorities include those who can teach courses in food science, advanced nutrition, clinical nutrition, nutrition and policy, and nutrition and chronic illnesses. Administrative duties require advising M.S. students, and placement and monitoring of practicum assignments.

Qualifications: A doctorate in nutrition or a closely related discipline is required. A registered dietitian (RD) credential and membership to the Academy for Nutrition and Dietetics is preferred. A focused research agenda or high potential for developing a successful program of research is a plus. Salary is dependent on prior experience.

For full consideration, applicants must apply for position number F7147z at <http://jobs.gmu.edu/>; complete and submit the online application; and upload a cover letter, a current CV, and a list of three professional references with contact information.

George Mason University is an equal opportunity/affirmative action employer. The university is dedicated to the goal of building a culturally diverse faculty and staff. Women and minority candidates are particularly encouraged to apply.



DREXEL UNIVERSITY School of Public Health

Chair, Department of Epidemiology and Biostatistics Chair, Department of Health Management and Policy

The Drexel School of Public Health invites applications for chair positions in two Departments: Epidemiology and Biostatistics and Health Management and Policy. We seek innovative leaders and scholars to provide vision for expanding departmental research portfolios and educational programs. Candidates must have an outstanding record of scholarship and demonstrated success building a program of externally funded research as well as dedication to and experience in teaching and mentorship. Required qualifications are PhD or equivalent degrees and professional status and scholarship appropriate for a tenured professor.

These leaders will join a diverse, urban school of public health with a unique commitment to public health practice and experiential learning. With the recent arrival of Dean Ana Diez Roux, the School has redoubled its commitment to improving urban health, eliminating health disparities, and conducting policy-relevant research. Drexel University is a top-50 private research university and has been ranked as an "up-and-coming school" in the nation by *U.S. News & World Report*.

Interested candidates should submit a cover letter describing relevant experience and goals and curriculum vitae to search committee chairs: Yvonne Michael in Epidemiology and Biostatistics (michaely@drexel.edu) or Jennifer Kolker in Health Management and Policy (jkolker@drexel.edu). Confidential informal queries are also welcome.

es. The Department of English particularly seeks candidates who mirror the diversity of the university and its urban setting, and we specifically solicit applications from women, people of color, and individuals from other historically underrepresented groups.

English: The English department at Methodist University seeks a Full-Time Instructor of Composition for Fall 2014. M.A. with at least 18 graduate units in English required; experience with developmental composition and/or secondary education desirable. Please send application letter, C.V., graduate transcripts, and contact information for three references to: Human Resources, Methodist University, 5400 Ramsey St., Fayetteville, NC 28311. Electronic sub-

missions are preferred; please send to: hr@methodist.edu. For information, contact Dr. Kelly C. Walter Carney, Chair, English Department, at kwaltercarney@methodist.edu. The committee will begin to consider applications immediately. Members of populations traditionally underrepresented in higher education are encouraged to apply. Methodist University reserves the right to authenticate academic and professional credentials and to consult public records prior to extending offers of employment. AA/EOE.

Health Sciences: A one-year full time non-tenure-track faculty position is available in the Department of Health Sciences at DePaul University starting September 2014.

SYRACUSE UNIVERSITY Assistant Professor of Entrepreneurship

Syracuse University's Whitman School of Management is seeking applicants for a tenure-track position in Entrepreneurship at the assistant professor rank. We expect the selected individual to join the faculty prior to the 2015-16 academic year.

Entrepreneurship is a core priority of the Whitman School, as signified by an academic department of Entrepreneurship and Emerging Enterprises (EEE). EEE is celebrating its twentieth anniversary in 2014. The department offers degree programs in entrepreneurship at the undergraduate, graduate, and doctoral levels. Its educational programs and research productivity are consistently ranked among the best in the United States. The faculty was recently ranked as the second most productive entrepreneurship researchers in the Entrepreneurship Research Productivity World Rankings (published by Texas Christian University). The undergraduate entrepreneurship program is consistently rated among the top five programs in the U.S. by *Bloomberg BusinessWeek* and by *Princeton Review/Entrepreneur* magazine. The graduate program is ranked in the top twenty by *U.S. News & World Report*. Members of the research faculty include Tom Lumpkin, Maria Minniti, Johan Wiklund, Mike Haynie, Alex McKelvie, Minet Schindehutte, Alejandro Amezcua and Todd Moss. For more information, go to <http://whitman.syr.edu/Academics/EEE>.

Successful candidates should have earned a doctorate from an accredited program or expect degree completion by summer 2015. We are looking for candidates with a strong interest in entrepreneurship and a demonstrated willingness to conduct high quality scholarly entrepreneurship research and publish in leading academic journals. Candidates should also have demonstrated potential for teaching excellence and have the ability to contribute positively to a participative, collegial setting.

Applications must be made via Syracuse University's job application website: www.sujobopps.com #071217. Salary is competitive and commensurate with experience and qualifications. Syracuse University offers an excellent benefit package that includes tuition benefits, a retirement plan, comprehensive health care plan, and the opportunity for continued professional development. Cover letter, resume, research and teaching statements, and list of three professional references must be included in the application. Review of applications begins immediately and the search will remain open until the position is filled.

Syracuse University is an
equal opportunity employer.



CALIFORNIA STATE UNIVERSITY, LONG BEACH

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 35,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation's premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged leaders to join a dedicated leadership team that is committed to advancing the University's broad and forward-seeking mission. Read more at www.csulb.edu.

Tenure-Track Searches

College of Business Administration

Accountancy

- Assistant/Associate Professor (2 positions)

Management & Human Resources Management

- Assistant/Associate Professor (2 positions)

Marketing

- Assistant/Associate Professor (3 positions)

For more information, visit www.csulb.edu/aa/personnel/jobs.

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

Successful candidate will be broadly trained in one of the following fields: Nursing, Public Health, Medical Sociology, Health/Community Psychology, Medical Anthropology, Biology, Medical Humanities/Ethics, Health Care Policy/Administration, with a strong commitment to undergraduate education in a diverse environment and an interest in contributing to a growing interdisciplinary major and department. We especially encourage applications from individuals with experience in health care settings. A Ph.D. or equivalent advanced degree required; post-doctoral and previous teaching experience preferred. Teaching responsibilities may include core courses in Health Sciences such as Introduction to Health, Health Research Literacy, Introduction to

Public Health, Epidemiology, anatomy & physiology lab, and advanced undergraduate/graduate courses in candidate's area of expertise. Apply online only: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51163> As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

History: The Department of History at Stanford University is seeking applicants for

At Ithaca College, a comprehensive residential campus community, faculty and staff work together to make students ready for success in an evolving world. Our new strategic plan, IC 20/20, positions us to offer a truly distinct integrative learning experience, one in which faculty and staff play a vital role. We seek candidates who embrace this vision and want to be a part of an exciting time in our institution's history.

Located in one of America's top college towns, IC boasts a lively and sophisticated campus that takes full advantage of its stunning backdrop and local community rich in arts and culture. From natural beauty to urban sophistication, Ithaca has something for everyone.

Ithaca College is accepting applications for the following positions:

ASSISTANT PROFESSOR OF ACCOUNTING - BUSINESS

Tenure-eligible position to begin August 16, 2015. Duties include teaching assigned classes at the undergraduate and graduate level with a primary emphasis in taxation; participating in departmental, school, and college service; engagement in scholarship; and advising students.

ASSISTANT PROFESSOR OF MANAGEMENT - BUSINESS

Tenure-eligible position to begin August 16, 2015. Primary teaching responsibility is the required undergraduate core course in Business Ethics; other management courses may be available depending on departmental needs and faculty interest. Teaching excellence, scholarly productivity, student advising, and service to the Department of Management, School of Business, Ithaca College, and the profession are expected.

ASSISTANT PROFESSOR OF MARKETING - BUSINESS

Full-time tenure-eligible to teach undergraduate and graduate marketing courses such as Principles of Marketing, Consumer Behavior, Marketing Analytics, International Marketing, and elective courses in the candidate's field of interest beginning August 16, 2015.

For a full description of the position and other exciting Ithaca College employment opportunities, visit us at www.ithaca.edu/jobs. Questions about the online application should be directed to (607) 274-8000.

Ithaca College is committed to building an inclusive and welcoming community of individuals with diverse talents and skills from a multitude of backgrounds. Candidates from underrepresented groups whose exclusion from the academy has been longstanding are strongly encouraged to apply.

To learn more about Ithaca College, visit us at www.ithaca.edu.

ITHACA COLLEGE
ithaca.edu

UNLV

Physical Therapy Assistant/Associate/Full Professor

The University of Nevada, Las Vegas invites applications for Assistant/Associate/Full Professor in the Department of Physical Therapy [14431].

This is a full-time, 12-month position for Director of Clinical Education as Assistant/Associate/Full Professor which will be filled within either the tenure-track or clinical faculty line (Faculty-in-Residence) depending on the qualifications of the candidate. The primary responsibility of this position will be directing and managing DPT student clinical education. This position will also have didactic teaching and advising responsibilities in the DPT program. This position will be required to meet University criteria related to teaching and must meet CAPTE requirements for research. This position will also be required to participate in university, professional and department service activities. Anticipated start date would be August 2015.

A licensed physical therapist with an earned terminal degree (PhD, DSc, or EdD) is recommended. However, a candidate with a DPT and clinical education experience will be considered. Candidates with experience in physical therapy clinical education are preferred. Applicants must be eligible for licensure by the Nevada State Board of Physical Therapy Examiners.

For the complete position description with application details, visit <http://jobs.unlv.edu> or call 702-895-2894.

UNLV is an Equal Opportunity/Affirmative Action Educator and Employer Committed to Achieving Excellence Through Diversity.

the position of tenure-track Assistant Professor in the history of early North America, 1500-1800, including Pacific, Caribbean, and Atlantic worlds. Applicants will be expected to teach courses at both the graduate and undergraduate level in their specialized fields. In particular, applicants will be expected to teach the survey course in colonial and revolutionary American history (part of the Department of History's American history sequence), as well as the graduate core colloquium in early American history. Application materials must be submitted on-line via AcademicJobsOnline.org. <https://academicjobsonline.org/ajob/jobs/4125> Please submit a letter of application, including a brief statement of research interest, curriculum vitae, three letters of recommendation and one short (chapter- or article-length) writing sample. For full consideration, materials must be received by

September 12, 2014. The appointment will begin on September 1, 2015. Ph.D. must be in hand by the appointment start date. Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research and teaching missions.

History: The History Department at DePaul University is accepting applications for a Visiting Assistant Professor in African American and World History for the 2014-2015 school year. Completed PhD preferred, ABD will be considered. Ability to teach African American, United States, and World History surveys is preferred. The teach-

ACADEMIC AFFAIRS



UNIVERSITY OF MISSOURI-KANSAS CITY

Director of Assessment

The University of Missouri-Kansas City (UMKC) located in Kansas City, Missouri, invites applications and nominations for the administrative position of Director of Assessment. The University seeks an experienced, innovative, and dynamic individual who will lead the University processes to continually improve our student learning assessment approaches and resulting student experience. Preferred starting date is January 2, 2015. Salary is commensurate with experience and qualifications.

UMKC is a participant in the Higher Learning Commission's Academy for Assessment of Student Learning. The University Assessment Committee is charged with coordinating and facilitating the work of the university in the areas of assessment for student learning and assessment for accountability and is co-chaired by the Director of Assessment. We are seeking an individual to provide academic leadership in the area of assessment and who will work with faculty and staff to use the assessment process to improve our programs and student learning. The Director of Assessment will actively and continuously participate in faculty development programs and activities focused on assessment. The Director of Assessment will work closely with the Deputy Provost for Academic Affairs in leading the assessment work for the university and the academic units.

For complete details on responsibilities, qualifications, application process, and deadlines, please visit UMKC's career opportunities website at: <http://www.umkc.edu/hr/career-opportunities/administrative-job-posting-onlineapp-intro.asp>. Application deadline is September 19, 2014.

UMKC is an equal access, equal opportunity, affirmative action employer that is fully committed to achieving a diverse faculty and staff. Persons are selected on the basis of ability without regard to race, color, sex, age, national origin, sexual orientation, religion, disability, or veteran status. The final candidate will be required to pass a criminal background check prior to beginning employment.



Vice-President of International Programs and Services

WSU invites you to join our Community of Learners as our **Assistant Vice-President of International Programs and Services**

As a member of the WSU administrative team, you will be responsible for leading and managing all of the programs and services related to international education, including international student services, faculty and student exchange, international and domestic travel study, the English Language Center, and study/education abroad. Additionally, you will be responsible for working collaboratively with Deans, faculty, staff, and partner institutions on program development and assessment, budget development and allocation, development of joint-degree programs, international admissions and recruitment. Note that this position requires occasional domestic and international travel and the ability to work occasional nights/weekends.

If you possess an earned Doctorate or terminal degree (e.g., PhD, EdD, JD, DNP degree) from a regionally accredited institution OR a Master's Degree with 5 years or more experience in international programs and services AND at least 3 years of demonstrated successful and progressive leadership experience in higher education, we encourage you to apply.

For a complete position description and information on applying for this position, please go to <http://agency.governmentjobs.com/winona>. Review of applications begins immediately. Position available pending budgetary approval.

A member of the Minnesota State Colleges and Universities System. An equal opportunity educator and employer. Women, minorities and individuals with disabilities are encouraged to apply.

ing load is nine courses per year (three per quarter). To apply, electronically submit a letter of application and CV at the following URL: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51158>. Review of applications will begin immediately and will continue until a final decision is made. DePaul is committed to recruiting a diverse faculty to complement the diversity of its student body. Therefore, applications from underrepresented groups are particularly encouraged. As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

History: The Yale University Department of History intends to make a tenure-track assistant professor appointment in Chinese history from 1895 to the present, beginning July 1, 2015. Applications are invited from historians with strong potential for achievement in scholarship, undergraduate and graduate teaching, and intellectual leadership. We welcome applications from historians who already hold teaching positions, as well as from recent PhDs and those who expect their PhD by the time of appointment. Yale University is an Affirmative Action/Equal Opportunity Employer. Yale values diversity among its students, staff, and faculty and strongly welcomes applications from women and underrepresented minorities. Submit letter of application, C.V., statement of research and teaching interests, a chapter-length writing sample prepared for blind reading, and three letters of refer-



CALIFORNIA STATE UNIVERSITY, LONG BEACH

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 35,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a wonderfully diverse and ambitious institution that is proud to be among the nation's premier comprehensive public universities. It is ranked among the nation's top 75 best public universities in educational value by The Princeton Review, as the fifth best public regional university in the West by *U.S. News & World Report*, and 13th in the nation in conferring bachelor's degrees to minority students by *Diverse Issues in Higher Education*. The University is aggressively recruiting high-achieving students from across the state as well as nationally and internationally while also maintaining its strong public commitment to access and educational opportunity for students from the local region. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged leaders to join a dedicated leadership team that is committed to advancing the University's broad and forward-seeking mission. Read more at www.csulb.edu.

ASSOCIATE VICE PRESIDENT FOR FACULTY AFFAIRS DIVISION OF ACADEMIC AFFAIRS

www.csulb.edu/aa/personnel/jobs

California State University, Long Beach seeks an outstanding and talented professional to join the campus community as the Associate Vice President for Faculty Affairs (AVPFA). The Associate Vice President for Faculty Affairs serves as a member of the Provost's administrative team. The AVP oversees implementation of all faculty personnel processes, policies, and procedures; provides counsel and advice to the Provost on all faculty personnel matters; provides leadership to develop new faculty personnel policies and procedures for the campus. Has oversight responsibility for Academic Employee Relations, the Faculty Center for Professional Development, and several professional staff.

We seek an individual who is committed to the mission and vision of the University, who has a demonstrated commitment to academic excellence, who is experienced in research, publication, scholarly/creative activity, and who has a record of integrity and ethical leadership. Applications and nominations for this position are currently being accepted.

FOR A MORE DETAILED JOB DESCRIPTION VISIT www.csulb.edu/aa/personnel/jobs

Appointment is effective on or about January 1, 2015. Review of applications to begin on September 25, 2014. Position open until filled. An official transcript from institution awarding highest degree, and a signed SC-I form will be requested of finalists. To ensure full consideration, applicants should submit the following documents *electronically* to stsearch@storbeckpimentel.com Code: CSULB AVPFA: a letter of application addressing Minimum Qualifications and Desired/Preferred Qualifications, academic resume, and the names, addresses, telephone numbers, and email addresses of five professional references.

Storbeck/Pimentel & Associates is assisting the University in conducting this search. For further information, please contact:



Sharon Tanabe, Partner & Emy Peña, Principal
Storbeck/Pimentel & Associates
1111 Corporate Center Drive, Suite 106
Monterey Park, CA 91754
For a confidential inquiry or nomination contact either Ms. Tanabe or Ms. Peña at (323) 260-5040.

An EO Employer

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

CSULB ... AMONG THE NATION'S BEST

ence at: <https://academicjobsonline.org/ajojobs/4101>. The review of applications will begin September 15, 2014.

Hospitality: The DePaul University School of Hospitality Leadership announces Tenure-Track Assistant Professor position to be filled effective fall of 2014, subject to funding availability. Ph.D. in a business or hospitality discipline strongly preferred. Salary is competitive and commensurate with qualifications for an AACSB accredited business school. Desired qualifications for this position include a strong commitment to excellent teaching and demonstrated research potential, and the capability to collaborate with faculty in several disciplines. Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school. The Kellstadt Graduate School of Business was established in 1948 and is noted for its innovative programs for full-time and part-time graduate students. The college encompasses the university's undergraduate business program, with more than 4,500 students, and the Kellstadt Graduate School of Business, which enrolls over 2,000. The College is accredited by AACSB International, The Association to Advance Collegiate Schools of Business, a distinction held by a limited percentage of business schools around the world. Our part-time MBA program is the third largest in the country among those accredited by AACSB International. We are a member of the European Foundation for Management Development (EFMD). In 2008, The Charles H. Kellstadt Graduate School of Business ranked sixth in the nation in *U.S. News & World Report's* annual ranking of part-time MBA programs. Our undergraduate program is rated in the top 6% of all AACSB accredited undergraduate business schools in the country. Our outstanding faculty represents a diverse blend of leading scholars and distinguished business professionals. The School of Hospitality Leadership, located within the prestigious Driehaus College of Business, was established with the support of a \$7.5 million gift from the Con-

rad N. Hilton Foundation. Beginning fall of 2009, the school began preparing students for leadership roles within hotels, restaurants, convention and tourism ventures, private clubs, spas, and related leisure industries. Upon the opening of the School of Hospitality Leadership, strategic planning efforts were used to shape the school's mission, vision and values. Those efforts maximized the use of advisory board members, industry leaders, university alumni and academic professionals through focus groups to create a unique and one of a kind program that will ultimately provide a comprehensive educational experience preparing students for leadership opportunities of today and the industry challenges of tomorrow. Apply online only: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51152> As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

Human/Family Development: The T. Denny Sanford School of Social and Family Dynamics, a named interdisciplinary unit at Arizona State University (<http://thesanfordsschool.org>) invites applications for a full-time, tenure-track Assistant Professor position with expertise in Lifespan Violence Prevention to begin Fall 2015 (job#10796). For this position, successful candidates must have a Ph.D or equivalent in human/family development, psychology, sociology, criminology, health, or related area by time of appointment and an accomplished record of publications relevant to understanding the causes and consequences of violence and its prevention as a lifespan process with long-term developmental impacts. The candidate's research agenda may address topics including, but not limited to, aggressive behavior, intimate partner violence, child



ALAMO COLLEGES

Vice President for Academic Success

Alamo Colleges has an opening for a Vice President for Academic Success

As a Vice President for Academic Success at San Antonio College, you could join thousands of Alamo Colleges' Faculty and Staff who serve local businesses and over 65,000 students in our community.

To qualify, you must have a minimum of a Master's degree and five years of teaching and administrative experience in higher education. A Doctorate's degree is highly desirable.

To learn more, please visit our jobs page at <https://peoplelink.alamo.edu> and search for job posting requisition number 141086.

The Alamo Colleges are an equal opportunity and Affirmative Action employer that is committed to student success and achieving excellence in every aspect of our Colleges, including employment through diversity. We seek applications from all qualified persons who share this goal to include minorities, women, persons with disabilities and members of other protected groups. EOE.

abuse, hate crimes, or school violence. Candidates must also have demonstrated excellence in teaching and mentoring students and have a strong commitment to the translation of research related to violence prevention. Preference will be given to candidates who have evidence of excellence in graduate student teaching and to those who have secured external funding. Complete applications will be reviewed beginning Septem-

ber 15, 2014, and every week thereafter until the position is filled. Electronic submission of materials is required. Electronically send a letter of application describing your research and teaching interests, curriculum vitae, three letters of recommendation, and two samples of written work to Dr. Robert Bradley at sanfordschoolapply2@gmail.com. A background check is required for employment. Arizona State University is an equal



ADMINISTRATIVE POSITION IN THE COLLEGE OF ENGINEERING & APPLIED SCIENCE

The University of Wisconsin-Milwaukee (UWM) invites applications for **Senior Associate Dean for Academic Affairs** in the College of Engineering & Applied Science (CEAS).

The College seeks an exceptional individual to assume responsibility for the academic programs within the college. This position will play a key leadership role in academic affairs including the review and continuous improvement of existing programs, creation and implementation of new programs, and exploration and adoption of technology and delivery mechanisms to enhance the quality and efficiency of the College's programs and student success.

The position will have responsibility to interface with stakeholders and constituents outside the College, including leading the development of effective collaborations with other units and institutions and effectively representing the College within the broader university and community environments. Growth and excellence in academic programs is key to achieving the vision for the College as elucidated in the College's strategic and academic plans. This position presents an excellent opportunity for the right individual to continue their professional growth and career development in an environment that is poised for rapid advancement.

The position will also have primary oversight for all academic program offerings in the College, working in conjunction with the faculty and academic staff, Directors, Associate and Assistant Deans, and the Dean to ensure all necessary components required for effective delivery of a quality academic program. These areas include managing the academic program and budget, developing new program initiatives and facilities, obtaining resources for curricular improvements, raising funds for scholarships and fellowships, ensuring program accreditation, and other high-level aspects of the academic program.

UWM is a doctoral/research intensive university and Wisconsin's premier public urban institution, offering a comprehensive education at the undergraduate and graduate level to its 28,000 students. The College of Engineering & Applied Science consists of five departments—Civil and Environmental Engineering, Electrical Engineering and Computer Science, Industrial and Manufacturing Engineering, Materials Science and Engineering, and Mechanical Engineering. The College has approximately 1,600 undergraduate students and 400 graduate students. Greater Milwaukee, the third-ranked manufacturing center in the United States, is home to 400+ engineering firms and 1300+ manufacturing firms with annual receipts over 24 billion dollars. The College has a long history of industrial collaboration and research support.

More information about the College can be found at <http://www.uwm.edu/CEAS/>.

Qualifications

Candidates must have a doctorate in engineering or a related field and have a record suitable for appointment at the rank of Full Professor in one of our departments. The candidate must be a leader in their chosen field of study, have an excellent record of scholarship, have a demonstrated history of innovation in education, and have previous experience in academic administration.

Salary and Benefits

In addition to a faculty appointment, the Senior Associate Dean position is a full-time appointment with a 12-month salary. The salary includes a negotiable administrative supplement, which will be forfeited when the faculty member leaves administrative service.

On-Line Application Procedure

Application materials should include a letter describing your interest in and qualifications for the position, educational vision and plan for the College, detailed curriculum vitae, and a minimum of three references with contact information. The complete application package must be submitted electronically to <http://jobs.uwm.edu/postings/19658>. Screening begins on August 15, 2014 and will continue until the position is filled. It is anticipated that the successful candidate would start on or before January 1, 2015. General questions can be directed to the chair of the **Search and Screen Committee, Dr. Junhong Chen at jhchen@uwm.edu or 414.229.2615**. Under Wisconsin's open records law, requests for confidentiality will be honored, except that names and titles of all finalists must be disclosed.

UWM offers competitive salary commensurate with experience. Further information about UWM may be found at www.uwm.edu. UWM is an equal opportunity/affirmative action employer. Employment will require a criminal background check.

opportunity/affirmative action employer committed to excellence through diversity. Women and minorities are encouraged to apply. (https://www.asu.edu/titleIX/).

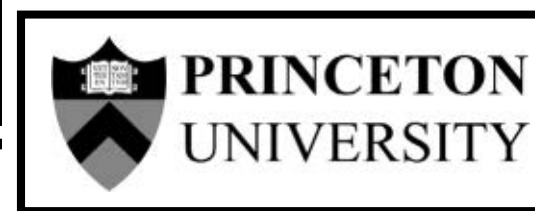
Human/Family Development: The T. Denny Sanford School of Social and Family Dynamics, a named interdisciplinary unit at Arizona State University (<http://thesanfordschool.org>) invites applications for a full-time, tenure-track Assistant Professor position with expertise in Latino youth and/or families to begin Fall of 2015 (job 10795). For this position, successful candidates must have a Ph.D or equivalent in human/family development, psychology, education, sociology, health or related area by time of appointment; a strong record of success in research, including having an accomplished record of publications relevant to advancing scholarship on Latino youth/families; demonstrated excellence in teaching and mentoring students; and have a strong commitment to leading research initiatives focused on Latino youth/families. Preference will be given to scholars who use culturally informed theory to guide their work, whose disseminated scholarship has contributed to conceptual advances in the study of Latino youth and/or families, who provide evidence of excellence in graduate student teaching, and who have secured external funding. The successful applicant will bring research expertise to an already strong and vibrant community of scholars dedicated to advancing scholarship on Latino youth/family development and adjustment, and will contribute directly to the goals of the Latino Resilience Enterprise (LRE; <http://latinoresilience.org>) in the Sanford School. Complete applications will be reviewed beginning September 15, 2014, and every week thereafter until the position is filled. Electronic submission of materials is required. Electronically send a letter of application describing your research and teaching interests, curriculum vitae, three letters of recommendation, and two samples of written work to Dr. Adriana Umana-Taylor at thesanfordschool@gmail.com. A background check is required for employment. Arizona State University is an equal opportunity/affirmative action employer committed to ex-

cellence through diversity. Women and minorities are encouraged to apply. (https://www.asu.edu/titleIX/).

Institutional Research: The University of Arkansas at Little Rock is seeking applications for the position of Director of Institutional Research (R97189). The Director oversees and coordinates a comprehensive program of external reporting, internal reporting and analysis, survey administration, and project management in support of institutional assessment, planning, and decision-making. Reporting to the Provost, the Director serves the entire campus as a key, central resource for information and analysis in efforts to address institutional priorities, assess institutional performance, and improve institutional outcomes. The Director will assist campus leaders and committees in a systematic approach with research, planning, and analysis of institutional and/or comparative data used to support and enhance evidence-based decision making and policy formation in areas such as strategic planning, resource allocation, enrollment management, fiscal management, institutional effectiveness, student success, outcomes assessment, accreditation and program review. The Director plays a campus-wide leadership role in staffing, coordinating, and addressing institutional research and improvement efforts while ensuring compliance with applicable federal, state, and university laws, statutes, and regulations, including FERPA. This is a full-time, twelve-month administrative position. Required Qualifications: Master's degree in statistics, information analysis, social science, computing or other related field and at least three years of experience in a related area, preferably in a university setting. Preferred Qualifications: PhD in related field preferred. UALR is positioning itself for the future by emphasizing interdisciplinary collaboration, high impact learning experiences, community connections, and a campus-wide commitment to student success. The campus is currently undergoing an extensive administrative and academic reorganization in order to more effectively align its assets with these priorities. This is an exciting time to be at UALR. For more infor-

mation visit the reorganization web site at <http://ualr.edu/academics/restructuring-academics/restructure/>. Application materials must be submitted through the online application system. Additional information about this position and application requirements are available under the Jobs link on the Human Resources' website at <http://ualr.edu/humanresources/>. Incomplete applications will not be considered. This position is subject to a pre-employment criminal and financial history background check. A criminal conviction or arrest pending adjudication and/or adverse financial history alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

Management: The Department of Management in Robert J. Trulaske, Sr. College of Business at University of Missouri invites applicants with strong academic credentials in behavioral management (OB or HRM) for a tenure track position at advanced assistant, associate or full professor level. Candidates should have record of top-tier publications and excellent teaching. Candidate hired for position will be expected to play integral role in department's PhD program and teach MBA courses. The Trulaske College of Business, housed in state-of-the-art building, consists of 69 full-time faculty members serving 4,200 undergraduates, 175 master's students, and 40 doctoral students. The Department of Management consists of sixteen tenure-track faculty members who share strong commitment to research and teaching and seek colleagues who share this commitment. The department includes faculty with expertise in strategic management, organizational behavior, human resources, entrepreneurship, management information systems and analytics, and operations



VICE PROVOST FOR INTERNATIONAL AFFAIRS AND OPERATIONS

Princeton University seeks a strategic and collaborative leader to serve as Vice Provost for International Affairs and Operations ("Vice Provost"). Reporting to the Provost, the Vice Provost for International Affairs and Operations will help to design and administer partnerships, policies, and programs that advance the international dimensions of Princeton's research and teaching missions and enhance the University's global connections. The Vice Provost is the University's senior international affairs officer, working closely with the Provost and other University leaders to strategically increase Princeton's outreach, impact and visibility around the world. The University is seeking a visionary leader with demonstrated experience and a deep commitment to international research and education to assume this critical role.

Princeton has developed, and looks to further extend, enhance, and integrate a rich network of international relationships and activities in service to its mission of research, teaching, and scholarship. The Vice Provost directly oversees the Davis International Center; provides administrative oversight for the Princeton China Center, and the Mpala Research Centre; and serves as a member of and key collaborative partner for Princeton's Council for International Teaching and Research. The Vice Provost will be expected to further develop and sustain strategic partnerships through regular communications with contacts at partner institutions, and coordinate activities and communications between various offices and centers on campus, including the Office of International Programs, the Princeton Institute for International and Regional Studies, and the Center for Language Study.

The new Vice Provost will embrace Princeton's distinct culture and commitment to collegiality. His or her performance will be measured in substantial part by providing seamless support to the University's academic mission. Demonstrated ability to establish and maintain productive, collaborative relationships with a full range of internal and external colleagues and constituencies will be critical.

Please direct all inquiries, expressions of interest, and nominations in confidence electronically to: **Sean Farrell, Ponneh Varho, or Natalie Leonhard at Isaacson, Miller: www.imsearch.com/5148**

Princeton University is an Equal Opportunity/Affirmative Action Employer and in keeping with our commitment, encourages women, minorities, persons with disabilities, and protected veterans to apply.



Vice President for Academic Affairs/Dean of the College

Drury University, an independent liberal arts university located in Springfield, Missouri, seeks a dynamic and visionary Vice President for Academic Affairs and Dean of the College. The VPAA will report to the President as the chief academic officer, providing leadership in all areas of the academic enterprise of the university. Responsible for shaping, articulating, and enacting academic priorities for the university, the VPAA will serve a key role in enhancing Drury's distinction as a regionally-ranked university. This position will build upon Drury's strengths to improve existing programs, plan for program development, continue the tradition of life-long learning and exceptional undergraduate and graduate education, recruit and develop outstanding faculty, promote engaged learning experiences both locally and globally, deepen interdisciplinary connections that integrate liberal and professional learning, and promote faculty scholarship, creativity, and community engagement.

Candidates must have an earned doctorate or terminal degree, a demonstrated work history of progressively responsible, successful experience as an academic administrator at the Dean level or above, and a history of successful teaching at the college level. Other qualifications include successful experience with faculty governance and personnel management; knowledge of laws and regulations pertaining to higher education; strategic planning and resource allocation for staff, facilities, and equipment; academic program development and evaluation; and the ability to foster a spirit of teamwork based upon shared goals, effective communication and listening skills, objectivity in decision-making, and the vision and integrity necessary to promote and sustain a sense of community. At least seven years of experience as an academic administrator is preferred.

Drury is a mid-sized private institution that serves approximately 1,575 traditional full-time undergraduate students, 418 graduate students, and 2,656 non-traditional students. Dedicated to the integration of liberal and professional studies, Drury offers a wide range of undergraduate and master's level programs. A member of the New American Colleges and Universities, the university maintains the values of its founding as a liberal arts college through an emphasis on excellence in teaching and a model of the faculty member as teacher-scholar. For more information please view the search profile at: www.drury.edu/vpaa

Application material should be submitted electronically and include: a letter of application addressing the qualifications listed above and the principles that guide you as an academic leader; a current cv; and the names of at least five references. Nominations and applications should be submitted to: **Scotti Ann Siebert, PHR, Director of Human Resources, at hr@drury.edu**. The review of application materials will begin on September 2, 2014. For best consideration, please submit materials by August 31, 2014. The position will remain open until filled.

Drury University is an Equal Opportunity Employer. Candidates of all backgrounds are encouraged to apply.



**HAGERSTOWN
COMMUNITY COLLEGE**
Hagerstown, Maryland
www.hagerstowncc.edu

Hagerstown Community College (HCC), located on 319 acres in western Maryland, was established in 1946 as Maryland's first community college. HCC serves over 7,000 credit students and 8,000 non-credit students each year. With more than 100 programs of study offered, students have the opportunity to learn in sophisticated classrooms and state-of-the-art laboratories. The College has experienced strong growth over the last decade and has substantially expanded and upgraded its facilities, including a new STEM and performing arts buildings, a faculty development center, and will soon begin constructing a new student center.

Hagerstown Community College is currently inviting applications for an executive level position.

Vice President, Administration and Finance

The Vice President, Administration and Finance serves as the chief fiscal officer for the College and provides leadership in directing major administrative functions in areas such as financial services, campus police and safety, human resources, procurement operations, digital printing and design services, and selected auxiliary enterprises. This position, which reports directly to the President, is responsible for developing and implementing policies and procedures that strengthen the overall operations and effectiveness of the College. This position also serves as a member of the President's Cabinet and as financial advisor to the President and regularly provides financial reports to the Board of Trustees. Other responsibilities include insurance and risk management, annual planning and budget development, oversight of funding for capital improvement projects, strategic planning and long-range financial projections, cost-benefit analysis of programs and services, and grant development and management.

A detailed position description is available on the College's website www.hagerstowncc.edu. Applications can be submitted online and a detailed letter of application, curriculum vita, and education transcripts are required. Three letters of recommendation are strongly preferred. Materials may also be sent to: Hagerstown Community College, Human Resources Department, 11400 Robinwood Drive, Hagerstown, Maryland 21742-6590 or by email to hr@hagerstowncc.edu.

Confidential inquiries are welcome by contacting Rosie Oberholzer at rroberholzer@hagerstowncc.edu.

Hagerstown Community College is an Equal Opportunity Employer and is committed to the recruitment, selection, hiring and retention of a diverse workforce.



**ALAMO
COLLEGES**

Vice President for Student Success

Alamo Colleges has an opening for a **Vice President for Student Success**

As a **Vice President for Student Success** at *San Antonio College*, you could join thousands of *Alamo Colleges'* Faculty and Staff who serve local businesses and over 65,000 students in our community.

To qualify, you must have a minimum of a Master's degree and substantive experience in college/university administration including supervisory experience and some teaching experience at college/university level. A Doctorate's degree is highly desirable. Additional experience in counseling and/or student affairs is also highly desirable.

To learn more, please visit our jobs page at <https://peoplelink.alamo.edu> and search for job posting requisition number **141085**.

The Alamo Colleges are an equal opportunity and Affirmative Action employer that is committed to student success and achieving excellence in every aspect of our Colleges, including employment through diversity. We seek applications from all qualified persons who share this goal to include minorities, women, persons with disabilities and members of other protected groups. EOE.

and supply chain management. More information about College and Department can be found at <http://business.missouri.edu>. Established in 1839, MU is a Carnegie Doctoral/Research University-Extensive and an Association of American Universities institution. Columbia, with a population of over 115,000, has consistently been rated as one of most livable communities in U.S. Application materials (letter of interest, vita, evidence of teaching effectiveness), should be submitted online at <http://hrs.missouri.edu/find-a-job/academic/index.php> (find Job ID 13698). Questions regarding online application process should be directed to MU Human Resources: (573)882-7976 or muhrs@missouri.edu. For questions regarding position, please contact: Dr. Daniel Turban, Search Committee Chair E-mail: turban@missouri.edu. Screening of applications begins September 30, 2014. Applications are welcome after this date. Screening will continue until candidate is hired. References are not required with initial application

but may be requested during process. The University of Missouri is an Equal Opportunity/Affirmative Action employer. Minorities and women are strongly encouraged to apply. To request ADA accommodations, please contact MU's ADA Coordinator at 573-884-7278 (V/TTY).

Marketing: The Michael G. Foster School of Business at the University of Washington, Seattle invites applications for a newly announced faculty position in marketing beginning September 2015. This appointment will be for a full-time, tenure-track position (100% FTE) at the rank of Assistant Professor (Rookie or Advanced Assistant) and is pending the Provost's approval. Successful candidates will have completed a Ph.D. in Marketing (or related fields), with interest in and capacity to conduct high quality scholarly research. Candidates should also have a demonstrated potential to publish in top-tier marketing journals and to teach at a high level of competency. The department



**TIDEWATER
COMMUNITY COLLEGE**
From here, go anywhere.™

CAMPUS DEAN OF STUDENT SERVICES

Tidewater Community College invites applications and nominations for the position of Campus Dean of Student Services on the Norfolk Campus.

The largest provider of higher education and workforce development services in Hampton Roads, TCC serves some 44,000 students annually. One of TCC's four fully comprehensive campuses, the Norfolk Campus serves a diverse student population in a vibrant, urban community. Located in a revitalized city center's restaurant, theater, and shopping district, the campus has undergone dramatic enrollment growth over the recent decade, from 7,000 students in 2002-03 to more than 14,000 in 2013-14. Seventy-five percent of the campus' students receive financial aid. The campus offers a comprehensive array of college transfer education, career & technical programs, workforce training and development services, developmental education and support services, and general community enrichment and outreach.

The Campus Dean of Student Services position at Tidewater Community College provides strong leadership and sound operational management for the student services programs that support the college's instructional programs. The Campus Dean of Student Services works collaboratively with others in the college community to strengthen the learning environment and foster the development of the whole student.

The Campus Dean of Student Services reports jointly to the designated Campus Provost and to the Vice President for Student Affairs; serves as a member of the campus administrative staff organization, the college-wide Academic and Student Affairs Council, and the Council of Campus Deans; and works collaboratively with other members of the college community to advance the college in accord with its vision, mission, core values, and strategic goals. A complete position description listing functional responsibilities is available at www.tcc.edu/jobs.

QUALIFICATIONS: The ideal candidate must demonstrate progressively responsible higher education work experience in student services. Proven leadership in a large, complex organizational setting, preferably within a community college. Demonstrated knowledge of contemporary theories and practices affecting student services and academic programming. Demonstrated understanding of and commitment to the community college philosophy and student development. Ability to coordinate the division's service programs with other college divisions and offices so as to be responsive to the needs of a diverse student population. Proven ability to work as a team player, appropriately exhibiting a positive attitude, a sense of humor, and the ability to tolerate and flourish in an environment characterized by multiple complex factors, competing priorities, ambiguous situations, and resource challenges. Ability to supervise and evaluate assigned staff while building a highly effective working team. Excellent skills in oral and written communication. Ability to interpret and apply college policies and procedures; ability to resolve issues, resulting in mutual respect and tolerance for varying points of view. Knowledge of and ability to utilize administrative applications of information technology. Demonstrated skill in managing budgets, equipment, and other institutional resources. Master's degree in Educational Administration, Student Personnel Administration or a related field from a regionally accredited college or university.

SALARY: Expected salary range of \$80,000 to \$95,000. Actual salary will be determined based on individual qualifications and experience with consideration for internal alignment factors. The college offers an excellent benefits package.

APPLICATION PROCESS: Potential applicants are encouraged to review the complete position description and qualifications on the college's website at www.tcc.edu/jobs prior to applying. For consideration, applicants must submit a cover letter addressing the applicant's qualifications for the position, a current résumé, unofficial copies of transcripts of all undergraduate and graduate degrees and any additional relevant coursework, and a completed Commonwealth of Virginia Application for Employment (available online at <http://support.tcc.edu/hr/StateApplicationForm.doc>). Official transcripts must be on file with the college before an offer of employment can be made. Review of application materials will begin August 25, 2014 and continue until the position is filled. Please direct correspondence to:

Chair, Campus Dean of Student Services Search
c/o Office of Human Resources
Tidewater Community College
121 College Place, Suite 607
Norfolk, VA 23510

Applications may also be faxed to **757-822-1652** or submitted electronically to JOBS@tcc.edu. E-mail attachments are accepted only in uncompressed MS Word or Adobe Acrobat (PDF) file formats.

Additional information about TCC and the position may be obtained by calling **757-822-1709**.

All TCC positions require satisfactory completion of background checks prior to employment. This position is contingent upon availability of funding.

Tidewater Community College is an EEO/AA employer and is strongly committed to achieving excellence through cultural diversity. The college actively encourages applications by and nominations of qualified minorities, women, disabled persons, and older individuals.



**WILLIAM JESSUP
UNIVERSITY**

CHIEF FINANCIAL OFFICER

William Jessup University, a private, Christian, liberal arts university located in Rocklin, CA seeks a chief financial and business officer to provide vision for and oversight of all financial, business, risk management and general administrative functions of the University.

Candidates should have a minimum of 10 years of experience in finance or business management positions, a breadth of knowledge in the financial realm, and be capable of providing leadership for long-range planning and the development, implementation and assessment of the division.

For a complete position description and information on applying for this position, please go to <http://www.jessup.edu/employment/>. Application materials will be considered as received and the position will remain open until filled.

seeks candidates well-trained in conducting rigorous research in any field of marketing but this year, our search is focused on candidates engaged in consumer behavior research. University of Washington faculty members engage in research, teaching, and service. The service period is nine months. The undergraduate and MBA programs of the Foster School were both ranked in the top 10 among public schools by Business Week. Paccar Hall, one of two new state-of-the-art buildings being developed as part of an expanded business school campus, opened in August 2010. Dempsey Hall, the Annex to Paccar Hall, opened in June 2012. The buildings act as convergence zones for faculty, students, alumni, and business leaders. Through successful hiring and strong research focus, the marketing department has evolved and grown into a group of highly productive scholars representing eclectic research interests including analytical and empirical modeling, consumer behavior, and marketing strategy. Several of our faculty members are MSI Young Scholars, award winning researchers and teachers, and/or editorial board members of leading marketing journals. These faculty members include Nidhi Agrawal, Abhishek Borah, Lea Dunn (joining in summer of 2014), Mark Forehand, Shaileendra Pratap Jain, Natalie Mizik, Robert Palmatier, Oliver Rutz, Amin Sayedi (joining in summer 2014), Ann Schlosser, Jeff Shulman, Richard Yalch, Hema Yoganarasimhan (joining in summer of

2014), and Jonathan Zhang. In the 2013 US News and World Report b-school rankings, Foster School was ranked 23rd nationally. Seattle, the location of the Foster School, is a culturally rich city offering a picturesque setting, vibrant life style and innumerable recreational opportunities, and the location for the headquarters of a number of global firms (Amazon, Costco, Expedia, Microsoft, Nintendo, Nordstrom, REI, Starbucks, and T-Mobile, among others). Not surprisingly, it is considered to be one of the most desirable cities to live in the western hemisphere. More information about the Foster School is available at <http://www.foster.washington.edu>. Interested applicants should email their vita and other relevant information to ceja@uw.edu and to mibrect@uw.edu as soon as possible. The University of Washington is an affirmative action, equal opportunity employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities.

Marketing: The University of Toledo invites applicants for one tenure-track faculty position in Marketing and Professional Sales at the rank of Assistant Professor in the Department of Marketing and International Business, College of Business and Innovation beginning Fall 2015. An earned Ph.D. in Business Administration (Marketing

**KANSAS STATE
UNIVERSITY**

Associate Director for Applications

The Office of Mediated Education at Kansas State University, Manhattan, KS, is seeking applications for an Associate Director for Applications who will be responsible for the development and maintenance of enterprise applications and software systems within the Office of Mediated Education (OME). The person in this position will coordinate with other departments and offices (DCE, ISO, Registrar's Office, etc.), allowing the development teams to focus on their projects. The position reports to the Director of OME. Bachelor's degree in computer science or related field required. Screening begins August 11, 2014. For a full position description and application instructions visit <http://www.k-state.edu/its/employment/>

Kansas State University is an Equal Opportunity Employer of individuals with disabilities and protected veterans. Background check required.



President's Speechwriter

Virginia Tech is seeking a Public Relations Coordinator whose primary duties are researching, developing, editing, and preparing speeches, presentations, reports and correspondence on behalf of the President and other senior staff.

Master's degree preferred; must be experienced speechwriter, and must provide writing samples with application.

For complete requirements and to apply, visit <https://listings.jobs.vt.edu/postings/49537>.

Virginia Tech is an Equal Opportunity/Affirmative Action Institution.

concentration) or DBA in Marketing from an AACSB accredited school is required; ABD's from an AACSB accredited school close to Ph.D./DBA (Marketing) completion at the time of interview will be considered. Teaching and research emphasis/interest in Professional Sales or Sales Management is required. Applicants should have demonstrated potential for high qual-

ity research and teaching. Candidates with proven achievements in Professional Sales, including working experience in Sales, are especially encouraged to apply. Screening of candidates will begin in August 2014 and the search will continue until the position is filled. Compensation will be competitive with the market, and includes a very attractive benefits package. The University of To-



BOSTON COLLEGE

A Jesuit Catholic University

Vice Provost for Enrollment Management

Boston College seeks an experienced, strategic, and inventive leader for the newly created position of Vice Provost for Enrollment Management. Founded in 1863, Boston College is a Jesuit, Catholic university located six miles from downtown Boston with an enrollment of 9,000 undergraduates and 4,500 graduate and professional students. Ranked 31 among national universities and a member of the Association of Research Universities, Boston College has 761 full-time and 190 FTE faculty, 2,500 non-faculty employees, an operating budget of \$917 million, and an endowment of \$2.1 billion.

The Position: The new Vice Provost for Enrollment Management will be the University's strategy and policy leader on all matters related to enrollment. The Vice Provost will work closely with the President, the Provost, deans, faculty, and other senior leaders, building on what has been an impressive admission trajectory and strong results over decades.

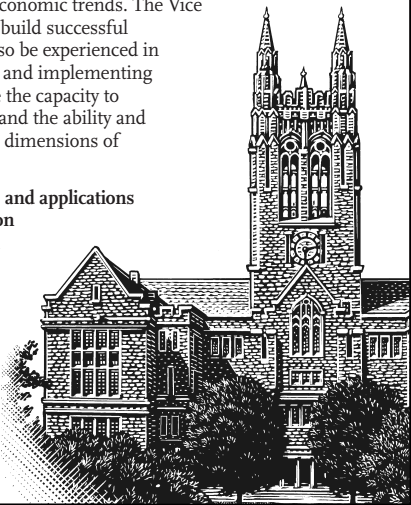
The new Vice Provost for Enrollment Management will oversee the offices of Enrollment Management, Undergraduate Admission, and Student Services (which includes Financial Aid, the Bursar, and Academic Registration) and coordinate all enrollment activities across the institution. The new leader will collaborate with key institutional stakeholders to develop and implement a comprehensive long-term enrollment strategy that aligns with the goals, priorities, mission, and aspirations of Boston College while continuing the strong tradition of enrolling academically accomplished students who are a fit for Boston College's Catholic, Jesuit approach to education.

The Vice Provost will report directly to the Provost and will serve as a member of the University's leadership team.

Qualifications: The successful candidate must have a minimum of a master's degree along with at least ten years of progressive management experience in admissions, financial aid, and/or marketing in higher education. This individual should be results driven and forward-thinking, and have the capacity to develop a clear strategic vision for how Boston College will address and position the University in preparation for new and still-emerging demographic and socio-economic trends. The Vice Provost must be an articulate and effective presenter and able to build successful inter-organizational relationships. The new Vice Provost must also be experienced in leading change across a complex organization and in developing and implementing a comprehensive strategic enrollment plan. He or she must have the capacity to work with colleagues as a member of the senior administration, and the ability and willingness to both support and contribute to the Jesuit, Catholic dimensions of Boston College and its institutional mission.

Inquiries, Applications and Nominations: Inquiries, nominations and applications are invited. Review of applications will continue until the position is filled. Candidates should provide a professional resume and a letter of application that addresses the responsibilities and requirements described in this leadership profile. These materials should be sent electronically via email to Boston College's consultants Robin Mamlet and Amy Crutchfield at email address BCEnrollment@twittkief.com. The consultants can be reached by telephone through the assistant to the search, Leslie Donahue, at 630-575-6178.

Boston College conducts background checks as part of the hiring process and is an Affirmative Action/Equal Opportunity Employer.



No. 1 in California and eighth in the nation among top universities awarding bachelor's degrees to Hispanics.



ASSOCIATE VICE PRESIDENT BUSINESS AND ADMINISTRATIVE SERVICES

CSU Fullerton is a comprehensive, regional university serving a diverse student population of over 37,000, including international students representing 79 nations. Located on a 240-acre campus in Orange County, it is a technologically robust and culturally vibrant area. Many of our employees enjoy the close proximity to the beaches and mountains for surfing, hiking and mountain biking. The University offers 55 undergraduate and 52 graduate degree programs, including a doctorate in education and a doctorate in nursing practice, in a rich diverse environment. *Diverse Issues in Higher Education* (July 2013) ranks the campus as 11th in the nation in terms of baccalaureate degrees awarded to minority students, and *Hispanic Outlook in Higher Education* (May 2013) ranks CSU Fullerton number one in California and eighth in the nation among top colleges and universities awarding undergraduate and graduate degrees to Hispanics. The University is proud to be designated as a Hispanic Serving Institution and as an Asian American and Native American Pacific Islander Serving Institution.

Reporting to the Vice President for Administration and Finance/Chief Financial Officer, the Associate Vice President of Business and Administrative Services (AVPBAS) is responsible for providing oversight for the business and administrative support units within the Division of Administration and Finance (A&F). The Associate Vice President provides vision, direction, and guidance to the following major units and functions: University Controller, Accounting Services & Financial Reporting, Accounts Payable, Contracts & Procurement, Student Financial Services, Tax Compliance, Travel Operations, Financial Systems and Reporting, Parking & Transportation Services, and A&F Information Technology with a combined annual operating budget of \$17.6M and 91 FTE. The AVPBAS oversees technology needs of the division and is the primary liaison to campus technology units. This position serves as a senior advisor and key member of the Vice President's Senior Leadership Team. Other duties as assigned.

The position will remain open until filled, but only applications received by **August 14, 2014** can be assured full consideration. Candidates should e-mail, as Microsoft Word or Adobe Acrobat attachments, the following: 1) a cover letter that addresses the position responsibilities and qualifications listed above; 2) any other supplemental documents you would like to submit to: avpbassearch@fullerton.edu

To view the full position description and apply, please visit the below website and search for **AutoReqID 6765BR**.

<http://hr.fullerton.edu/Jobs/>



CALIFORNIA STATE UNIVERSITY
FULLERTON

Cal State Fullerton is an Equal Opportunity, Title IX/503/504/VEVRA/ADA Employer.
Achieving a Climate of Success through Diversity & Inclusion.

Creating future leaders of the world.
www.fullerton.edu

ledo, with a population of 23,000 students, is a comprehensive metropolitan state university located in Toledo, Ohio. Toledo combines the cultural benefits of a large city with the conveniences of a smaller community (<http://www.utoledo.edu/campus/about/index.html>). The College of Business and Innovation is AACSB accredited and offers an extensive portfolio of undergraduate and master programs, and a Ph.D. program in Manufacturing & Technology Management (www.business.utoledo.edu). The Department of Marketing and International Business offers majors in Marketing, Professional Sales, International Business, and Electronic Commerce, and its Ed Schmidt School of Professional Sales (www.sales.utoledo.edu) and the Global Business Development Institute significantly contribute to and support student learning, scholarly research/discovery, and business/service outreach and engagement. Qualified candi-

dates must apply at <https://jobs.utoledo.edu> by submitting a letter of interest, a current vita, names and contact information of three references, and other relevant supporting documents should be included. Questions should be addressed to: Dr. Ellen Pullins, Chair, Search Committee, Email: ellen.pullins@utoledo.edu, Department of Marketing and International Business, College of Business and Innovation, The University of Toledo, Mail Stop #103. The Search Committee will be interviewing applicants at the AMA Summer Educators' Conference in San Francisco. The University of Toledo is an equal access, equal opportunity employer and educator.

Marketing: The University of Toledo invites applicants for one tenure-track faculty position in Marketing at the rank of Assistant Professor in the Department of Mar-

keting and International Business, College of Business and Innovation, beginning Fall 2015. An earned Ph.D. in Business Administration (Marketing concentration) or DBA in Marketing from an AACSB accredited school is required; ABD's from an AACSB accredited school close to Ph.D./DBA (Marketing) completion at the time of interview will be considered. A teaching and research emphasis in Digital Marketing and Analytics is preferred. Candidates with expertise in other areas of marketing management will also be considered. Applicants should have demonstrated potential for high quality research and teaching. Candidates with proven achievements, including relevant work experience, are especially encouraged to apply. Screening of candidates will begin in August 2014 and the search will continue until the position is filled. Compensation will be competitive with the market, and includes a very attractive benefits package.



VICE PRESIDENT FOR LEADERSHIP PROGRAMS

The American Council on Education (ACE) seeks a visionary and dynamic leader to serve as its Vice President for Leadership Programs.

ACE is a Washington, D.C. based membership association that represents more than 1,600 higher education institutions and another 200 leaders of higher education-related organizations. Its mission includes advocating key higher education issues; increasing the number of adult learners ready for college and careers; ensuring higher education has a diverse, skilled, and ample leadership pool; and serving as a resource for colleges and universities for internationalization and global engagement.

Reporting to President Molly Corbett Broad, the Vice President for Leadership Programs will be responsible for the general oversight of the Executive Leadership, Emerging Leaders, Inclusive Excellence, and Institutional Leadership Groups. This position will also have oversight of the daily operations of the shared services unit within the Leadership Programs area. The Vice President for Leadership Programs will work collaboratively to develop an integrated vision and program agenda that reflects the Council's strategic priorities and the changing nature of campus leadership. Individuals reporting to the Vice President for Leadership Programs include the: Director, Executive Leadership Group; Director, Emerging Leaders Group; Director, Inclusive Excellence Program; and Director, Institutional Leadership Group. More information about ACE Leadership Programs can be found here: <http://www.acenet.edu/leadership>.

Candidates for this position should possess a Master's Degree and ten years of demonstrated success in administering academic-related policy and program initiatives. A terminal degree is preferred. Leading candidates will demonstrate knowledge and appreciation of the culture of American higher education. S/he will also possess excellent communication skills and a demonstrated ability to collaborate and build relationships.

This appointment is anticipated to begin as soon as possible. For best consideration, please send all nominations, inquiries, and expressions of interest in confidence and electronically no later than September 1, 2014 to:

Shelly Weiss Storbeck, Managing Partner
Julia Patton, Senior Associate
Storbeck / Pimentel & Associates, LP
ACELeadership@storbeckpimentel.com

For more information, please visit ACE's website at www.acenet.edu.

The American Council on Education is an
Equal Opportunity/Affirmative Action Employer/Disabled/Veteran.



executive search consultants



Colorado State University

Dean College of Business Colorado State University

Colorado State University invites applications and nominations for the Dean of the College of Business. The Dean reports to the Provost/Senior Vice President, serving as the chief academic and spokesperson for the college for curriculum, personnel, and budget issues.

Enrolling approximately 27,000 students from all 50 states and 82 countries, Colorado State University is a Carnegie Doctoral/Research University-Extensive land-grant institution with a deep commitment to educational access and excellence, tackling critical local and global issues to provide an enriching and rewarding student learning experience.

One of eight colleges at the University, the College of Business has approximately 63 regular faculty and 16 clinical appointment faculty in the Departments of Accounting, Computer Information Systems, Finance & Real Estate, Management, and Marketing.

The College of Business is ranked as one of the top undergraduate and graduate business programs in the country - #73 on Bloomberg Business Week's rankings of public and private undergraduate business programs; #31 on the U.S. News & World Report rankings of Part-time MBA programs. With very strong research productivity across its various disciplines, the College of Business is AACSB-accredited at the undergraduate and graduate levels and serves approximately 2,300 resident undergraduate business majors, 1,900 resident undergraduate business minors, and 360 resident graduate students. Additionally, the College is one of the early pioneers in distance delivered academic programs that serves approximately 1,850 distance graduate students enrolled in the Online Professional MBA and Master of Computer Information Systems programs. For more information about the College, please visit <http://biz.colostate.edu/>.

Colorado State University is located 60 miles north of Denver in the city of Fort Collins situated on the Front Range of the Rocky Mountains. Colorado and Fort Collins have earned a worldwide reputation as an area that offers an unparalleled lifestyle.

For full consideration applications should be submitted by **October 15, 2014**. Please submit application materials as one pdf document to: cob_dean_search@colostate.edu. The full description of the position can be viewed at: <http://biz.colostate.edu/employment/Pages/>.

CSU is an EO/EA/AA employer and conducts background checks on all final candidates.



Located in the New York City metropolitan area, New Jersey City University is an urban institution of distinction dedicated to providing its students with a rich academic experience. A culturally diverse institution serving 8,500 under-graduate

and graduate students, NJCU offers more than forty undergraduate degree programs as well as graduate and teacher certification programs.

CONTROLLER

The University is seeking a Controller who will oversee all aspects of fiscal management including investment and cash management, banking, general accounting, accounts payables, student receivables, capital assets and debt management for the University and Foundation.

Education

Graduation from an accredited college with a Bachelor's Degree in Accounting required; Master's Degree preferred. CPA required.

Experience

Minimum of seven years' experience in the accounting field is preferred. Experience in higher education, auditing or governmental accounting is preferred.

Resumes should be sent to:

Wilton Thomas Hooke, AVP for Finance

Controller's Office, Hepburn Hall, Room 102

New Jersey City University

2039 Kennedy Boulevard, Jersey City, New Jersey 07305

Electronic submissions can be sent to vpaf@njcu.edu

Deadline for applications is **August 19, 2014**

For a complete job description visit the NJCU Human Resources Page and click on **Employment Opportunities**.

An Equal Opportunity Employer

ment of Marketing and International Business. College of Business and Innovation. The Search Committee will be interviewing applicants at the AMA Summer Educators' Conference in San Francisco. The University of Toledo is an equal access, equal opportunity employer.

Media Art: The Department of Art, Media, and Design at DePaul University seeks to hire a one year Visiting Assistant Professor, non-tenure track, for the 2014-15 academic year. The position has a focus in the Department's Media Art concentration teaching beginning photography (both analog/chemical based and digital) as well as in the Core Program: teaching in Drawing, Two-Dimensional Foundations and/or in Figure Drawing. Candidates should also be prepared to teach the department's general education course offerings for majors and non-majors in the university's Liberal Studies program. The teaching load is nine courses per year on the quarter system and service interests would be available. Required qualifications are: 1) MFA in studio or media art or a related visual arts field; 2) minimum one year of teaching experience on the college/university level, preferably in a liberal arts setting not as a graduate student; 3) knowledge of traditional and contemporary issues in digital arts and in studio arts; 4) record of professional accomplishments and activities and 5) record of exhibition and creative activity in the Visual Arts. The Department of Art, Media, and Design has eleven tenured/tenure-track faculty members. Our degree program is composed of three concentrations: Studio Art, Media Art, and Graphic Art, with a range of specialties in each concentration, offering three minors. We offer a BA degree within the context of the College of Liberal Arts and Sciences. DePaul is committed to recruiting a diverse faculty to complement the diversity of its student body and the Chicago area. For that reason, we especially encourage women, minority candidates, and persons with disabilities to apply. Please see our web site for additional information at: <http://las.depaul.edu/art>. To apply, click: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51160> Please submit the following documents electronically by August 8 11:59PM, maximum total data available for all posted documents is 5MB Please submit the following: 1. A Cover letter, 2. Curriculum Vitae, 3. Teaching Philosophy Statement, 4. Under Other Documents - a List of Four to Five References with contact information (reference letters will be required of the finalists only), 5. Under Publication 1 - a compressed PDF file with 20 examples of your Professional Work, and 6. Under Publication 2 - a compressed PDF file with 20 examples of your Students Work. Only applications completed and submitted by the August 8 deadline will be reviewed. Interviews are tentatively planned to take place on campus in Chicago the week of August 18, travel accommodations are

The University of Toledo, with a population of 23,000 students, is a comprehensive metropolitan state university located in Toledo, Ohio. Toledo combines the cultural benefits of a large city with the conveniences of a smaller community (<http://www.toledo.edu/campus/about/index.html>). The College of Business and Innovation is AACSB accredited and offers an extensive portfolio of undergraduate and master programs, and a Ph.D. program in Manufacturing & Technology Management (www.business.toledo.edu). The Department of Marketing and International Business offers majors in Marketing, Professional Sales, Interna-

tional Business, and Electronic Commerce, and its Ed Schmidt School of Professional Sales (www.sales.toledo.edu) and the Global Business Development Institute significantly contribute to and support student learning, scholarly research/discovery, and business/service outreach and engagement. Qualified candidates must apply at <https://jobs.toledo.edu> by submitting a letter of application, a current vita, names and contact information of three references, and other relevant supporting documents should be included. Questions should be addressed to: Dr. Ellen Pullins, Chair, Search Committee. Email: ellen.pullins@utoledo.edu. Depart-



SYRACUSE UNIVERSITY DEAN, COLLEGE OF ARTS AND SCIENCES

The Syracuse University College of Arts and Sciences invites applications and nominations for the position of dean. The college is the heart of a great private research university, dedicated to a liberal arts core education.

Led by a new Chancellor, the University has embarked on a campus-wide initiative to position Syracuse for success in the dynamic higher education environment. The new dean will possess the depth of experience and knowledge to realize this vision and will aid in the development of a strategic plan for the college centered on the highest quality student learning experience, including broad participation by faculty, staff, students, alumni, and other supporters.

The University affirms its commitment to a liberal arts curriculum, the promise of interdisciplinary collaboration, and support for world-class research and scholarship. The next dean of the College of Arts and Sciences will:

- > have an outstanding record of scholarship, external support, and teaching sufficient to be named a full professor in a department of the college (inclusive of the social sciences)
- > possess the skills to manage in a complex organizational environment
- > exhibit a record of achievement in designing and implementing administrative systems that foster communication, monitor outcomes, and reward progress toward well-defined goals
- > be a strong, inclusive leader, capable of building consensus and making hard decisions in concert with the faculty
- > establish meaningful and sustained collaboration with other schools and colleges and foster productive relationships with alumni and donors
- > steward support for programs that build upon existing capabilities and advance Syracuse's standing as a distinctive research university

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin in August 2014 and will continue until the position is filled, by July 1, 2015. Applications should include a curriculum vitae and letter of interest.

For further information about this position, visit www.sujobops.com (Job# 071238).

To comment on the search, nominate an individual, or express personal interest in the position, write to the search's confidential email address syracusecasdean@SpencerStuart.com.

Syracuse University is an equal opportunity employer.

syr.edu
thecollege.syr.edu

the responsibility of the applicant. 3 letters of reference due at time of interview. Academic year and classes begin on September 10 2014; tentative teaching schedule for Autumn Quarter, pending enrollment: Art 224 Beginning Digital Photography M/W 6-9 PM, Art 101 Digital Tools for Visual Thinkers M/W 11:20 AM-2PM, and Art 106 Beginning Drawing Art 106 M/W. 8:25 AM-11:10 A.M. Position will remain open until filled. A background check is required for the finalist. As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

Middle East: Senior Scholar of Modern Middle East/North Africa. The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications for a senior social science or humanities scholar (full professor or advanced associate) specializing in urban social issues and movements in the modern Middle East or North Africa, beginning Fall 2015, subject to budgetary approval. Academic field is open, and may include anthropology, geography, political science, sociology, history or other appropriate disciplines; the candidate must be eligible for appointment in an existing LAS department or program. We seek a scholar who is interdisciplinary in their theoretical, methodological, and pedagogical approaches, with a strong research agenda and a commitment to teaching and community engagement; Ph.D. is required. This hire is part of a multi-unit cluster initiative for building a program for the study of modern Middle East and Muslim Societies. As a senior hire in an emerging university research and teaching cluster, this position would offer administrative leadership in developing the outlines of a new interdisciplinary curriculum and fostering research initiatives in collaboration with existing institutional strengths in ethnicity and race, gender, labor, political economy, social movements, and urban issues. For fullest consideration, please submit an application by October 15, 2014, at which time we will begin our review and will continue until the position is filled. Applicants should go to <https://jobs.uic.edu/job-board/job-details?jobID=43409> and complete the on-line application (including the full contact information of three references), submit a letter of application, curriculum vitae and writing sample. Questions about the position can be directed to Professor Norma Claire Moruzzi, chair of the search committee (mmoruzzi@uic.edu). UIC is located in the heart of Chicago, and provides excellent research support. The University of Illinois at Chicago is an affirmative action/equal opportunity employer, dedicated to the goal of building a culturally diverse pluralistic faculty and staff committed to teaching in a multicultural environment. We strongly encourage applications



HAGERSTOWN COMMUNITY COLLEGE Hagerstown, Maryland www.hagerstowncc.edu

Hagerstown Community College (HCC), located on 319 acres in western Maryland, was established in 1946 as Maryland's first community college. HCC serves over 7,000 credit students and 8,000 non-credit students each year. With more than 100 programs of study offered, students have the opportunity to learn in sophisticated classrooms and state-of-the-art laboratories. The College has experienced strong growth over the last decade and has substantially expanded and upgraded its facilities, including a new STEM and performing arts buildings, a faculty development center, and will soon begin constructing a new student center.

Hagerstown Community College is currently inviting applications for a full-time administrative position.

Director, Human Resources

The Director of Human Resources serves as the chief personnel officer of the College and provides leadership in both policy and procedure development and implementation in the areas of employee relations, retirement benefits, and the hiring, professional development and dismissal of employees. This position, which currently reports to the President, also is directly involved in organizational development and compensation planning and administration, oversight of health benefits and wellness programs, and assists and advises senior and executive management on a wide variety of human resources matters. The Director serves as a member of the President's Cabinet and plans a leadership role in maintaining the College's shared evening / weekend administrative coverage model, known as the administrator-on-duty system.

A detailed position description is available on the College's website www.hagerstowncc.edu. Applications can be submitted online and a detailed letter of application, curriculum vita, and education transcripts are required. Three letters of recommendation are strongly preferred. Materials may also be sent to: Hagerstown Community College, Human Resources Department, 11400 Robinwood Drive, Hagerstown, Maryland 21742-6590 or by email to hr@hagerstowncc.edu.

Confidential inquiries are welcome by contacting Rosie Oberholzer at roberholzer@hagerstowncc.edu.

Hagerstown Community College is an Equal Opportunity Employer and is committed to the recruitment, selection, hiring and retention of a diverse workforce.

DEANS



Eastern Washington University invites applications and nominations for:

Founding Dean

College of Health Science & Public Health

The College of Health Science and Public Health is Eastern's newest college and offers a range of undergraduate and graduate programs, many of them nationally accredited:

- ◆Communication Disorders◆
- ◆Dental Hygiene◆
- ◆Health Services Administration◆
- ◆Occupational Therapy◆
- ◆Physical Therapy◆
- ◆Public Health◆
- ◆Regional Initiatives in Dental Education◆

The College offers multiple patient care clinics: a speech, language, and hearing clinic; a dental hygiene clinic; and participation in a planned inter-professional teaching health clinic. There is a growing externally funded research base, including a large number of service and research community engagement projects. Inter-professional education efforts are embraced by all health science and public health disciplines, as well as our partner institutions of higher education.

The College is located at our Riverpoint campus in Spokane, WA, to facilitate collaborative programs with Washington State University and the University of Washington.

Eastern plays a leadership role in health care education, diversifying the region's economy and enhancing the quality of life. The College is committed to excellence and is closely linked to the vibrant health services sector of eastern Washington and Spokane. The College is focused on service to those who live in rural areas and members of underserved populations.

Eastern Washington University seeks a dynamic, energetic and visionary leader to be the founding Dean of the College of Health Science and Public Health. The successful candidate will have the ability and vision to lead an inter-professional healthcare college within one of the largest health education centers in the northwest. The founding Dean will guide and represent the College in collaborative initiatives within the University, with partnering institutions, and throughout the broader healthcare community. The Dean will be responsible for defining the new College's strategic priorities; recruiting and maintaining an excellent and diverse faculty; creating and supporting health educational programs of the highest quality; establishing advisory boards; and enhancing relationships with alumni, donors, partner institutions, and community health and civic leaders. The Dean serves as a member of the President's Cabinet and reports directly to the Provost and Vice President for Academic Affairs.

Eastern seeks an experienced and innovative administrative leader to advance the College in education, research, inter-professional collaboration, public health initiatives, and clinical service. Qualifications include a doctorate degree (Ph.D. preferred) in a health-related field, proven administrative leadership skills, accomplished record of scholarship at the level of a tenured professor, a demonstrated commitment to research, expertise in the integration of academic and clinical education, exceptional organizational and communication skills, experience in developing health related programs at the undergraduate or graduate levels, and demonstrated success in public outreach and fundraising. Eastern seeks an educator who offers a sustained record of excellence and who embraces development of a student-centered learning community, backed by experience with fostering innovative methods for teaching and learning. Eastern is particularly interested in receiving applications from a broad spectrum of qualified people who can reinforce its commitment to intellectual and cultural diversity.

The Dean must possess the leadership skills needed to work collaboratively and transparently with faculty to achieve academic excellence and the College's mission. Communication and collaboration skills are vital to work transparently with other university administrators on the shared campus. The Dean is responsible for all program accreditation-related matters within the College and should be familiar with specialized accreditation processes in health science and public health. The successful candidate must demonstrate excellence in writing and oral communication, as well as a strong track record in teaching and successful program development. As the chief executive officer of the College, the Dean is responsible for strategic planning, college advancement, budget management, resource allocation and faculty development.

The Dean must be able to balance core programming responsibilities while working effectively with community health leaders to promote strong external relations. The Dean will be expected to generate external funds in support of the University mission. The successful candidate must exhibit the ability to work effectively in a collective bargaining and shared governance environment.

Candidates are encouraged to visit the University's web site:

www.ewu.edu. Applications should include a letter describing interest and qualifications, current curriculum vitae, and a list of at least five professional reference contacts. All materials will be held in strictest confidence; references will not be contacted until candidates have been notified. Applications must be submitted through our online portal: <https://jobs.hr.ewu.edu>. Screening will begin on September 22, 2014. Preferred starting date is July 1st, 2015.

Eastern Washington University is committed to increasing and retaining the diversity of its faculty, staff, students and academic programs. We are an affirmative action/equal opportunity employer. Applications from members of historically underrepresented groups are especially encouraged.

from women, minorities, individuals with disabilities and covered veterans.

geed@cwu.edu AA/EEO/Title IX Institution. For accommodation: DS@cwu.edu.

Nutrition: Full-time non-tenure track position in Nutrition at Central Washington University, Ellensburg, WA. Ph.D. and RD required. Contract from Jan. 2015 - June 2016, 2014-15 academic year starting with winter 15 and 2015-16 academic year. For more information, contact David Gee at

Political Science: The Department of Political Science at Indiana University Bloomington invites applications for one full-time assistant professor with research interests in human rights, broadly conceived to include recognition of human rights in domestic and international institutions, violation of

human rights by State and non-State actors, and intervention of foreign and transnational organizations seeking to protect the human rights of ethnic, religious or other groups. Candidates should demonstrate broad theoretical interests, active research agendas with the promise of publication in high-quality venues, and proficiency in appropriate research methods. Candidates must also possess strong teaching credentials. Indiana University is an equal employ-

ment and affirmative action employer and 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. To ensure full consideration, applications should be submitted by October 10, 2014; however, applications will be considered until the position is filled. Interested candidates should re-



The College of Staten Island of The City University of New York invites applications for the position of Dean - School of Business. The Dean provides the academic and administrative leadership for the undergraduate and graduate programs within the School of Business. The Dean reports to the Provost and Senior Vice President for Academic Affairs and serves as a member of the Provost's Council.

The College of Staten Island is a four-year, senior college of The City University of New York that offers exceptional opportunities to all its students. The College enrolls approximately 14,000 students and employs over 2,000 faculty and staff. Programs in the liberal arts and sciences and professional studies are offered that lead to bachelor's, associate's and master's degrees. Doctoral degrees are offered at the College or jointly with The Graduate Center of The City University of New York. The College's 204-acre campus is the largest site for a college in New York City. The campus includes state-of-the-art classrooms, laboratories, and studios, and is home to the CUNY Interdisciplinary High-Performance Computing Center.

Responsibilities of the Dean include the following:

- Oversees the functions of the School of Business, working closely with the department chairs, faculty, and other college administrators to develop short-term, mid-range, and long-term plans for the School.
- Works with the Business faculty to develop a 3-5 year plan to achieve AACSB accreditation.
- Promotes academic excellence through scholarly development, curricular development, and student success initiatives as well as through program reviews, assessments, and accreditation.
- Manages the financial resources of the School.

Revised qualifications for the position include an earned doctorate in one of the disciplines within the School; a record of academic achievement in the discipline meriting appointment as a tenured full Professor; University teaching experience complemented by a superior research and scholarly record. The candidate should have a record of proven leadership at the level of Department Chair or above related to the various goals of the School, with five years of administrative experience highly desirable. Demonstrated engagement with and success in obtaining federal, state, and/or private grants; experience in fiscal affairs, faculty and staff development, and promoting university and community relations; and evidence of a strong commitment to the goals of urban, public higher education serving diverse populations will all be considered in the evaluation of applicants.

To apply and view complete job description, please go to www.cuny.edu; select "Employment", "Search Job Listings," "More Options to Search for CUNY Jobs," then enter Job ID #7655 in the "Job Opening ID" field. Please submit a curriculum vitae, cover letter including a statement of administrative philosophy, one writing sample from your area of scholarly expertise, and the names, addresses, and phone numbers of at least five references. Compensation is commensurate with experience. Job closes August 31, 2014.

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.



Dean, Graduate School

Dean, Graduate School at New Mexico State University, Las Cruces, NM. The Dean of the Graduate School will provide energetic and visionary leadership, as well as principled administrative guidance and advocacy for the mission of the Graduate School and articulate a dynamic vision for graduate education and, will provide leadership for the School in fund-raising to support the School's goals. Qualifications include an earned Education-Terminal degree, with five (5) years of professional experience related to the standard duties as outlined. Online application must be submitted by September 30, 2014.

To view the job announcement visit: <http://webcomm.nmsu.edu/hire/>

For complete job description, qualifications and application process visit: <http://jobs.nmsu.edu/postings/18870>

view the job description and submit application materials on-line at <https://indiana.peopleadmin.com>. Questions regarding the position or application process should be directed to: Jessica Williams Department of Political Science Indiana University Bloomington 1100 E. Seventh Street Bloomington, IN 47405-7110 (812) 855-1209 jeewilli@indiana.edu.

Psychology: Harvard University Senior Lecturer in Psychology. The Department of Psychology anticipates hiring a Senior Lecturer to begin on July 1, 2015. The appointee will teach undergraduate and graduate courses in statistics, research design, and data analysis. S/he will be expected to offer the equivalent of four courses per academic year at the undergraduate and graduate lev-



BELLARMINI UNIVERSITY
Louisville, Kentucky

DEAN OF THE W. FIELDING RUBEL SCHOOL OF BUSINESS

Bellarmino University seeks an innovative, entrepreneurial leader with a sense of competitive drive and knowledge of the operation of a contemporary AACSB Business School.

The successful candidate will be a strategic, resourceful and proactive Dean who will make connections with the external community and mine partnerships for the Rubel School of Business. The Rubel School has earned a stellar reputation in Louisville and the surrounding area and requires an inventive Dean to lead the school to the next level of excellence.

With a focus on achieving results aligned with the University's Vision 2020, the Rubel School Faculty members seek a Dean who will act with independence to fund raise, design and implement growth strategies, and further excel in research and academic programming. This new leader will be integral in leading faculty through a strategic thinking and planning activity and the successful implementation of the established goals.

The Dean will be a self-confident motivator with a variety of communication skills for multiple constituencies on and off campus to advance the reputation and resources of the school. Effective outreach skills, personally and through established community systems, will allow the successful candidate to be an effective fundraiser, academic leader, and University-wide leader in policy and operations.

Candidates need management experience and must have a genuine commitment to students and their well-being. Strength of character, honesty and integrity are part of the required value system that is consistent with the University's heritage and commitment to social justice.

The review of credentials will begin immediately and continue until the position is filled. Applications for early review should be submitted by October 15, 2014, and should include:

- a curriculum vitae which addresses the expectations described in the Profile
- a cover letter
- five references with email and phone numbers (references will not be contacted without the permission of the candidate)

Nominations, applications, and inquiries should be forwarded electronically to **Dr. Doris Tegart, Chair of the Search Committee at BellarmineDeanBusiness@agbsearch.com**. All applications will be held in strict confidence. The search is being assisted by Dr. James Davis, Consultant, AGB Search, Inc. He can be reached at jdavis@agbsearch.com or phone number 540-539-9415. For copies of the Profile and other information about the University search, you may visit www.bellarmino.edu or www.agbsearch.com.

EOE

AGB SEARCH
agbsearch.com

els. Among these courses will be Psychology 1900 (Introduction to Statistics for the Behavioral Sciences) for undergraduates. In addition, the appointee will teach Psychology 1950 (Intermediate Statistical Analysis in Psychology), and occasionally Psychology 1952 (Multivariate Analysis in Psychology), as well as specific advanced courses in statistical methods, primarily meant for doctoral students. Besides expertise in standard multivariate techniques of data analysis (e.g., multiple regression, multivariate analysis of variance, logistic regression, structural equation modeling, multilevel modeling), item response theory, a working knowledge of simulation techniques (e.g., agent-based modeling), and potentially techniques including graph theory and Bayesian analysis is desirable. Other substantive courses compatible with the appointee's expertise are welcome. The appointee will also contribute to Psychology by advising senior theses and giving guidance on data analysis to graduate students. S/he may be asked to serve on undergraduate senior thesis committees, dissertation committees, and other departmental committees, as deemed appropriate. This appointment is renewable every five years based on performance and curricular needs. Basic Qualifications: Doctorate in Statistics required. Additional Qualifications: The successful candidate must command a strong record of achievement in academic research and demonstrate excellence in, enthusiasm for, and commitment to undergraduate teaching. Applicants for the position will ordinarily have held a faculty position at a research university or selective undergraduate institution. Special Instructions: Candidates should submit a cover letter, curriculum vitae, statement of teaching philosophy, statement of research, and the names and contact information of three to five references to <http://academicpositions.harvard.edu/postings/5572>. Three letters of recommendation are required, and the application is complete only when all three letters have been submitted. Applications must be submitted no later than September 1, 2014. Questions regarding this position can be addressed to James Sidanius (sidanius@wjh.harvard.edu). Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Public Health: The Master of Public Health Program at DePaul University is seeking applications for a full time, non-tenure track faculty position at the rank of Visiting Assistant Professor beginning in September 2014. Candidates should demonstrate a commitment to graduate education, teaching students of diverse backgrounds, and social justice in public health. Candidates

DEAN OF ALLIED HEALTH

Baptist Memorial College of Health Sciences (Baptist College) invites applications for the position of Dean of Allied Health Division. Baptist College, located in Memphis, Tennessee, is an accredited private, Christian specialized post-secondary degree-granting institution, which offers baccalaureate degrees in nursing and allied health majors.

The Dean of Allied Health provides overall leadership for six undergraduate majors in the division, which are: diagnostic medical sonography, medical laboratory science, medical radiography, nuclear medicine technology, radiation therapy, and respiratory care.

The Dean of Allied Health reports directly to the Provost and has oversight of the division budget, faculty and staff development and evaluation. He/she is responsible for division strategic planning, accreditation of each program, and program development and evaluation.

The successful candidate will have obtained an earned doctorate or have completed one by the hiring date, in a discipline related to either curriculum and instruction, academic administration and/or leadership or adult education, from an accredited institution. The successful candidate will have:

- 1) knowledge and experience in a) educational practices and procedures; b) assessment of student learning; c) various teaching modalities;
- 2) five (5) year of progressively responsible and significant educational leadership at a baccalaureate granting institution;
- 3) the ability to develop, manage, promote and evaluate academic/educational programs.

Review of candidates will begin immediately and continue until position is filled. Please complete an application and submit your resume at <https://bchs-bmhcc.icims.com> by entering the word college in keyword space and then search. You may contact Adonna Caldwell at adonna.caldwell@bchs.edu or 901-572-2592 if additional information is needed.

should possess a PhD or DrPH in Public Health. Teaching responsibilities include epidemiology, biostatistics, research design, introduction to public health, and elective courses. A full-time load comprises seven courses. Teaching sites include DePaul's Loop campus, The Ann and Robert H. Lurie Children's Hospital of Chicago, and Rush University. Together with Rush University, the program is developing a new Chicago Center for Health Equity (CCHE), and this offers an opportunity to develop courses that engage students with community health projects and population health datasets. Further, MPH faculty are expected to help plan and participate in program committees, contribute to CEPH accreditation-related activities, advise graduate students and facilitate community-based workforce development events. We particularly seek candidates who mirror the diversity and mission of the university and its surrounding Chicago, urban community. DePaul University is an Equal Oppor-

tunity Employer committed to building a diverse workforce. We encourage applications from women, racial and ethnic minorities, individuals with disabilities, veterans, and individuals from other historically under-represented groups. Apply online only: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51151> Please electronically submit a cover letter, a C.V., a statement of teaching philosophy, sample teaching evaluations, and reference contact information for three individuals. Applications must be completed on-line by August 1, 2014. Review of applications will begin immediately. As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

R. WILLIAM FUNK & ASSOCIATES

KU THE UNIVERSITY OF KANSAS

DEAN SCHOOL OF SOCIAL WELFARE

The University of Kansas (KU) is seeking candidates for the position of Dean of its nationally prominent School of Social Welfare.

The Dean of the School of Social Welfare reports to the Provost/Executive Vice Chancellor and works closely with other Deans and the senior leadership team at KU. The Dean leads in fulfilling the three fold mission of the School of Social Welfare "to educate students at the B.S.W., M.S.W., and Ph.D. levels, to conduct scholarly inquiry that contributes to the knowledge base of the profession, and to provide leadership in formulating social policy and developing service delivery strategies and systems."

For over 60 years, the University of Kansas School of Social Welfare has provided leadership and innovation in professional social work education. The school is housed on the University of Kansas Lawrence campus, but also offers the complete M.S.W. program at the KU Edwards Campus in Overland Park, a suburb of Kansas City, the Western Kansas M.S.W. program on the Fort Hays State University campus and Garden City Community College campus and an on-site 2+2 B.S.W. degree-completion program on the Kansas City Kansas Community College campus.

The successful candidate will bring a demonstrated commitment to teaching and research of the highest caliber. Candidates will have a strategic vision to assure the ongoing preeminence of the School and will have exemplary communication and interpersonal skills. The next Dean will effectively represent the School to its various constituencies, will build on the School's excellent existing relationships with its alumni and community partners, and be successful in securing funding to support the School's mission. Please go to <http://www.socwel.ku.edu/> to see a more complete "Leadership Statement" and overview of the School.

Founded in 1865, the University of Kansas is one of only 34 public members of the prestigious Association of American Universities (AAU). The University enrolls 28,000 students and has research expenditures of approximately \$300 million annually and is located in Lawrence, a thriving community located 30 minutes from the metropolitan Kansas City area.

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 October 1 to receive optimal consideration. Applications should include a current resume and a letter of interest addressing the position qualifications.

KU Dean SW 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.~

DEAN, SAUNDERS COLLEGE OF BUSINESS

R·I·T
ROCHESTER, NEW YORK

Rochester Institute of Technology in Rochester, New York, seeks an entrepreneurial, collaborative, and strategic leader to be the next **Dean of Saunders College of Business**. The dean will report directly to the provost and will be expected to assume office no later than July 2015.

RIT, a private institution internationally recognized for academic excellence, is home to a diverse population of 18,500 students from all 50 states and more than 100 countries. Always innovating in scholarship and programs, RIT offers some 90 undergraduate degrees, over 80 master's programs, and six PhD programs. Among the 15 largest private universities in the country, the university has an annual budget of approximately \$600 million, employs 3,700 faculty and staff, and possesses an endowment of nearly \$670 million.

The Saunders College of Business had an enrollment in the fall term 2013 of 624 undergraduates in seven degree programs and 293 graduate students in seven masters programs. There are 31 staff members and 49 full-time faculty. The operating budget of Saunders College is approximately \$13.5 million and the college's endowment is approximately \$28 million.

The search is being assisted by Academic Search, Inc. Candidates for the position should submit a cover letter; a current curriculum vitae; and names, phone numbers, and e-mail addresses of at least five references. References will not be contacted without permission. Screening will continue until a dean is chosen, but only applications received by October 5, 2014 can be assured full consideration. All materials should be submitted to the following contact: RITSaundersDean@academic-search.com. A complete position profile and more information about desired qualifications is available by going to www.academic-search.com and clicking on Current Searches. Confidential conversations may be arranged by contacting Senior Consultants Tom Fitch (rtf@academic-search.com) or Jessica Kozloff (jsk@academic-search.com).

RIT is seeking an individual who has the ability and interest in contributing to RIT's core values, honor code, and diversity commitment.

RIT does not discriminate. RIT promotes and values diversity, pluralism and inclusion in the work place. RIT provides equal opportunity to all qualified individuals and does not discriminate on the basis of race, color, creed, age, marital status, sex, gender, religion, sexual orientations, gender identity, gender expression, national origin, veteran status or disability in its hiring, admissions, educational programs and activities.

ACADEMICSEARCH
WASHINGTON, DC

EXECUTIVE

GENESEEO

PRESIDENT

Geneseo, New York

SUNY Geneseo, a highly regarded liberal arts college in the State University of New York (SUNY) system, seeks an inspiring, visionary and entrepreneurial leader to become its next president. Founded in 1871, Geneseo has developed into one of the nation's most selective public liberal arts institutions and is nationally recognized as a center of excellence in undergraduate education. Geneseo is committed to providing life-enhancing, residential education of the "whole person" on an idyllic campus where young people learn to define themselves intellectually, personally and socially.

Located 30 minutes south of Rochester, NY, in a historic village, Geneseo enrolls 5,300-5,400 undergraduate and graduate students who are distinguished by impressive academic backgrounds, a commitment to service, and their accomplishments after graduation. Within one year of graduating nearly 40 percent of Geneseo students enter graduate or professional school. Geneseo is ranked in the top 10 nationwide for the percentage of its graduates who receive Ph.D.s in the STEM fields. Others become leaders in business, public service, non-profit enterprise and the arts.

The College consists of 21 academic departments, as well as two professional schools: the School of Business, and the Ella Cline Shear School of Education. Together these programs offer a total of 43 undergraduate majors, 21 interdisciplinary minors, and six Master's programs in Education and Accounting.

The president will build upon Geneseo's distinguished history and unite the College around common goals for its future, preserving its strengths while finding solutions for the challenges facing public higher education and small liberal arts colleges nationwide. S/he will be a dynamic, experienced and strategic leader who will leverage the strong sense of institutional pride and entrepreneurial spirit that exists among students, faculty, staff, alumni and the community. As the chief ambassador for Geneseo, the president will advocate for the benefits of a Geneseo liberal arts education and strengthen relationships with alumni, the community, partner educational institutions, businesses, government and nonprofit organizations around the world. The president will provide strong and transparent leadership in growing and managing the College's financial resources.

Applications, nominations and inquiries may be directed in confidence to:

Gale Merseeth, Vice President
Kathryn Barry, Managing Associate
Isaacson, Miller, Inc.

Please apply online at www.imsearch.com/5157

SUNY Geneseo is an Affirmative Action/Equal Opportunity, Equal Access Employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. The College actively seeks applications from women and members of underrepresented groups.



Recreation: Old Dominion University - Reporting to the Director of Recreation and Wellness, the Assistant Director of Intramural and Extramural Programming is responsible for the developing, planning, implementing, coordinating and evaluating a comprehensive intramural and extramural program including: management of leagues, tournaments, and special events; providing student staff training and development for officials, supervisors, and a graduate assistant; administration and training of risk management protocol; fiscal management including procuring and maintaining equipment; working with the Assistant Director of Marketing in developing and implementing a marketing strategy the program; contributing to the university student retention plan; collaborating and coordinating events and activities with other campus departments. Work schedule includes evening and weekend hours. The individual will assist in long range planning and implementation of departmental programming as it relates to the overall scope of programming within the Division. Education: A Master's degree in Recreation Administration, Sports Management, or related field is required; or a Bachelor's degree in the areas previously indicated along with experience equivalent to an advanced degree. Experience: The ideal candidate will have excellent communication, management, leadership and professional skills; financial management experience; proven commitment to student development and customer service; a demonstrated ability to take initiative, problem solve, and meet deadlines; and be computer knowledgeable using Microsoft Office and Adobe products in a Windows/network environment. First Aid, CPR and AED certifications required or the ability to obtain within 30 days of employment. Possession of or ability to acquire a valid Virginia State driver's license is required. Submit a cover letter that addresses the position qualifications, resume, and contact information for three professional references to Ms. Connie Thomas at cthomas@odu.edu. Screening of applicants will begin August 12, 2014.

Applications received after August 12, 2014 will be considered if needed. Old Dominion University is an equal opportunity, affirmative action institution and requires compliance with the Immigration Reform and Control Act of 1986.

Religion: Yale University Department of Religious Studies intends to make a tenure-track appointment in the field of East Asian Buddhism beginning July 1, 2015, at the rank of Assistant Professor. Applications are invited and welcome from scholars with research specialties in pre-modern Chinese and/or Japanese Buddhism. Expert knowledge of Japanese and Chinese required and a familiarity with Sanskrit desired. A PhD or equivalent degree at the time of hire is required. Yale University is an Affirmative Action/Equal Opportunity Employer. Yale values diversity among its students, staff, and faculty and strongly welcomes applications from women, protected veterans, persons with disabilities, and underrepresented minorities. A letter of application describing your research, a c.v., a two-page dissertation abstract, a chapter-length writing sample, a syllabus for an introductory undergraduate course, "East Asian Buddhism," and three letters of reference should be submitted online at <https://academicjobs.yale.edu/ajob/Yale/RLST>. The review of applications will begin December 1, 2014. Contact: phyllis.granoff@yale.edu.

Sociology: The Department of Sociology at DePaul University invites applications for a one-year, non-tenure-track position beginning September 2014. We are looking for candidates who can teach courses in the area of sociology of health (for example, health disparities, the US health care system, urban health, food insecurity, global health and/or adolescent health). Candidates with interests in social epidemiology and racism/discrimination as social determinants of health are encouraged to apply. The candidate should also be prepared to teach sociology courses such as intro, social problems, methods, and/or statistics. The depart-

ment consists of 16 fulltime faculty, 350 undergraduate minors, and 80 sociology graduate (MA) students. A PhD in sociology is preferred, but ABD candidates and candidates with a PhD or MPH in public health or an MSW will be considered. Located in the heart of Chicago, DePaul University is a private institution with over 23,000 students. Applications should include a CV, a cover letter describing teaching and research interests. In the cover letter please identify the names and contact information of three references. One or more sample syllabi for health-related courses should be included in the application as well as a teaching statement. Teaching evaluations are encouraged, and research materials are optional. Review of files with complete documentation will begin on August 5 and continue until the position is filled. Apply online only at the following URL: <https://facultyopportunities.depaul.edu/applicants/Central?quickFind=51159> As an Equal Employment Opportunity (EEO) employer, DePaul University provides job opportunities to qualified individuals 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.

Sociology: The Department of Sociology at Yale University intends to make a senior appointment beginning July 1, 2015. The department seeks applicants working in the field of quantitative analyses of social stratification and inequality, broadly defined. Candidates should submit a letter of application, CV, writing sample prepared for blind review, and three letters of reference. Submission may be made via Academic Jobs Online: <https://academicjobs.yale.edu/ajob/jobs/4186> or to the Chair of the Search Committee, Department of Sociology, Yale University, P.O. Box 208265, New Haven, CT 06520-8265. Review of applications will begin September 15, 2014. Yale University is an affirmative action, equal opportunity em-



CHANCELLOR

The University of Wisconsin System invites applications and nominations for the position of Chancellor of the University of Wisconsin-Milwaukee (UWM).

As Wisconsin's premier public urban institution, UWM enjoys a growing national reputation for excellence in research, quality student education, and sustained community engagement. UWM seeks a chancellor with the strategic vision, personal integrity, energy, and leadership skills to direct a large, dynamic, urban institution within a statewide public higher education system.

UWM is a research university (high research activity, RU/H) under the current Carnegie classification enrolling more than 27,000 students, and its \$698 million 2013-14 operating budget includes \$255 million in federal aid, grants, and contracts (with \$210 million for student aid, much of which is used by students to pay tuition and fees). Research expenditures totaled more than \$55 million in 2012-13, an increase of more than 58 percent over the past decade. The university's workforce of almost 8,000 includes 838 faculty, 867 instructional academic staff, 950 administrative staff, 1,153 graduate assistants, 4,887 student workers, and 1,518 classified personnel (both represented and non-represented). The most recent academic additions to the university have been the School of Freshwater Sciences, the first graduate school in the United States dedicated solely to the study of freshwater, and the Zilber School of Public Health, which is working toward becoming the first accredited public health school in Wisconsin. UWM has a significant presence in online education, with more students taking online courses than any other university in Wisconsin. There also is a new focus on entrepreneurship and innovation by different schools and colleges through the Student Startup Challenge.

The university is located in one of Milwaukee's most attractive neighborhoods alongside Lake Michigan, and a short distance from downtown Milwaukee. The metropolitan area is alive with theaters, restaurants, museums, professional sports, parks, concert halls, and ethnic festivals.

UWM faculty and staff are engaged in multiyear planning and implementation processes. The first major program was completed a few years ago with the creation of a campus master plan. It is guiding the realization of the UW-Milwaukee Initiative, a quarter of a billion dollars in state-supported capital spending on the university's campuses throughout Metropolitan Milwaukee. Multiyear planning also is under way with strategic planning, academic planning and creation of a new budget model; these three processes will be completed in 2014. For additional information about the institution and complete position qualifications, please visit <http://www.uwm.edu/chancellorsearch>

As executive head of her/his respective faculty and institution, the Chancellor is vested with the responsibility of administering UW System Board of Regents policies under the coordinating direction of the President of the UW System, and is accountable and reports to the President and the Board on the operation and administration of her/his institution. Subject to Board policy, and operating in a shared governance environment (with faculty, staff, and students), the Chancellor of the institution oversees: developing and implementing the institution's strategic plan and annual goals; designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation; screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated, or intended for use by the institution.

Review of candidates will begin in September 2014 and will continue until the position is filled. Candidates are strongly encouraged to submit materials by September 26, 2014 for best consideration. Application materials should include: a letter describing the candidate's interest in and qualifications for the position; a two-page executive summary; a curriculum vitae; and the names, addresses (including e-mail), and telephone numbers for at least five references. Correspondents are strongly encouraged to communicate by e-mail utilizing PDF attachments.

Shelly Weiss Storbeck and Julia Patton of Storbeck/Pimentel & Associates are assisting the search and screen committee. Questions, requests for information, nominations, and applications should be sent electronically to:

Shelly Weiss Storbeck, Managing Partner
Julia Patton, Senior Associate
Storbeck/Pimentel & Associates, LP
UWMChancellor14@storbeckpimentel.com



executive search consultants

More information about Storbeck/Pimentel & Associates can be found here:
www.storbeckpimentel.com

Further information about the search, UW-Milwaukee, and complete position qualifications are available at: <http://www.uwm.edu/chancellorsearch>

The University of Wisconsin-Milwaukee is an affirmative action, equal employment opportunity employer. The University will not reveal the identities of applicants who request confidentiality in writing, except that the identities of "final candidates" must be revealed upon request. "Final candidates" under Wisconsin law means "the 5 candidates who are considered most qualified for the office or position." See Wis. Stat. sec. 19.36(7). For the UWM Campus Security Report, see <http://www4.uwm.edu/osl/dean/cleryact.cfm> or contact the Office of Student Life, Mellicamp Hall 188, at 414-229-4632 for a paper copy. Employment will require a criminal background check.

ployer. Yale values diversity among its faculty, students and staff, and strongly encourages applications from women, protected veterans, persons with disabilities, and underrepresented minorities.

Sociology: The Harvard Department of Sociology seeks to fill a full-time tenure-track position as Assistant or untenured Associate Professor of Sociology in Chinese Society, beginning fall 2015. We seek candidates with exceptional promise as scholars and teachers to offer courses at the undergraduate and graduate levels. Substantive areas of research and teaching are open. Candidates are required to have a PhD by the expected start date, and should have demonstrated the promise of excellence in both research and teaching. Teaching duties will include offerings at both the undergraduate and graduate levels as well as undergraduate thesis advising. Applicants should submit a dossier including: (1) a vita listing published and unpublished papers, (2) a cover letter, (3) a statement describing current and pro-

jected research activities, (4) a statement describing teaching experience and interests, and (5) two or three pieces of written work including at least one dissertation chapter. Please also include names and contact information for three references. All materials, including letters of reference, should be submitted online to <http://academicpositions.harvard.edu/postings/5587>. Materials submitted by regular mail or email will not be accepted. The deadline to submit applications is September 15, 2014. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Speech and Hearing Sciences: The Department of Speech and Hearing Sciences at the University of Washington is searching for two full-time tenure-track assistant or associate professors with expertise in children's speech/language or hearing devel-

opment and disorders. Duties for this position include undergraduate and graduate teaching, scholarly research, directing student research, and participating in service activities. The Department of Speech and Hearing Sciences has close ties with related units on campus, including the Departments of Linguistics and Psychology; the Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Center; the Autism Center; the Integrated Brain Imaging Center; the Institute for Learning and Brain Sciences; and, the Seattle Children's Hospital. Ph.D. or equivalent is required. Evidence of teaching effectiveness, research productivity and potential for external funding are prerequisites for both positions. Base salary (nine-month academic year) is competitive and commensurate with qualifications and experience; a full range of fringe benefits is available. Send a letter of application including a statement of teaching and research interests, curriculum vitae, publication reprints, and three letters of recommendation to: Truman Coggins, Ph.D.,

inspiring futures
Barton College
WILSON, NC • WWW.BARTON.EDU

Presidential Search

Barton College, an independent, coeducational institution founded in 1902 and affiliated with the Christian Church (Disciples of Christ), seeks a leader to follow the successful and productive tenure of Dr. Norval C. Kneten, President since 2003. President Kneten will retire in the summer of 2015. Located off I-95 on a 65-acre campus less than an hour from the state capital of Raleigh, Barton College enjoys a strong relationship with the city of Wilson, as well as all the recreational, artistic, and cultural opportunities of the region. The next President will join a long-standing collaborative relationship with the Barton College Board of Trustees, faculty, staff, students, alumni, and the surrounding community. The goal of the College is to provide opportunities for intellectual, spiritual, social, and cultural development and to graduate ethical, socially responsible citizens and leaders for the 21st century global community.

Barton College, with 1,100 students, 71 full-time faculty members, and an average class size of 15, offers an array of undergraduate and graduate programs. The College has seven schools: School of Allied Health and Sport Studies, School of Business, School of Education, School of Humanities, School of Nursing, School of Sciences, and School of Social Work. In addition, there are two departments: Department of Art and Design and Department of Communication and Performing Arts. The College offers 30 majors leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work degrees. The College also offers three Master's Degree programs leading to the Master of Education in Elementary Education, the Master of Education in School Administration, and the Master of Science in Nursing.

The present day identity and status of Barton College came out of the multiple formative efforts of many devoted faculty, staff, and trustees. The outcome, the Barton College of today, is a well-deserved source of pride for all associated with the institution. The challenge and opportunity now is to capitalize on the current environment and to harness the shared good will, commitment, and readiness and to lead Barton to the next stage of becoming the college it is capable of being. It is desired and expected that the next President will recognize its strengths and provide attentive, thoughtful, caring and visionary leadership, coupled with sound effective management of its people and resources, so as to strengthen the presence and reputation of Barton College regionally and nationally. The institutional prospectus can be viewed under Current Searches at www.academic-search.com. Additional information about Barton College can be found at www.barton.edu.

The search is being assisted by Academic Search, Inc. Applications should consist of a substantive cover letter, a curriculum vitae, and a list of five professional references with full contact information, none of whom will be contacted without the explicit permission of the candidate. Applications, nominations, and expressions of interest can be submitted electronically, and in confidence, to BartonCollegePresident@academic-search.com.

Applications received by October 24, 2014, will be assured full consideration. Confidential discussions about this opportunity may be arranged by contacting Ann Die Hasselmo at Ann.Hasselmo@academic-search.com or Lauren Johnson at Lauren.Johnson@academic-search.com.

Barton College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based upon race, color, national origin, religion, gender, age, veteran status or disability. Barton College opposes sexual discrimination in all forms.



ACADEMICSEARCH
WASHINGTON, DC

Search Committee Head, Department of Speech and Hearing Sciences, University of Washington, 1417 N.E. 42nd Street, Seattle, WA 98105-6246; phone: 206-685-2999; fax: 206-543-1093; e-mail: tec@uw.edu. Priority will be given to applications received before December 1, 2014; applications will be accepted until the position is filled. Employment begins September 16, 2015. University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities. The University is building a culturally diverse faculty and staff and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans. The University of Washington was a recipient of the 2006 Alfred P. Sloan award for Faculty Career Flexibility and is committed to supporting the work-life balance of its faculty. Additional information: <http://depts.washington.edu/spshsc/employment/>.

Statistics: The Reed College Mathematics Department invites applications for a ten-

ure-track assistant professorship in statistics, to begin in Fall 2015. Applicants should have a Ph.D. in statistics by the time of appointment and be committed to excellence in teaching and scholarship. Reed is a distinguished liberal arts college with 1400 students that offers a demanding academic program to bright and dedicated undergraduates. The successful candidate is expected to teach the equivalent of five semester courses per year and to supervise senior theses (required of all students). Further information about the position can be found at <http://www.reed.edu/mathsearch>. Applications must be submitted through the MathJobs.org website at <http://www.mathjobs.org/jobs/>. Reed and should include a cover letter, curriculum vitae, teaching statement, research statement, and three letters of recommendation. The cover letter should address how the applicant's teaching and scholarship are suited to the liberal arts college environment. Applications will be accepted until the position is filled, but they should be received by 15 October 2014 to guarantee full consideration. Reed College is a community that believes cultural diversity is essential to the excellence of our academic program. In your application materials, please provide a description of how you would engage

and sustain the commitment to diversity and inclusion articulated in Reed College's diversity statement (<http://www.reed.edu/diversity/>). We welcome applications from members of groups traditionally underrepresented in the field. Any questions may be directed to the chair of the search committee, David Perkinson, davidp@reed.edu. An Equal Opportunity Employer, Reed values diversity and encourages applications from underrepresented groups.

Student Affairs: Old Dominion University, a public institution of 25,000 students in Norfolk Virginia invites applications for the position of Coordinator for Student Organizations in the Office of Leadership and Student Involvement (LSI). This position oversees the administration of ODU's student organizations using OrgSync. This position also provides developmentally adequate training program for student organizations, oversees assessment, and co-advise Student Government Association. Requires a master's degree in higher education/ Student Personnel or related field; experience working with and advising student organizations in a college environment; and experience with assessment. Knowledge of

PRESIDENT



The Board of Trustees of Trinity University invites nominations and applications for the position of President of the University. The President is the chief executive officer of the University and serves as president of the faculty and *ex officio* on the standing committees of the Board of Trustees.

Located in culturally rich and vibrant San Antonio, Texas, Trinity University is a private, selective, and residential liberal arts institution with approximately 2,300 undergraduate students and 200 graduate students from 43 states and 60 foreign countries. The student body includes a growing representation (39 percent) from historically underrepresented groups. Two hundred and forty full-time faculty, 98 percent of whom hold the Ph.D. or other terminal degree, provide a student-faculty ratio of 9:1. Trinity has a model NCAA Division III athletics program that balances academics and athletics.

Trinity's many assets include: a substantial endowment of \$1.1 billion, well above the average of peer institutions and 47th largest among private universities; a new and invigorated curriculum; a strategic plan that builds upon the University's strengths; and extraordinary resources for teaching and scholarship, including the new 280,000-square foot Center for the Sciences and Innovation.

The Board seeks an accomplished and energetic executive who has gained distinction as an institutional leader and fund-raiser, preferably with extensive experience in a university setting similar to Trinity's. The new president is expected to be selected by January 1, 2015 and to take office by the following summer.

A full search profile is available at the Academic Search website, www.academic-search.com. Additional information about the University is available at new.trinity.edu.

PROCEDURE FOR NOMINATIONS AND APPLICATIONS

Inquiries, nominations, and applications are invited. Review of nominations and applications will begin immediately, and expressions of interest will be welcomed until an appointment is made. Applications received by September 24, 2014, will be assured of full consideration; these should include a letter of interest, a *curriculum vitae*, and names of five professional references with e-mail addresses and telephone numbers. Calls to references will occur only later in the search process and only with prior notification of candidates. All submissions will be treated in confidence and should be sent electronically (MS Word format preferred) to:

TrinityUPres@academic-search.com

The search committee is assisted by:

Dr. R. Stanton Hales, Senior Consultant
Dr. Andrea Warren Hamos, Senior Consultant
Academic Search, Inc.
rsh@academic-search.com * 707-545-2203
awh@academic-search.com * 202-263-7477

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	Nutrition A38	
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	Political science/ international relations A32-A34	
	Public relations/marketing (campus) A41	
	Religion A32	

Orgsync preferable. Please send cover letter addressing qualifications, resume and contact information of at least three references to the Office Of Leadership and Stu-

dent Involvement c/o Search Committee, 1071 Webb Cneter, Norfolk, VA 23529 or e-mail studentinvolvement@odu.edu. Review begins August 11, 2014 and continues until

filled. Old Dominion University is an equal opportunity, affirmative action institution and requires compliance with the immigration Reform and Control Act of 1986.



MORE VIEWS INSIDE

Location, Location, Location

Urban hot spots are the place to be. But colleges can't simply hang out a "For Sale" sign and move: **A24**

Changing the Ph.D.: a Tilt Toward Teaching

Ignored in the recent MLA report was a series of experiments that "demonstrate the emerging new character" of doctoral training: **A25**

Why We Said Goodbye to Fossil-Fuel Investments

THIS SPRING, after considerable study, Pitzer College announced a comprehensive and ambitious climate-action plan, including a commitment to divest the endowment of substantially all fossil-fuel-company stocks by the end of 2014. It was not a decision made lightly, but one that we felt was a key step in more fully aligning the college's actions with its mission and values.

Our deliberations began last October, when the Board of Trustees formed a working group, which I chaired, composed of students, faculty and staff members, and trustees. In the course of our discussions, we confronted a wide variety of objections to divestment, many raised by other colleges and universities that have rejected it. Taking the road less traveled required much research and soul-searching, but, personally, I can say it was well worth the journey.

As other colleges consider fossil-fuel divestment and confront those objections, I would like to share the objections and our responses, which helped shape Pitzer's decision:

We would be violating our fiduciary duty as trustees to do anything that does not maximize our endowment's performance.

A fiduciary is one who acts solely in the interests of another. For a college, those "interests" are multiple and often conflicting, requiring trade-offs. Nowhere is it written that interests exclude everything but endowment performance. Surely it is also in the institution's interest to align its actions (investment decisions, for example) with its values and mission (environmental sustainability, for example).

The big fossil-fuel companies won't stop producing fossil fuels because we divest. Our sale won't cause even a blip in the stock market.

This is true, but beside the point. Divestment changes the public discourse on our collective energy future; it's aimed not at oil companies, but at those who must craft a public policy consistent with a habitable planet.

We would look like hypocrites, selling our investments in fossil-fuel companies while tanking up our cars.

This misses the fundamental reality that while we are all embedded in the carbon economy to some degree, it is not really by choice. Do we choose to buy a particular car because it is powered by gasoline?



MICHAEL MORGENSTERN FOR THE CHRONICLE

Does anyone (other than a fossil-fuel company) care about the source of the electricity that powers our appliances? No.

The real hypocrisy is saying that you support a world largely free of fossil-fuel emissions, while at the same time betting on their producers to continue delivering a steady profit stream to your endowment. In the larger sense, we must divest ourselves of a carbon-based lifestyle. It won't happen overnight, and the investment and consumption dimensions may not progress with equal speed. But let's divest ourselves of a carbon-dependent existence where we can, as quickly as we can.

Selling those holdings from our endowment will deprive us of their investment returns.

Yes, the institution will no longer derive returns from those companies, but the proceeds from divestment will be reinvested in something. So the question really is whether fossil-fuel companies will do better or worse than the rest of the investable universe. Historically, the companies' stock performance has been roughly in line with the rest of the stock market, and we see no reason to expect them to outperform the market in the future.

In fact, many people cite "stranded asset" risk—the idea that under a more stringent federal emissions policy these companies might have to leave reserves in the ground—as a reason that they could underper-

form in the future. A related question is whether divesting will materially reduce portfolio diversification. Our committee's analysis and those of others suggest that any such effect will be negligible.

Divestment also creates a natural opportunity for targeted reinvestment in companies and projects that promote sustainability and other mission-consistent goals.

We invest in commingled vehicles such as mutual funds. We would have to sell those funds in order to remove the fossil-fuel companies that they hold, so divestment would force us to sell most or all of our investments, at great cost to the endowment.

There are two problems with this argument. First, it views divestment as a binary, all-or-nothing choice. Yet a ranking of direct and commingled assets by carbon intensity quickly reveals the low-hanging fruit. The institution may well discover that substantial, if not complete, divestment can be achieved with minimal portfolio disruption.

Second, this viewpoint assumes that endowments must passively accept whatever the asset-management industry

offers. In fact, money managers are nothing if not adaptable to client demand, and are already offering funds free of fossil-fuel companies. Case in point: the recent joint announcement by the world's largest asset manager, BlackRock, along with the index provider FTSE and the Natural Resources Defense Council.

The endowment should not be used to make political statements.

This incorrectly implies that climate change is a political issue. Without question, climate change is politicized daily, but at its heart climate science has nothing to do with politics; CO₂ has no political leanings. On issues of great moral consequence—and climate change is surely one—the academy has a duty to educate not only its students but also society at large. Divestment is an educational statement, not a political one.

In sum, institutions considering divestment will need to tackle these and other objections to reach an informed decision. Having just gone through the process, I offer this advice: Look beneath the surface. Each of the arguments above is intuitively appealing—but on closer inspection, we found that each one could be countered decisively. ■

Donald P. Gould is a trustee and chair of the investment committee at Pitzer College and president of Gould Asset Management.

POINT OF VIEW

DONALD P. GOULD